



# **Individualized Education Program (IEP) Performance Template**

Tracy Brown

SPD 590

Dr. Soundra Bronson-Pollocks

Spring 2022

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## Standard 1: Contextual Factors: School and Community Demographics, Classroom Demographics, Building Trust Relationships, and Classroom Management

*The IEP Performance Standards is the process for preparing and implementing the IEP process. This template will be used to address specific standards and go through the process of creating an IEP for a student in your placement.*

### Part I: Community, District, School, and Classroom Factors

[Standard 1, Part I](#)

### Part II: Demographic, Environment, and Academic Factors

[Standard 1, Part II](#)

## Standard 2: Individualized Education Plan – Part 1

*Special Education Department*

### Individualized Education Program (IEP)

Student Name: Student Data/Cover Sheet (Form A-1) IEP Meeting Date:

| Demographic Information                             |                                           |                             |                                         |                                  |  |
|-----------------------------------------------------|-------------------------------------------|-----------------------------|-----------------------------------------|----------------------------------|--|
| <b>Student Number:</b><br>123456789                 | <b>Student (Pseudo) Name:</b><br>Sammy D. | <b>Birthdate:</b><br>9/9/14 | <b>Gender:</b><br>Male                  | <b>Grade:</b><br>2 <sup>nd</sup> |  |
| <b>Student Address:</b><br>3500 West Camelback Road |                                           |                             | <b>Home Phone:</b><br>Do not complete   |                                  |  |
| <b>City, State, Zip:</b><br>Phoenix, Arizona 85017  |                                           |                             |                                         |                                  |  |
| <b>Parent 1 (Pseudo) Name:</b><br>Kate D.           |                                           |                             | <b>Parent 1 Relationship:</b><br>Mother |                                  |  |
| <b>Parent 1 Address:</b><br>Do not complete.        |                                           |                             | <b>Home Phone:</b><br>Do not complete.  |                                  |  |
| <b>City, State, Zip:</b><br>Do not complete.        |                                           |                             | <b>Work Phone:</b><br>Do not complete.  |                                  |  |
| <b>Parent 1 Email:</b><br>Do not complete.          |                                           |                             |                                         |                                  |  |
| <b>Parent 2 (Pseudo) Name:</b>                      |                                           |                             | <b>Parent 2 Relationship:</b>           |                                  |  |

|                                                                                                         |                                                                                               |                                                                |                                     |
|---------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------|----------------------------------------------------------------|-------------------------------------|
| <b>Parent 2 Address:</b><br><i>Do not complete.</i>                                                     |                                                                                               | <b>Home Phone:</b><br><i>Do not complete.</i>                  |                                     |
| <b>City, State, Zip:</b><br><i>Do not complete.</i>                                                     |                                                                                               | <b>Work Phone:</b><br><i>Do not complete.</i>                  |                                     |
| <b>Parent 2 Email:</b><br><i>Do not complete.</i>                                                       |                                                                                               |                                                                |                                     |
| <b>Primary Language of Home:</b><br><b>Spanish</b>                                                      | <b>Primary Language Survey Date:</b> 8/2019<br><b>Primary Language Survey Results:</b> 9/2019 | <b>Language of Instruction:</b><br><b>English</b>              |                                     |
| <b>Home District:</b> District 29<br><b>Attendance District:</b> 29                                     |                                                                                               | <b>Service Coordinator:</b> Tracy Brown                        |                                     |
| <b>Home School:</b>                                                                                     |                                                                                               | <b>Attending School:</b> PS/IS 295                             |                                     |
| <b>Vision Screened On:</b><br>8/2019                                                                    | <b>Results:</b><br>Glasses Recommended                                                        | <b>Hearing Screened On:</b><br>8/2019                          | <b>Results:</b> Within Normal Range |
| <b>Meeting Date:</b> 5/6/22                                                                             | <b>Anticipated Duration of IEP:</b><br>From: 5/21/21 To: 5/7/22                               | <b>Re-evaluation Due:</b> 5/7/23<br><b>Current Evaluation:</b> |                                     |
| <b>Special Education Primary Category 1:</b> Speech or Language Impairment                              |                                                                                               |                                                                |                                     |
| <b>Special Education Eligibility Category 2:</b>                                                        |                                                                                               |                                                                |                                     |
| <b>Special Education Eligibility Category 3:</b>                                                        |                                                                                               |                                                                |                                     |
| <b>For Students with SLD only, the following area(s) of eligibility was/were previously determined:</b> |                                                                                               |                                                                |                                     |
| <b>Level of Services:</b> (A) Integrated Co-Teaching with Related Services                              |                                                                                               |                                                                |                                     |
| <b>Type of Meeting:</b> Annual Review                                                                   |                                                                                               |                                                                |                                     |
| <b>Date Meeting Notice Sent to the Parent(s):</b> 4/22/22                                               | <b>Date Procedural Safeguards given to the Parent(s):</b> Already Given During the Initial    |                                                                |                                     |

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**Individualized Education Program (IEP)**

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Student (Pseudo) Name: **Sammy D.** Student Data/Cover Sheet (Form A-2) IEP Meeting Date: **5/6/22**

Student ID: **123456789**

DOB: **9/9/14**

The following persons participated in the conference and/or the development of the IEP. Additionally, parents have been given a copy of their rights regarding the student's placement in special education and understand that they have the right to request a review of their child's IEP at any time.

| Position/Relation to Student | Participant | Date (MM/DD/YY) |
|------------------------------|-------------|-----------------|
|                              |             |                 |
|                              |             |                 |
|                              |             |                 |

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**Individualized Education Program (IEP)**

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Student (Pseudo) Name: *Sammy D.* Student Data/Cover Sheet (Form B) IEP Meeting Date: 5/6/22  
Student ID: 123456789 DOB: 9/9/14

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**PRESENT LEVEL OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE  
(PLAAFP)**

