

Student ID:  
WA SSID:  
Date of Birth:

**Individualized Education Program (IEP) Cover Page (Review Amendment)**

Student's Name: \_\_\_\_\_  
Grade: 03 Age\*: 9 Disability (if identified): Health Impairments Home Language: English  
Parent/Guardian/Adult Student: \_\_\_\_\_ Primary Language: English  
Parent interpreter needed?  Yes  No Surrogate parent:  Yes  No If yes, name: \_\_\_\_\_  
Home Address: \_\_\_\_\_  
Phone # (H): \_\_\_\_\_ Phone # (W): \_\_\_\_\_  
Attending School: \_\_\_\_\_ Is this student's neighborhood school?  Yes  No

|                                      |                   |   |                   |
|--------------------------------------|-------------------|---|-------------------|
| Most Recent Evaluation Date          | <u>04/15/2021</u> | IEP Start Date                              | <u>06/16/2022</u> |
| Next re-evaluation must occur before | <u>04/15/2024</u> | Next IEP Start Date must occur on or before | <u>05/25/2023</u> |

|                                    |                   |   |                   |
|------------------------------------|-------------------|---|-------------------|
| IEP Meeting Date                   | <u>06/14/2022</u> | Date parent notified of meeting                                       | <u>06/06/2022</u> |
| Next IEP Meeting must occur before | <u>05/19/2023</u> | Date student notified of meeting<br>(if transition will be discussed) | _____             |

Primary Staff Contact: \_\_\_\_\_ Inclusive Education Coordinator  
Phone Number: \_\_\_\_\_

Signatures are used to document participation in the meeting and do not constitute agreement or disagreement.

| Excused                  | Title                           | Participant Name | Signature |
|--------------------------|---------------------------------|------------------|-----------|
| <input type="checkbox"/> | Parent                          | _____            | _____     |
| <input type="checkbox"/> | Parent                          | _____            | _____     |
| <input type="checkbox"/> | Procedural Safeguards Offered   | _____            | _____     |
| <input type="checkbox"/> | District Representative         | _____            | _____     |
| <input type="checkbox"/> | Case manager/special ed teacher | _____            | _____     |
| <input type="checkbox"/> | General Education Teacher       | _____            | _____     |
| <input type="checkbox"/> | Speech Language Pathologist     | _____            | _____     |
| <input type="checkbox"/> | Occupational Therapist          | _____            | _____     |
| <input type="checkbox"/> | Physical Therapist              | _____            | _____     |
| <input type="checkbox"/> | Student                         | _____            | _____     |
| <input type="checkbox"/> | Paraeducator                    | _____            | _____     |
| <input type="checkbox"/> |                                 | _____            | _____     |
| <input type="checkbox"/> |                                 | _____            | _____     |

\* The student must be informed at least one year prior to turning 18 that the IDEA procedural safeguards (rights) transfer to him/ her at age 18 and be provided with an explanation of those procedural safeguards.

Date informed: \_\_\_\_\_ Projected Graduation/Exit Date: \_\_\_\_\_



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**Individualized Education Program (IEP) Cover Page (Review Amendment)**

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Comments:

If the parent did not attend, what method was used to ensure their participation:

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Team Considerations (Amendment)

Meeting Date: [redacted]

PURPOSE: During the IEP meeting the following factors must be considered by the IEP team. Best practice suggests that the IEP team document that the factors were considered and any decision made relative to each. The factors are addressed in other sections of the IEP if not documented on this page. (for example: see Present Levels of Academic and Functional Performance)

[X] The strengths of the student and the concerns of the parents for enhancing the education of their child.

[redacted] a kind student who loves to engage with peers and adults and have fun. [redacted] has a lot of strong adaptive skills in [redacted] ing the school environment and enjoys being a helper in the classroom. [redacted] learns to use visual supports such as schedules or multi-step directions very quickly. Visual supports and accommoda [redacted] greatly enhance [redacted] independence in the classroom. Reading is a strength for [redacted] and he enjoys reading and listening to stories with his class.

Parent input:

When accommodations and modifications are carried out with fidelity, [redacted] is making meaningful progress in the general education setting. He enjoys being included with his nondisabled peers academically and socially. Reading is a relative strength, and [redacted] spends his free time reading or listening to fictional books at grade level. [redacted] needs 1:1 support during general education writing and math. He can make meaningful progress in these areas inside [redacted] general education classroom with the appropriate accommodations and supports. [redacted] can follow a routine and manage his supplies with prompts. He will often ask us "What's next?" He is often less anxious and more confident when he knows what to expect throughout his day. He enjoys being a leader or helper in class and at home.

When work is too hard or [redacted] is fatigued often task refusal ensues. Repetition and the right support always leads to progress for [redacted]. Socially, [redacted] likes to make friends and wants to make others happy. He has a great sense of humor, and often bullies [redacted] and [redacted] through running jokes. [redacted] struggles to understand the hidden social rules that rule the school yard. He doesn't often understand social cues and the [redacted] of common elementary games. He hates to lose, academically and socially. He's becoming more and more aware that he's different, and depending on the day he embraces this or despises it. He needs peer support and direct instruction on how to communicate and act appropriately to gain true friendship.

Current Concerns: [redacted] will be entering a new school next year. We know when the paraeducator is well trained and accommodations are [redacted] with fidelity [redacted] does well in the general education setting. We want to ensure that these two factors remain so [redacted] can continue to [redacted] meaningful progress in the Least Restrictive Environment.

Future goals: We want [redacted] to be included to the maximum extent appropriate in general education with his nondisabled peers throughout his entire educational career. We believe all supports can be successfully brought to [redacted] in the regular classroom for him to make meaningful progress. We know that early segregation leads to segregation later [redacted]. We want [redacted] to be ready for technical or post-secondary education as there are more than 300 college programs available for students [redacted] with intellectual disabilities across the nation. We want [redacted] to be able to make and maintain long term relationships, and be a contributing member of his community. More than [redacted] of people with intellectual disabilities are unemployed, and we believe that's a direct result of only 17% of students with intellectual disabilities being included in a regular classroom with appropriate support for the majority of their day. Like many adults with intellectual disabilities, [redacted] can be successful, happy, interdependent, employed, and have meaningful relationships if he gets practice with [redacted] things early in life.

[X] The results of the student's performance on any general state or district-wide assessments.

In Reading, [redacted] i-Ready assessment scores are as follows:

- Kindergarten: Fall - 350 (Emerging K) Winter - 342 (Emerging K) Spring - 309 (Emerging K)
1st Grade: Fall - 298 (Emerging K) Winter - 336 (Emerging K) Spring - COVID-19 School Closure
2nd Grade: Fall - 309 (Emerging K) Winter - 437 (early Grade 1) Spring - 337 (Grade K)
3rd Grade: Fall - 315 (Grade K) Winter - 414 (Grade K)

In Math, [redacted] i-Ready assessment scores are as follows:

- Kindergarten: Fall - 335 (Emerging K) Winter - 319 (Emerging K) Spring - 320 (Emerging K)

**Team Considerations (Amendment)**

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1st Grade: Fall - 315 (Emerging K)  
Winter - 327 (Emerging K)  
Spring - COVID-19 School Closure

2nd Grade: Fall - 318 (Emerging K)  
Winter - 378 (Grade K)  
Spring - 358 (Grade K)

3rd Grade: Fall - 295 (Grade K)  
Winter - 406 (Grade 1)

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[REDACTED] will participate in state assessments for the first time this month (May 2022) as a third grader for math and ELA.

The communication needs of the student. In the case of a student who is deaf or hard of hearing, consider the student's language and communication needs, opportunities for direct communications with peers and professional personnel in the student's language and communication mode, academic level, and full range of needs, including opportunities for direct instruction in the student's language and communication mode.

[REDACTED] communication skills are delayed and are addressed in his IEP. He is not deaf nor hard of hearing.