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**Section 1: Current IEP Information**

**Summarize special education services the student is receiving:**

*Sammy's current special education program is provided within an Integrated Co-Teaching classroom with related services in Speech and Language. Sammy's special education program includes ICT services in ELA and Math 8 times per week in a general education classroom. Sammy will receive Social Studies and Sciences 2 times per week in a general education classroom. Sammy will also receive Speech and Language Therapy 2 times per week in a group of 3 in the Therapy Room. All services will be provided in English.*

*Sammy's current special educational program does not include supplemental aids and services, modifications/accommodations, assistive devices, or services. Sammy is also not eligible for a 12-month Extended School Year. His IEP currently does not include Testing Accommodations. Since Sammy is in second grade, a transitional plan is not required.*

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**Section 2: Evaluation Information**

**Areas of Eligibility:**

Special Education Primary Category: *Speech or Language Impairment*

Special Education Eligibility Category 2:

Special Education Eligibility Category 3:

For students with SLD only, the following area(s) of eligibility was previously determined:

*State and District Assessment Scores: In the beginning, middle, and end of each school year, the students in District 29 are required to Monitor the Learn of Students (MOSL). Growth is measured by comparing similar students as determined by the DOE. All students are tested within the school on all grade levels. These results reflect the middle of the year's assessment.*

**Math I-Ready Diagnostic as of 1/22**

Overall Grade Level: 1

**ELA I-Ready Diagnostic as of 1/22**

Overall Grade Level: K

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### **Section 3: Present Level of Academic Achievement and Functional Performance**

- A. Cognitive (academic performance in content areas, e.g., ELA/Reading/Writing, Math, Science, Social Studies, Technology and Fine Arts, as applicable)

*Sammy is a 7-year-old child who is in the second grade. Sammy is a friendly and helpful in the classroom. He is cooperative and always eager to learn.*

*Reading: Sammy took the I-Ready online Diagnostic test in January 2021 and the results indicate that Sammy is currently reading at an overall Kindergarten level.*

*According to the Diagnostic, Sammy is in the early stages of learning phonological awareness. He may recognize a few rhyming words and may inconsistently produce rhyming words. Sammy may benefit from using clapping exercises to help him count syllables in spoken words.*

*In Phonics, Sammy is able to match consonant sounds to letters in isolation: v, j, w, x, k, z, and y. Sammy is able to match the short vowels sounds for o, u, and e with common spelling in isolation. Sammy can decode VC and CVC words for short a, e, i, o and u. He is also able to decode regular on syllable words with final double consonants or ck. Sammy may benefit from working on activities that involve blends in a small group of his peers.*

*Sammy is performing at a Kindergarten level for high frequency words. His overall cumulative average for high frequency word for in class assessments is 62%. Sammy may benefit from receiving both high frequency words in current grade and one grade level below to be integrated during instruction for use during reading and writing activities.*

*According to the I-Ready Diagnostic, Sammy is performing at a beginning Kindergarten level for vocabulary acquisition. His overall cumulative average for vocabulary in class assessments is 54%. Sammy may benefit from displaying new words on flash card with a key ring in alphabetical order to use after explicit introduction of the word, its meaning and how it may appear in a text and during writing task.*

*Sammy is currently reading at a Level F according to the Fountas and Pinnell reading level assessment that was completed in February of 2022. Level F is an early first grade level score. Sammy should be reading at a level L at this time. With supports, Sammy can make inferences, compare, and contrast, sequence events, connect text and visuals, retell literary text. With supports Sammy can identify examples of cause and effect using pictures in literary and informational text. Sammy can benefit from explicit instruction on how to build an understanding of characters in a story.*

*Writing: Sammy is enthusiastic to share creative writing ideas especially stories for personal experiences. Sammy's writing is often misspelled when written independently. Orally, Sammy can express his thoughts. He is also able to utilize drawings to support his thinking however details are often left out in his writing piece. His overall cumulative average for writing in class assessments at a level 2. Sammy would benefit by using writing checklists to inform what is required for each new concept introduced.*

*Math: Sammy took the I-Ready online Diagnostic test in January 2021 and the results indicate that Sammy is currently performing at a first-grade level. Sammy can solve addition problems for joining or comparison situations, solve basic subtraction facts by counting on, and determine the unknown number in an addition and subtraction equation, solve basic subtraction facts by counting on, determine the unknown number in an equation, solve subtraction by counting back and solve subtraction problems for separation or take away situations and check the solution using addition all with two-digit numbers. Sammy would benefit from applying similar concepts to three-digit numbers. In class, Sammy's overall cumulative average for Math for in class assessments is a 68%.*

**B. Physical (gross motor, fine motor, vision, and hearing)**

*Sammy wears eyeglasses. He wears his glasses daily and at all times during the school day. Sammy enjoys going to Gym Class because he loves to run around and exercise. There are no physical development needs or concerns from the parent or student at this time.*

**Oral Language and Communication**

*Sammy communicates and receives instructions in English.*

**C. Social and Emotional Behavior**

*Sammy is sweet child who has positive relationships with his peers and teachers. Sammy enjoys sharing his views and listening to the views of others during peer discussions. In a student Survey given in March, Sammy states he learns best the teacher explains what to do at his group table with some friends because it is more fun than working by himself.*

**Strength:**

*There are no social development concerns from the parent or Sammy for Sammy at this time.*

**D. Adaptive**

*Sammy will benefit from:*

*Tasks broken down into smaller steps.*

*Small group instruction.*

*Use of graphic organizers or checklist for reading and writing task.*

*Guided Reading in small groups.*

*Sammy will have shorter reading and writing assignments.*

*Sammy's textbooks will be based upon 2<sup>nd</sup> grade curriculum but at his independents reading level (1<sup>st</sup> grade).*