The student's assistive technology devices and services needs.

[REDACTED] benefits from a slant board, a footrest, visual schedule and work system, touch screen computer, and assistive writing ram with large text, word pred [REDACTED] text to speech to read back writing and assistive reading tools such as audio with highlighted text and enlarged text. [REDACTED] ears glasses for reading.

In the case of a student whose behavior impedes his or her learning or that of others, consider, when appropriate, strategies, including positive behavioral interventions, strategies, and supports to address that behavior.

Behavior is not currently a qualifying area for [REDACTED] has appropriate structures and support in place to help manage behavior: visual work system and schedule, a [REDACTED] er, ability to take breaks when needed, task accommodations and designated staff support.

In the case of a student with limited English proficiency, consider the language needs of the child as such needs relate to the child's IEP.

[REDACTED] does not have limited English proficiency.

In the case of a student who is blind or has a visual impairment, provide for instruction in Braille and the use of Braille unless the IEP team determines, after an evaluation of the student's reading and writing skills, needs, and appropriate reading and writing media (including an evaluation of the student's future needs for instruction in Braille or the use of Braille), that instruction in Braille or the use of Braille is not appropriate for the student.

[REDACTED] is not blind or visually impaired.

## Present Levels of Educational Performance and Measurable Annual Goals (Amendment)

Meeting Date: 06/14/2022

**PURPOSE:** The Present Level of Educational Performance describes the effects of the student's disability upon the student's involvement and progress in the general curriculum and area(s) of need. This includes the student's performance in academic achievement (reading, math, communications, etc.) and functional performance (behavior, social skills, daily life activities, mobility, extra-curricular activities, etc.) in objective terms. Test scores, if appropriate, should be self-explanatory or an explanation should be included. For preschool students this section should include how the student's disability affects the student's participation in appropriate activities. **There should be a direct relationship between the present level of educational performance and the other components of the IEP.**

### Background

██████████ is a third grade student, currently attending ██████████ and is in ██████████ 3rd grade classroom. Students have returned to full time in person learning for the 2021-2022 school year for the first time since March 2020. During the 2020-2021 school year, ██████████ participated in remote instruction and hybrid learning due to the COVID-19 pandemic. ██████████ transferred to ██████████ for the 2018-2019 school year as a kindergarten student from the state of ██████████. A review of his record revealed ██████████ completed 2.5 years of early intervention services in ██████████ prior to the families move to ██████████ where he attended an integrated preschool program.

### General Education Teacher Report

██████████ third grade teacher reports the following:

Over the course of ██████████ third grade school year he has made tremendous progress in many areas. The most significant growth has been made in his general abilities as a student. He has increased his stamina allowing him to get more classroom assignments completed and to show the skills he is capable of displaying. There are times where he is still resistant to doing work, but those times have decreased significantly since the beginning of the school year.

██████████ has had success in reading with assignments that have been accommodated to fit his needs. He requires assignments have less directions on a page with increased font sizes. He is capable of finding answers in text to questions that allow him to fill in the blank, match answers, cut and paste, and are multiple choice. He is capable of reading most grade level texts with assistance as long as he is motivated by the topic. He has even started to read in front of the class and small groups.

In math, ██████████ has had some success in the later part of the year using a calculator to help with answering multiplication equation. ██████████ can identify fractions of shaded models and can count fractions on a number line. There is significant work needed in ██████████ standing and completing word problems. Identifying the operation to use when problem solving is the biggest challenge.

██████████ resistance to writing has decreased over the school year as well. His 1:1 para has done an amazing job with adjusting the writing assignment to something that ██████████ is interested in; usually Harry Potter or Star Wars. For brainstorming ideas and organizing his thoughts he has been hand-writing and/or words are being scribed for him. When it comes to writing drafts (first and final) he has been using Clicker.

██████████ has also shown tremendous growth in his social interactions. He plays with classmates at recess, talks with them during appropriate times in class, and joins his class for carpet time. While he is still needing to work at appropriate times to touch others, his classmates generally love him. He is still having trouble with bathroom accidents. Those usually come when he's tired or doesn't want to do something.

### >> Adverse Impact Summary

██████████ learning and ability to access the general education curriculum is impacted by his disability. He requires accommodations and specially designed instruction in math, reading, writing, adaptive skills, social emotional skills, gross motor, fine motor, and communication in order to access his learning.

### Academic

██████████ participates with his general education class for all core academic instruction. The following strategies are beneficial for ██████████ in order to access academic content: visuals, mini ██████████ amount of content on one page, minimizing writing on non-writing tasks, and incorporating interests into content. ██████████ does engage in some task refusal, specifically during math

## Present Levels of Educational Performance and Measurable Annual Goals (Amendment)

Meeting Date: 06/14/2022

and writing. Consistent use of a visual schedule throughout the day provides sufficient predictability which reduces general dysregulation that may contribute to fatigue and task refusal. Additional task refusal preventions include a visual work system, a clear visual or routine that indicates the end to a task and a strong relationship with staff.

### >> Math

█████ has strong number sense and is able to represent three digit numbers using base ten blocks and compare two numbers to indicate which is larger/smaller. He can add and subtract single numbers using ten frames, a number line, hundreds chart or touchmath. He is able to add and subtract two digit numbers without regrouping using touch math and a hundreds chart. █████ is able to add and subtract using regrouping with the use of visual organizer to draw representations of ones, tens, and hundreds. While completing this process, he does utilize a rhyme to help remember the each subsequent step but does still need additional prompts. He identifies and selects a strategy to solves multidigit whole number addition and subtraction problems. In the third grade, █████ has been working on multiplication and division using the strategies of equal groups, arrays, multiplication charts and a calculator. █████ is able to solve multiplication and division problems using arrays and equal groups with 75% accuracy, with most common errors being miscounting due to high products/dividends. █████ is able to utilize a multiplication chart to solve multiplication problems when given extra visual supports for tracking. Without these additional supports, █████ frequently makes tracking errors. █████ has some multiplication facts memorized (factors of 1 and sometimes 2) but utilizing a calculator has been the most consistent strategy for larger value products and quotients.

█████ continues to require support for solving word problems. He benefits from solving word problems based on topics of interest, manipulatives, and visual supports. He has been most successful in solving word problems involving finding the area which may be due to the highly visual and consistent nature of the problems. He is currently able to identify the numbers in the word problem but requires support in identifying the operation. Once the operation has been determined, he is able to solve the equation using one of his calculation strategies. He is currently identifying keywords that indicate the word problems operation in 0 out of 4 opportunities.

### >> Reading

█████ strength is in reading and he enjoys listening to and reading stories. He is able to answer who what and where questions, sequence the beginning, middle, and end of a text, retell a story, identify the main idea and details of a fiction text. █████ has more difficulty with more abstract comprehension such as inference or finding the main idea as texts increase in complexity. █████ is best able to show his comprehension skills through multiple choice, verbal responses, fill in the blank, or utilizing ten frames. It is important to minimize visual overwhelm on reading assignments by enlarging text, simplifying written directions, and minimizing the quantity of questions/tasks on one page. It is also important to ensure a large enough writing space for █████ handwriting. █████ has been working on referring back to the text when answering comprehension questions. He does need some additional prompts to initiate looking back at the text and finding the correct portion of the text, but is then able to independently correctly answer the comprehension question correctly. It is helpful to block out unnecessary text when █████ refers back to the text in order to minimize task refusal from visual overwhelm. █████ is currently receiving private reading instruction at home in the Reading Mastery 3 program that incorporates Orton-Gillingham multisensory techniques. His reading tutor reports that █████ currently reading 36-41 cwpm at a beginning 3rd grade level, enjoying reading "chapter books" (stories told over multiple lessons), and improving with unblending ability, identifying letters to sounds, basic independent spelling skills, reading fluency, and decoding words other than CVC words. The private tutor's full report is attached to this IEP. In class, █████ reads 3rd grade texts with some support and participates in whole class and small group reading and discussion. He participates in grade level spelling tests in a multiple choice format with 90% accuracy. On grade level comprehension assessments in a multiple choice format, █████ is scoring with 68% accuracy. In the fall, █████ was reading 3rd grade passages with 24 cwpm and is currently reading at 30 cwpm.