*Sammy will have test questions read to him when he asks.*

**Speech and Language:**

**Current Classroom-Based Data:**

*Sammy's overall cumulative average in class is as follows:*

*High frequency word class assessments is 62%*

*Vocabulary class assessments is 54%.*

*Fountas and Pinnell Reading Level F; an early first grade level score.*

*Writing in class assessments at a level 2.*

*Math class assessments is a 68%.*

**Family's Input on Student's Current Performance:**

*Family has been observing class assessment scores and have tried to analyze reasons why his grades are up and down. They know Covid has impacted progress greatly, however they want to ensure it is not because of his language disability.*

Summary of Work Habits:

*Sammy is cooperative and always eager to learn. Sammy also tries his best to complete all task given. His work is consistent with his strength and abilities.*

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**Section 4: Summary of Educational Needs and General Accommodations**

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*Special Education Department*

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**Individualized Education Program (IEP)**

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Student (Pseudo) Name: Sammy D. Considerations Form (Form C)

IEP Meeting Date: 5/6/22

Student ID: 123456789

DOB: 9/9/14

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**ADDITIONAL DOCUMENTATION/CONSIDERATION OF SPECIAL FACTORS**

|                                                                                                                                                               | <u><b>Considered<br/>Not Needed</b></u> | <u><b>Included</b></u>   |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------|--------------------------|
| Individual Transition Plan                                                                                                                                    | <input checked="" type="checkbox"/>     | <input type="checkbox"/> |
| Statement of Transfer of Parental Rights at Age of Majority                                                                                                   | <input checked="" type="checkbox"/>     | <input type="checkbox"/> |
| Statement of Positive Behavior Interventions, Strategies, and Supports Considered for a Student Whose Behavior Impedes his or her Learning, or That of Others | <input checked="" type="checkbox"/>     | <input type="checkbox"/> |
| Statement of Language Needs in the Case of a Child with Limited English Proficiency                                                                           | <input checked="" type="checkbox"/>     | <input type="checkbox"/> |
| Statement of Provisions of Instruction in Braille and User of Braille for a Visually Impaired Child                                                           | <input checked="" type="checkbox"/>     | <input type="checkbox"/> |
| Statement of the Language of Needs, Opportunities for Direct Communication with Peers in the Child's Language, and Communication Mode                         | <input checked="" type="checkbox"/>     | <input type="checkbox"/> |
| Statement of Required Assistive Technology Devices and Services                                                                                               | <input checked="" type="checkbox"/>     | <input type="checkbox"/> |
| Statement of Communication Needs for a Child with a Disability                                                                                                | <input checked="" type="checkbox"/>     | <input type="checkbox"/> |

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## Individualized Education Program (IEP)

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Student (Pseudo) Name: **Sammy D.** Accommodations (Form F)

IEP Meeting Date: **5/6/22**

Student ID: **123456789**

DOB: **9/9/14**

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### ASSESSMENTS

(Rationales for the accommodations that are being chosen specific to assessments.)

**Rationale:** *In Mathematics, Students are introduced to Lesson within a Unit with various strategies and teaching styles to support their understanding of concepts taught. At the end of each unit, students are provided with review materials and Tiered response to interventions strategies to assess current abilities in a series of math centers. At the end of each unit, a Unit math assessment is given. These results reflect the Sammy's current ability for each unit.*

*In Reading, students are introduced to the Unit topics for vocabulary, high frequency words, phonics, language, and conventions. Each week, Spelling words reflect words found with the unit for the week. Students are assessed weekly on their ability to spell, recognize, and utilize these words accurately. These results reflect the Sammy's abilities in the following areas:*

*In Writing, students are introduced to a Unit topic such as Informational writing, Fictional writing, Personal narratives, poems, and how to writing. The students are taught how to apply the writing processes (brainstorming, first draft, revising, editing, publishing peer editing and a personal reflection). These results reflect Sammy's current abilities for each Unit.*