#### iReady:

Phonological Awareness- tested out

Phonics- grade K

High Frequency Words- grade 1

Vocabulary- grade K

Comprehension Literature- grade 1

**Present Levels of Educational Performance and Measurable Annual Goals (Amendment)**

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Comprehension Informational Text- grade K

**>> Writing**

This year, [redacted] as made a lot of growth with writing in the classroom. His overall resistance to writing has greatly decreased which allows him to use writing more functionally in the classroom for assignments in other subject areas. Though [redacted] continues to benefit from accommodations to reduce the amount of writing required in other subject areas, he is now willing and able to write single words or short phrases on assignments without utilizing a scribe. He is able to independently write some sight words and words of interest (typically on about Harry Potter or Star Wars), utilize a student dictionary to copy words, and sounds out words phonetically. He has been working on increasing the number of words he is able to write at a given time without an additional verbal or visual cue. He has made some progress and has been successful with writing up to 3 words at a time without the additional cue. He is most successful with writing consecutive words when they go together in a single concept such as "battle droid" or "Harry Potter". Because of [redacted] challenges with working memory, it is important that [redacted] as access to a scribed text to use as a visual cue when typing longer assignments.

On writing assignments, [redacted] as been learning to utilize the assistive writing program Clicker. The most successful tool within this program has [redacted] he predictive text feature and the text to speech feature to read back what he has just written. During the brainstorming/planning phase, [redacted] typically writes on pencil/paper or utilizes a scribe to get words and short phrases in a graphic organizer. Because [redacted] is still learning keyboarding and practicing using the predictive text feature, [redacted] dictates the first draft of his writing to a scribe writing on paper, and then types his draft into the Clicker program. He then uses the text to speech read back feature to edit his work and produce the final draft. [redacted] has been focusing on editing his work on three points: capitalizing at the start of the sentence, punctuation at the end of the sentence, and making sure it makes sense. He currently requires additional prompting for editing for both accuracy and motivation. It is important for [redacted] to be encouraged to produce writing on topics of interest in order to increase engagement and minimize ta sal.

**Standard:** CCSS.ELA-Literacy.RF.4.4 Grade 4

**Annual Goal: Reading**

Skill: Fluency

By 05/24/2023, when given a grade leveled reading passage [redacted] will read the passage orally improving reading fluency from reading 30 cwpm to at least 38 cwpm as measured by classroom dat

How will progress toward this goal be reported?

- Content Area Grade Report
- Student/Teacher Written Log
- Goals and Objectives Page
- Written Progress Report
- Student Communications Log
- Other

**Report of Student Progress:** Quarterly

**Standard:** CCSS.ELA-Literacy.W.4.4 Grade 4

**Annual Goal: Writing**

By 05/24/2023, when given a grade level writing prompt, pencil and graphic organizer, sentence frames, a scribe, an assistive writing program with word prediction and text to speech, [redacted] will produce opinion, narrative, or informational writing by going through the writer's process of planning, drafting, and editing improving written expression from writing 1-5 sentences to at least 2 paragraphs (at least 5 sentences each) across multiple sessions as measured by classroom data.

How will progress toward this goal be reported?