### Mathematic Chapter Assessments

Pre-Assessment: 54

Topic 1 Assessment: 68

Topic 2 Assessment: 84

Topic 3 Assessment: 81

Topic 4 Assessment: 85

Topic 5 Assessment: 82

Topic 6 Assessment: 39

Topic 7 Assessment: 47

Topic 9 Assessment: 82

Topic 10 Assessment: 45

**Reading Level** as of 2/22: **F**

### ELA Unit Assessments

#### Vocabulary MP1

10/1/21: 100

10/8/21: 40

10/15/21: 60

10/29/21: 60

#### Vocabulary MP2

Unit 1 Week 5: 40

Unit 2 Week 1: 100

Unit 2 Week 2: 20

Unit 2 Week 3: 100

Unit 2 Week 4: ex

Unit 3 Week 1: ex

**Vocabulary MP3**

Unit 3 Week 3: 0

Unit 3 Week 4: 60

Unit 3 Week 5: 100

Unit 4 Week 1: 20

Unit 4 Week 2: 0

**High Frequency Words MP1**

10/8/21: 67

10/15/21: 34

10/29/21: ex

**High Frequency Words MP2**

Unit 1 Week 5: 67

Unit 2 Week 1: 60

Unit 2 Week 2: 100

Unit 2 Week 3: 100

Unit 2 Week 4: ex

Unit 3 Week 1: ex

Unit 3 Week 2: 67

**High Frequency Words MP3**

Unit 3 Week 3: 50

Unit 3 Week 4: 0

Unit 3 Week 5: 50

Unit 4 Week 1: 100

Unit 4 Week 2: 50

**Spelling Words MP1**

10/1/21: 83

10/8/21: 83

10/15/21: 8

10/29/21: 100

**Spelling Words MP2**

Unit 1 Week 5: 75

Unit 2 Week 1: 30

Unit 2 Week 2: 42

Unit 2 Week 3: ex      Alternative Assessment: 100

Unit 2 Week 4: ex      Alternative Assessment: ex

Unit 3 Week 1: ex      Alternative Assessment: ex

**Spelling Words MP3**

Unit 3 Week 3: ex      Alternative Assessment: 90

Unit 3 Week 4: 100

Unit 3 Week 5: 100

Unit 4 Week 1: 92

Unit 4 Week 2: 92

**Language and Conventions MP1**

10/1/21: 80

10/8/21: 8

10/29/21: 100

**Language and Conventions MP2**

Unit 2 Week 1: 63

Unit 2 Week 2: 50

Unit 2 Week 4: ex

Unit 3 Week 1: ex

Unit 3 Week 2: 33

**Language and Conventions MP3**

Unit 3 Week 3: 17

Unit 3 Week 4: 40

Unit 3 Week 5: 60

Unit 4 Week 2: 83

**Phonics MP3**

Unit 3 Week 3: 25

Unit 3 Week 4: 14

Unit 3 Week 5: 67

Unit 4 Week 1: 56

Unit 4 Week 2: 40

**Writing**

11/15/21 Fictional Narratives: 2/4

Nonfiction Research: 2/4

Realistic Fiction Writing: TBD

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**State Assessments**

**Standard Accommodation(s):**

*None currently.*

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**District Assessments**

**Standard Accommodation(s):** *Sammy will complete District assessments at the same time and location as the peers within his classroom. B Since the Assessment is a computer-based program, the following accommodations currently include the ability to have the test read, breaks for 1 minute after 30 minutes of testing, and additional time in a separate location if necessary. Sammy is also able provided with blank paper to compute numerical problem in math.*

**Math I-Ready Diagnostic as 1/22**

Overall Grade Level: 1

Number and Operations: Grade 1

Algebra and Algebraic Thinking: Early Grade 2

Measurement and Data: Grade K

Geometry: Grade K

**ELA I-Ready Diagnostic as of 1/22**

Overall Grade Level: K

Phonological Awareness: Grade K  
Phonics: Grade K  
High Frequency Words: Grade K  
Vocabulary: Grade K  
Comprehension: Literature: Grade 1

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Comprehension: Informational: Grade 1

#### CURRENT STATE STANDARDIZED TEST (i.e., AIMS, PSSA) RESULTS

| Testing Area | Test Results | Grade | Semester | Year |
|--------------|--------------|-------|----------|------|
| Reading      | N/A          | N/A   | N/A      | N/A  |
| Writing      | N/A          | N/A   | N/A      | N/A  |
| Math         | N/A          | N/A   | N/A      | N/A  |
| Science      | N/A          | N/A   | N/A      | N/A  |

#### LEAST RESTRICTIVE ENVIRONMENT (LRE)

Provide an explanation of the extent, if any, to which the student will NOT participate with non-disabled students in the general curricular, extracurricular, nonacademic activities, and program options. §300.347(a) (4):

*It is recommended that Sammy remains in an Integrated Co-Teaching (ICT) classroom.*

Consider any potential harmful effects of this placement for the child or on the quality of services that he or she needs §300.552 (a-b): N/A

Reason for different services at school: N/A

**OR**, if the above LRE information does not apply to this student, explain why: N/A

## Standard 3: Individualized Education Plan - Part 2

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Special Education Department

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### Individualized Education Program (IEP)

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Student (Pseudo) Name: Sammy D. Student Goals and Performance Objectives IEP Meeting Date: 5/6/22

Student ID: 123456789

Progress Report

DOB: 9/9/14

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#### ***Skill Area: Reading***

***Standard:*** NY-2R7: Demonstrate understanding of story elements and/or topics by applying information gained from illustrations or text features. (RI&RL)

***Annual Goal:*** In one years' time, with graphic organizers, Sammy will be able to identify story elements such as character, setting plot, main idea and mood in a literary story with 80% accuracy using Teacher observations and Teacher/Provider created activities 1 time per month.

*Baseline Level of Mastery:* Sammy reading level will be assessed and measured by using Fountas and Pinnell reading level assessment at the beginning of the year as well as an I-Ready Diagnostic to assessment his current level for the new academic school year.

*Service Provider(s) for this goal:* The service provider for this goal will be the Special and General Education Teacher.

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#### ***Skill Area: Writing***

***Standard:*** NY- 2W3: Write narratives which recount real or imagined experiences or a short sequence of events, including details to describe actions, thoughts, and feelings; use temporal words to signal event order, and provide a sense of closure.

***Annual Goal:*** In one years' time, using graphic organizers and checklist, Sammy will be able to write a narrative recounting real or imagined experiences including details to describe actions, thought, and feelings, using temporal words to signal order and provide a sense of closure with 80% accuracy using Teacher observations and Teacher/Provider created activities 1 time per quarter.

*Baseline Level of Mastery:* Sammy will receive an On Demand Writing Task at the beginning of the year as well as an I-Ready Diagnostic to assessment his current level for the new academic school year.

*Service Provider(s) for this goal:* The service provider for this goal will be the Special and General Education Teacher.

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**Skill Area: Math**

**Standard: NY-2.NBT.5 Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction**

**Annual Goal: In one years' time, Sammy will be able to fluently add and subtract within 100 using strategies based on place value with 80% accuracy using Teacher observations and Teacher/Provider created activities 1 time per month.**

*Baseline Level of Mastery: Sammy will receive a Beginning of the year assessment (BOY) assessment from Envision Math 3<sup>rd</sup> grade curriculum as well as an I-Ready Diagnostic to assessment his current level for the new academic school year.*

*Service Provider(s) for this goal: The service provider for this goal will be the Special and General Education Teacher.*

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**Skill Area: Speech**

**Standard: 2RF3e: Read all common high-frequency words by sight.**

**Annual Goal: In one years' time, Sammy will be able to decode high frequency sight words in a passage in his independent reading level with 80% accuracy using Teacher observations and Teacher/Provider created activities 1 time per quarter.**