**Present Levels of Educational Performance and Measurable Annual Goals (Amendment)**

Meeting Date: 06/14/2022

- |  |   |   |
|--|---|---|
| <input type="checkbox"/> Content Area Grade Report   | <input type="checkbox"/> Goals and Objectives Page          | <input type="checkbox"/> Student Communications Log |
| <input type="checkbox"/> Student/Teacher Written Log | <input checked="" type="checkbox"/> Written Progress Report | <input type="checkbox"/> Other                      |

**Report of Student Progress:** Quarterly

**Standard:** CCSS.Math.Practice.MP3 Grade 4

**Annual Goal: Math**

Skill: Computation

By 05/24/2023, when given When given a grade level math problem and a visual of math tools available [redacted] will identify type of problem and solve the problem with a strategy including but not limited to hundreds charts, place value chart, TouchMath, manipulatives, number line drawing, array, multiplication chart, calculator, and/or fraction strips improving math computation skills from identifying the type of problem and solving with a strategy in 1/4 types of problems (multidigit addition or subtraction) to identifying the type of problem and solving with a strategy in 4/4 types (1. multidigit addition or subtraction, 2. multidigit multiplication or division, 3. fraction addition or subtraction and 4. decimal addition or subtraction) as measured by classroom data.

How will progress toward this goal be reported?

- |  |   |   |
|--|---|---|
| <input type="checkbox"/> Content Area Grade Report   | <input type="checkbox"/> Goals and Objectives Page          | <input type="checkbox"/> Student Communications Log |
| <input type="checkbox"/> Student/Teacher Written Log | <input checked="" type="checkbox"/> Written Progress Report | <input type="checkbox"/> Other                      |

**Report of Student Progress:** Quarterly

**Standard:** CCSS.Math.Practice.MP1 Grade 4

**Annual Goal: Math**

Skill: Application

By 05/24/2023, when given grade level word problem and strategies to include songs/rhymes and keywords paired with motions/actions [redacted] will pull out keywords to identify the mathematical operation (i.e., less than, more than, difference, total, etc.) improving math application skills from 0 out of 4 opportunities to 3 out of 4 opportunities as measured by classroom data.

How will progress toward this goal be reported?

- |  |   |   |
|--|---|---|
| <input type="checkbox"/> Content Area Grade Report   | <input type="checkbox"/> Goals and Objectives Page          | <input type="checkbox"/> Student Communications Log |
| <input type="checkbox"/> Student/Teacher Written Log | <input checked="" type="checkbox"/> Written Progress Report | <input type="checkbox"/> Other                      |

**Report of Student Progress:** Quarterly

**Standard:** CCSS.ELA-Literacy.CCRA.R.10 Grade 4

**Annual Goal: Reading**

Skill: Comprehension

By 05/24/2023, when given a grade level passage [redacted] will answer multiple choice grade level comprehension questions improving reading comprehension skills from multiple choice questions (field of 3 options) with 68% accuracy to multiple choice questions (field of 3 options) with 80% accuracy as measured by classroom data.



**Present Levels of Educational Performance and Measurable Annual Goals (Amendment)**

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How will progress toward this goal be reported?

- |  |   |   |
|--|---|---|
| <input type="checkbox"/> Content Area Grade Report   | <input type="checkbox"/> Goals and Objectives Page          | <input type="checkbox"/> Student Communications Log |
| <input type="checkbox"/> Student/Teacher Written Log | <input checked="" type="checkbox"/> Written Progress Report | <input type="checkbox"/> Other                      |

**Report of Student Progress:** Quarterly

**Communication**

**Previous Goals and Progress:**

██████ has been receiving in person speech therapy services for the 2021-2022 school year. He has been receiving a combination of pull out and push in services (20 minutes pull out in the speech room, 20 minutes push into his general education class, and 20 minutes push into recess). Speech therapy has focused on incorporating ██████ interests into the delivery of his services. This has been found to ensure his focus and participation. Two of ██████ interests include Start Wars and Harry Potter. ██████ as made consistent and steady progress on all of his communication goals. His communication goals and pr ██████ are listed below:

1. Answering common, recurring classroom "wh" questions (e.g., "Who is the character? Where does the story take place? What is the month?") from 75% accuracy to 90% accuracy.

**MET GOAL-**██████ is able to answer recurring classroom "wh" questions with 90% accuracy. The only common "wh" questions that Troy has difficulty with are "why" questions. He will often respond with "I don't know" unless provided with support (e.g., verbal prompting, verbal encouragement, or multiple choice options). This may be because "why" questions are more abstract and often require perspective taking. ██████ would benefit from specially designed instruction that focuses on perspective taking. It is recommended to be a new g ██████ r communication.