*Baseline Level of Mastery: Student will be given a Curriculum based screening to assess current academic levels. A sight words screening on his academic level utilizing Fry's list of sight words.*

*Service Provider(s) for this goal: The service provider for this goal will be the Special Education Teacher and the Speech-Language Pathologist.*

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## Individualized Education Program (IEP)

Student (Pseudo) Name: Sammy D. Accommodations (Form E) IEP Meeting Date: 5/6/22

Student ID: 123456789

DOB: 9/9/14

### ACCOMODATIONS

Date Given to General Education Teacher:

Service Coordinator:

| Accommodations                                                                                                                                                                                                                                                                                                                        | Type | Location   |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------|------------|
| Preferential Seating                                                                                                                                                                                                                                                                                                                  | 3    | A          |
| Small Group Instruction                                                                                                                                                                                                                                                                                                               | 1    | A          |
| Directions Read                                                                                                                                                                                                                                                                                                                       | 3    | A          |
| Questions Reread                                                                                                                                                                                                                                                                                                                      | 3    | B, E, F, G |
| Questions Broken Down                                                                                                                                                                                                                                                                                                                 | 1    | B, E, F, G |
| Sentence Starters                                                                                                                                                                                                                                                                                                                     | 1    | B, F, G    |
| <b>LEGEND FOR TYPE AND LOCATION FIELDS</b>                                                                                                                                                                                                                                                                                            |      |            |
| <b>Type:</b><br>1 = Class work/assignments      2 = Assessments/tests      3 = Both class work/assignments/assessments                                                                                                                                                                                                                |      |            |
| <b>Location:</b><br>A = All Subjects      B = Language Arts/English      C = Reading      D = Spelling      E = Math<br>F = Science      G = Social Studies      H = Health      I = Electives      J = Physical Education<br>K = Lunch      L = Transition / Vocation      M = Library      N = Title 1      O = Special/Exploratory |      |            |

### Family Communication

After each quarter, the school has Parent Teacher Conferences where teachers and parents are able to discuss the strengths and weaknesses of the students. Reports cards are also distributed each quarter. Since Sammy has an IEP, a progress report aligned with his annual goals is accompanied with the report card indicating if he has met a goal, working towards meeting the goal, or if the goal is not yet met.

### IEP Team Consideration for Extended School

#### IEP Team Consideration for Extended School Year

#### Consideration for eligibility:

Sammy is not considered for eligible for an Extended School Year Program.

Eligible for ESY: N/A

#### Written explanation as to why ESY is or is not needed:

Sammy is currently in a least restrictive environment in an Integrated Co-Teaching Classroom. Sammy is capable of acquiring and retaining skills taught. It is not believed he will regress significantly during the summer months to warrant an extended school year program.

**Individualized Education Program (IEP)**

Student (Pseudo) Name: Sammy D. Services and Environment (Form I)

IEP Meeting Date: 5/6/22

Student ID: 123456789

DOB: 9/9/14

**SPECIAL EDUCATION SERVICES TO BE PROVIDED**

Special education services necessary to meet special education goals and objectives during the school calendar year.

**The child is in need of specially designed instruction in the following areas:**

| Special Education Services | Instructional Setting/ Location  | Start Date | Frequency         | Provider                          | Duration/ End Date |
|----------------------------|----------------------------------|------------|-------------------|-----------------------------------|--------------------|
| ELA                        | Integrated Co-Teaching Classroom | 5/7/22     | 12 times per week | Special/General Education Teacher | 5/7/23             |
| Math                       | Integrated Co-Teaching Classroom | 5/7/22     | 10 times per week | Special/General Education Teacher | 5/7/23             |
| Science                    | Integrated Co-Teaching Classroom | 5/7/22     | 4 times per week  | Special/General Education Teacher | 5/7/23             |
| Social Studies             | Integrated Co-Teaching Classroom | 5/7/22     | 4 times per week  | Special/General Education Teacher | 5/7/23             |

**Clarification:**

**EDUCATIONALLY RELEVANT RELATED SERVICES**

| Special Education Services | Instructional Setting/ Location | Start Date | Frequency        | Provider   | Duration/ End Date   |
|----------------------------|---------------------------------|------------|------------------|------------|----------------------|
| Speech-Language Therapy    | Speech-Language Therapy Room    | 5/7/22     | 2 times per week | R. Naraine | 30 minutes<br>5/7/23 |
|                            |                                 |            |                  |            |                      |
|                            |                                 |            |                  |            |                      |

**Clarification:**

**EDUCATIONALLY RELEVANT SUPPLEMENTARY AIDS/ASSISTIVE TECHNOLOGY and SERVICES for STUDENTS**

| Special Education Services | Instructional Setting/ Location | Start Date | Frequency | Provider | Duration/ End Date |
|----------------------------|---------------------------------|------------|-----------|----------|--------------------|
| N/A                        |                                 |            |           |          |                    |
|                            |                                 |            |           |          |                    |

|                                           |                                                |                   |                  |                 |                               |
|-------------------------------------------|------------------------------------------------|-------------------|------------------|-----------------|-------------------------------|
|                                           |                                                |                   |                  |                 |                               |
| <b>Clarification:</b>                     |                                                |                   |                  |                 |                               |
| <b>SUPPORTS FOR SCHOOL PERSONNEL</b>      |                                                |                   |                  |                 |                               |
| <b>Special<br/>Education<br/>Services</b> | <b>Instructional<br/>Setting/<br/>Location</b> | <b>Start Date</b> | <b>Frequency</b> | <b>Provider</b> | <b>Duration/ End<br/>Date</b> |
| N/A                                       |                                                |                   |                  |                 |                               |
|                                           |                                                |                   |                  |                 |                               |
|                                           |                                                |                   |                  |                 |                               |
| <b>Clarification:</b>                     |                                                |                   |                  |                 |                               |

## Standard 4: Preparation for IEP Meeting

### IEP Meeting Planning

**Required Participants/Roles:** List the participants of an IEP meeting and their roles, including whether or not the student is expected to participate.

|                      |                                  |
|----------------------|----------------------------------|
| <i>Tracy Brown</i>   | <i>Special Education Teacher</i> |
| <i>Nancy Troche</i>  | <i>General Education Teacher</i> |
| <i>Kelly Ruestle</i> | <i>IEP Teacher</i>               |
| <i>Kate D.</i>       | <i>Parent</i>                    |
| <i>R. Narine</i>     | <i>Speech Provider</i>           |
| <i>Gary Garcia</i>   | <i>Translator</i>                |

*Student will not participate in the IEP meeting.*

**Required Agenda Outline:** In 500-750 words, create an agenda for the IEP meeting. Discuss the required topics you must address (i.e., introduction of team members, whether or not this is an initial or review or an annual IEP, discussion of test results, present levels, goals, services, Least Restrictive Environment (LRE) statement, Extended School Year (ESY) services, procedural safeguards, and prior written notice.

#### *IEP Agenda Outline*

- *Introductions: Name and Role*
- *Discuss Purpose of Meeting*
- *Review Testing if Applicable*
- *Discuss present levels and progress*
- *Share Proposed IEP Goals*
- *Determine Student Accommodations*
- *State Testing Information*
- *Determine Schedule of Services and classroom placement*
- *Sign for attendance and agreement*

*Creating an IEP is a collaborative process between a student's family and the school aimed at meeting the unique needs of the student (Morin, 2022). Two weeks prior to the official meet, parents are typically contacted to arrange a mutual and agreeable time and location for the IEP team meeting. Once a meeting is decided upon, a notice of invitation is sent home and to all members of the IEP team.*

*In the case of an annual IEP meeting, all members of the IEP team are introduced and by stating their names and their roles as it pertains to the student's IEP. For this IEP meeting, the IEP team would*

consist of the district representative as the time/minute keeper, the special education teacher as the facilitator, a general education teacher as a contributor of the second-grade curriculum from the perspective of students at the general level, the related service provider for speech, the parent(s), and a Spanish translator to support the parents. The student is currently in the second grade; therefore, he would not participate in this IEP meeting.

Following introductions, the facilitator would then discuss the purpose of the meeting. In this case an annual IEP meeting will be conducted to review the students' current levels of performance through classroom activities and assessments to revise goals and objectives to determine the student's individualized program including the least restrictive environment and supports services.

The facilitator will proceed by reviewing Testing and results with the team. They will discuss the student's current levels and progress, followed by their proposed IEP goals. At this time, the facilitator may open the floor to other members of the IEP team to share testing data, present levels, as well as proposed goals. In this case, the Speech and language pathologist will contribute information to the team.

After goals are proposed, the facilitator move on to discussing the student's accommodations. Since the student is currently in the second grade, accommodations will be considered on his IEP for state testing in the following school year.

The team will then determine the schedule of his serviced and his placement. In this case, the student will remain in an Integrated Co teaching classroom for reading, math, science, and social studies. He will also receive Speech and language therapy 2 times a week for 30 mins in a small group of 3 students. There is no need for an Extended School Year recommendation.

The facilitator will open the floor for concerns by any member of the IEP team. The meeting will be summarized, and all participants will sign the attendance sheet.

Once the IEP is finalized, a Prior Written Notice will be created as a document of agreement to the individualized educational program designed for the student. As part of procedural safe guards, in addition to an agreeable time and location, the parent will be provided with a translator to support understanding of meeting components and data collected from classroom assessments will be available for viewing.

## **Reference**

Morin, A. (2022). IEP Meetings for Teachers. Understood.

<https://www.understood.org/en/articles/for-teachers-what-to-expect-in-an-iep-meeting>

## **Plan for Conflicts:.**

Anticipate concerns from mother...

Since he has made partial progress and has not met his IEP goals, she wonders if it has to do with his disability or because he had to learn remotely during 2020-2021 school year. She is in communication with her son's pediatrician about concerns. During a visit to the doctor, the mother inquired about her child's cognitive levels. The doctor instructed mom to ask the school about additional education supports.

*\*\* Mom should be instructed to share the child's IEP with the pediatrician to help decide next best steps from a medical standpoint.*

*On the level school level, the IEP team believes he is already in the least restrictive environment.*

### Mock IEP Introduction Video

#### **Mock IEP Introduction Video Link:**

#### **Video Recording Link:**

Link from Google Drive

<https://drive.google.com/file/d/1yBH0FECLoUtVro6N1lcKgWfowKwqqcQL/view?usp=sharing>

#### **Reflection:**

*In creating this mock IEP lesson, I was able to ask a few of my colleagues to support me in creating this factious reenactment of what is expected of me during an IEP meeting. I cannot say this was an easy task. I believe I was able to indicate the presumed goals for the student by indicating what the goal is, how it will be measured and the frequency of each goal. I was also able to pause and open the floor for input of information and concerns to ensure questions are answered prior to finalizing the Individual educational plans with a Prior Written Notice. I would like more guidance in building the confidence I need to discuss information that is planned in detail. Not sure if I felt a little intimidated by my peers or the camera, but I left out making the student human by including all his good qualities and traits even though I wrote them in my present levels. I believe sharing the character of the student is helpful and should be included because it give a full well-rounded view of the whole student and not just on an academic level. Those little things are sometimes the most remembered parts of the entire meeting.*

*In the video, I also did not mention the student's social emotional behaviors as well as his adaptive recommendations. All components that are included in my IEP as talking points but were not mentioned. As I continue my student teaching journey, I hope I am able to observe more meetings to take notes on how the teacher is able to compose themselves during the meeting to including all talking points. An agenda was included and distributed, however until I fully master the art a facilitating an IEP meeting, I will need to include subtopics within each bulleted topic area to ensure no topic is left unsaid. This will help me build the confidence and skills I need to implement them in my future meetings. This includes making sure I am looking directly at the speakers as they contribute to parts of the meeting. I want to include that in a real meeting with a translator, I must remember to look at the parents when the translator speaks to give the parents respect as it is their voice in their child's education.*

## Standard 5: Implementation, Communication, and Progress Reporting

### Accommodations Progress and Communication Plan

Complete the Accommodations Table below, demonstrating how you plan to ensure all accommodations are being met in the general education setting (if applicable). If the student is not in a general education classroom, indicate how the student will receive accommodations in content specific areas based on his or her PLAAFP and IEP goals.

On the Accommodations Table, note the dates when you will obtain progress reports from the general education teacher or related services staff so that you can gather data on progress (if applicable). If no general education teachers are reporting, indicate the dates of your (special education teacher) reporting.

In addition, use the Accommodations Table to gather data on the student's progress for the first Quarterly Progress Report.

*NOTE: Only two dates are included on the Accommodations Table for the purpose of this assignment. You may not gather data on both dates in the duration of your placement, but dates should be noted.*

### Accommodations Table

*Goal 1: In one years' time, Sammy will be able to decode high frequency sight words in a passage in his independent reading level with 80% accuracy using Teacher observations and Teacher/Provider created activities 1 time per quarter.*

*Implemented Accommodations:*

*Alternative Assessment:*

*Sammy will receive flash cards of first grade sight words weekly. Sammy will be required to complete a word work assignment every night for homework. At the end of each week, Sammy will be given a Spelling test to assess his ability to spell words correctly. At the end of each quarter, Sammy's functional reading level will be assessed to measure growth.*

*Sammy will also receive the following sensory accommodations:*

*Preferential seating as well as locating and limiting distractions.*

*Small group instruction with appropriate instruction.*

**Person(s) Responsible:**

***Special Education Teach  
Speech and Language Pathologist***

**Quarterly Progress Report 1**

**Date: 9/23/2021**

**Data Results:** *According to the Fountas and Pinnell Benchmark reading assessment, Sammy is reading at a C level which is a Kindergarten Reading level. Sammy relies heavily on illustrations to guide his reading and has difficulty recognizing sight words. A reading level of /I/ is required for the beginning of 2<sup>nd</sup> grade. Due to the results, Sammy has not made progress towards meeting his goal.*

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |  |                                                                   |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|-------------------------------------------------------------------|
| <b>Quarterly Progress Report 2</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |  | <b>Date:</b> 2/17/22                                              |
| <b>Data Results:</b><br>According to the Fountas and Pinnell Benchmark reading assessment, Sammy is reading at a F level. Although Sammy has improved greatly, the results indicate he is reading at an independent level for First Grade. Sammy is able to read sight words when given on index cards, however he has difficulty making a connection to reading these sight words in print. A reading level of /L/ is required during this quarter for 2 <sup>nd</sup> grade. Due to the results, Sammy has made partial progress towards meeting his goal. |  |                                                                   |
| <b>Goal 2:</b> In one years' time, Sammy will be able to fluently add and subtract within 100 using strategies based on place value with 80% accuracy using Teacher observations and Teacher/Provider created activities 1 time per month.                                                                                                                                                                                                                                                                                                                   |  |                                                                   |
| <b>Implemented Accommodations:</b> Math Tool Kit folder which includes Laminated graphic organizers and Anchor charts of step-by-step instructions for each strategy introduced to help support autonomy. Sammy will also benefit from having questions reread to him or broken down to help him answer each question.                                                                                                                                                                                                                                       |  | <b>Person(s) Responsible:</b><br><b>Special Education Teacher</b> |
| <b>Quarterly Progress Report 1</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |  | <b>Date:</b> 9/24/21                                              |
| <b>Data Results:</b> According to the Envision Math Unit Assessments, Sammy demonstrates an understanding of Mathematical concepts on grade level. He is able to add numbers up to 120 however, Sammy has difficulty applying appropriate strategies to add and subtract numbers within 100. Sammy's math average is 69%. Due to these results, Sammy has made partial progress towards meeting his goal.                                                                                                                                                    |  |                                                                   |
| Pre-Assessment: 54<br>Topic 1 Assessment: 68<br>Topic 2 Assessment: 84                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |  |                                                                   |
| <b>Quarterly Progress Report 2</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |  | <b>Date:</b> 2/18/22                                              |
| <b>Data Results:</b> According to the Envision Math Unit Assessments, Sammy demonstrates an understanding of Mathematical concepts on grade level. He is able to add fluently add numbers with 100 using strategies with grade appropriate fluency. Sammy has difficulty applying appropriate strategies to subtract numbers within 100. Sammy's math average is 72%. Due to these results, Sammy has made partial progress towards meeting his goal.                                                                                                        |  |                                                                   |
| Topic 3 Assessment: 81<br>Topic 4 Assessment: 85<br>Topic 5 Assessment: 82<br>Topic 6 Assessment: 39                                                                                                                                                                                                                                                                                                                                                                                                                                                         |  |                                                                   |
| <b>Quarterly Progress Report 3</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |  | <b>Date:</b> Not Yet Due                                          |
| Topic 7 Assessment: 47<br>Topic 9 Assessment: 82<br>Topic 10 Assessment: 45                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |  |                                                                   |

### **Accommodations Summary:**

*The following accommodation summary reflects the student's results taken from the second quarter of the academic school year. During reading instruction, the student receives preferential seating during each of the core subjects. He also receives grade standards during small group instruction to reflect his current independent levels in all core subjects. Sammy travels to his appropriate groups with required materials at appropriate times. Sammy often utilizes flash cards to support his independence during writing activities in all subjects and is mastery of first grade sight words. Sammy has also demonstrated the ability to apply corresponding Math strategies when adding numbers within 100 with and without utilizing the Math tool kit. However, Sammy has difficulty applying the corresponding graphic organizers with math task for subtracting numbers within 100 appropriately. Sammy will continue to utilize Math Tool Kit to demonstrate how the concepts correlate from addition to subtraction to support and bridge understanding.*

### **Communication Plan for General Education Teachers and Related Services Staff:**

*The following communication plans reflects the measures taken to inform necessary faculty and staff accurately and promptly regarding the progress of the student. To begin, a data binder is created prior to meeting the student to outline IEP Goals for each quarter of the school year. Once the beginning of the year assessments is given, RTI groups for the student will be clearly identified for appropriate small group instructions. After each weekly and/or unit assessment, student results will be uploaded promptly into Jupiter Ed Gradebook platform providing visual access to parents and the IEP Teacher. This is followed by a ticket of event created in Sesis an online progress monitoring platform providing access to members of the student's IEP team. Tickets indicate the level of progress the student was able to make for each intended goal for each weekly/unit assessment. After each assessment, flexible small groups indicate the RTI instructional group the student will attend. If the student constantly performs at Tier 1 (independent practice level) or Tier 3 (intensive 1:1 guided instruction) RTI instructional groups, the teacher will formally address the IEP teacher in an email to discuss whether to amend or the IEP to modify goals or whether to add services to meet the student's current needs. Quarterly report cards and progress monitoring reports will reflect the data previously communicated to the IEP team via Sesis and or email messages.*

## Standard 6: Revised IEP

### Data Collection and IEP Modifications

#### IEP Modification Need

*After monitoring and gathering data, an analysis of Sammy's IEP annual goal performance indicate Sammy has made partially met his IEP Goals in Math. Sammy has shown has mastered his goal of adding numbers within 100 outside of utilizing graphic organizers and anchor charts with 80% accuracy on chapter unit assessments. For this reason, an amendment is will be considered to modify his IEP Annual Goal for Math. A formal meeting informing parents will be conducted to allow parents to provide written consent for the amendment before change are made. In reading, Sammy is approaching grade level requirements for sight words. Once a quarterly reading assessment is conducted for the 3<sup>rd</sup> quarter, the results will indicate whether an amendment will need to be considered to modify his reading goals from sight words to the decoding of multisyllabic words using appropriate strategies such as letter sounds, vowel teams, blends, digraphs, etc... The target instructional reading level for the 3<sup>rd</sup> quarter assessment would require Sammy to fluently read a level /K/ text which is a beginning 2<sup>nd</sup> grade reading level according to Fountas and Pinnell benchmark assessment. His independent reading level will encompass his ability to read fluently as well as respond effectively to a series of corresponding comprehension questions.*

#### Family Communication Plan

*The communication plan reflects the necessary measure to taken inform families on the current progress of the student and their IEP goals. After each weekly and/or unit assessment, student results will be uploaded promptly into Jupiter Ed Gradebook platform providing visual access to parents. The student also receives the assessment to share results with parents. The parent is required to view, sign, and return the assessment to the special education teacher. Signed assessments are filed in the student's portfolio. Parents are welcomed to address any concerns during the teacher's office hours. If the student demonstrates academic concerns or considerations needing to be addressed, the teacher will initiate the need for a meeting before any scheduled Parent Teacher Conference. Teachers and parents meet quarterly after the distribution of report cards and progress monitoring of annual IEP goals to discuss results. During the meeting, Parents will have access to their child's portfolio for math, reading, science, and social studies. Parents will also be able to discuss academic, social emotional, and physical concerns regarding their child. The teacher will follow up with parents regarding their concerns. Concerns will also be discussed and addressed during IEP meetings to ensure the voice of the parent is heard when considering the best possible individualized educational program for their child.*

## Standard 7: Reflection of the IEP Process

### Continued Learning

1. *In this student teaching experience, I have learned why it is important to read the IEP of each student in the class before ever meeting the students. The IEP helps you create a blueprint on how you will plan instruction and manage your classroom environment. Since all students are unique and learn in different ways, no two classrooms will ever be alike even when you teach the same grade and content. Their functional levels are unique to their strengths and abilities and would require specially designed instruction to support them in meeting their goals.*
2. *I also learned the importance of analyzing data help determine student current levels according to grade standards. This allows teachers the opportunity to supplement classroom instruction and activities with the purpose of meeting students where they are in order to fill in the gaps in their learning. This helps to support growth and mastery of skills taught to bring the student closer to grade level. Analyzing data also provides concrete artifacts when considering the least restrictive environment for the student.*
3. *Effective progress monitoring practices helps the special education teacher create current and appropriate goals for each student. Creating and implementing systems to communicate assessment results with members of the IEP team is beneficial to accurately describe the current learner. Effective progress monitoring is key when determining if and when to create addenda and/or amendments to an IEP of the student.*

### Improved Practice

1. *Based on my student teaching experience of developing and delivering an Individualized Education Program (IEP), an implication for future teaching practice I would take into my own classroom would be to purposefully communicate with families. Parent communication is more than creating class newsletters. It is the time taken to inform parents about their whole child, academically, socially, and physically. Communicated information should always communicate facts not on opinion and emotion. Parents should always feel as an equal contributor in their child's education.*
2. *Another concept I would consider taking into my own classroom is to maintain a system of providing feedback that is constructive and prompt for students and their families. If the goal is to support growth, students will not understand what they need to work on, without providing them with their results. Feedback allows students to analyze and self-reflect on areas they were able to do well and areas they still need to be supported. Families will also be able to get a better understanding of how their student applies skilled learned. This will also support in addressing possible concerns the parents may have on their child's IEP.*
3. *Finally, I would implement a system of tracking student data via Data binders and student portfolios to maintain accurate data collection of student assessment results. I would also create a system to accurately update information shared to the IEP team to ensure I remain on top of the progress of my future students. These measures will support my ability to inform the IEP team on the best possible educational program for my students to ensure their needs are met.*