2. Increasing speech sound accuracy in functional words (e.g., common, functional words determined by parents, teacher and SLP) from 74% of functional words/phrases accurate with a close approximate when given visual/verbal cues and a model to 75% of functional words/phrases accurate with a close approximation when given a model only.

**MET GOAL-**██████ has been working off of a new functional phrases list that has been provided by his mother. We have been working on saying these phrases slowly and enunciating the consonant sounds. From this list of 14 functional phrases ██████ is able to produce them with 78% intelligibility. Even though ██████ intelligibility with his functional phrases continues, peers and adult continue to have difficulty understanding his speech. He would benefit from targeted instruction on different strategies to use when a communication breakdown occurs because of decreased intelligibility.

3. Producing functional words containing the /f/ when given a model from 10% accurate (or close approximation) to 70% accurate (or close approximation).

**MET GOAL-**██████ has been very dedicated to his /f/ sound this year. He has made amazing growth. When given a model, he is produc ██████ nctional /f/ words in all positions with 87% accuracy. In recent sessions, ██████ has started to produce some /f/ words in short phrases. Since we have been working at the word level and started generalizing to the phrase level, ██████ is ready to work on functional /f/ words in sentences.

4. Use a strategy to stop a stutter and use smooth speech from 15% accuracy given a single visual cue to 80% accuracy given a single visual cue.

**MET GOAL.**██████ has been very willing to practice using his fluency strategy (e.g, stop, take a breath, and take off smooth) when a stutter occurs. When given a single Star Wars visual cue, ██████ is using his strategy with 80% accuracy. In order for ██████ to start spontaneously using a fluency strategy in moments of stuttering, his monitoring skills must be increased. Monitoring bumpy speech/moment of stuttering in himself and others will be a new communication goal.

5. Using common phrases to engage in play (e.g., "What are you playing? Can I play? How do you play? So what are you up to?") during unstructured play time from 1/3 opportunities to 2/3 opportunities.

**MET GOAL.**██████ ability to use his language with his peers (e.g., social/pragmatic language) has blossomed this year. He consistently uses common phrases to ask his peers to play with him during recess time in 2/3 opportunities. In the past few months ██████ has started addressing his peers by name when asking them to play with him. Because of his interest in Star Wars, his phrases are typically about playing Star Wars (e.g., "Let's play Star Wars! Want to play Star Wars?"). ██████ is ready to start working on building up the rest of his pragmatic language skills. He has demonstrated a need in learning how to engage in a conversation with a peer. This will be a new communication goal.

**Present Levels of Educational Performance and Measurable Annual Goals (Amendment)**

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6. Identifying and stating the beginning, middle, and end of a story in sequential order when given a grade-level text (e.g., story from the "Wonders" book) and a visual cue or graphic organizer from 0% accuracy to 80% accuracy.

**GOAL PARTIALLY MET.** [redacted] has met his goal for identifying the beginning, middle, and end of a story and can do so with 80% accuracy. Although [redacted] as not met his goal for stating the beginning, middle, and end of a grade-level story, he has made progress with this skill. When given a graphic organizer and visual cues he is able to consistently state the beginning and end of a story with 80% accuracy. He has been working on the middle of a story.

**New Goal Baselines:**

1. Taking the perspective of another person during conversation in 0% of opportunities.
2. Engaging in two conversational turns in 0% of opportunities.
3. Using a strategy to repair a communication breakdown when not understood in 0/4 opportunities.  
**\*AMMENDED GOAL.** The team has been trial strategies to repair communication breakdowns since meeting in May to review [redacted] IEP. There are two strategies that [redacted] is willing to use and helps increase his intelligibility. The first strategy is using slow speech with a [redacted] ral cue (dragging a finger along the table). The second strategy is exaggerating each syllable of an utterance with a gestural cue (tapping finger on table for each syllable or bouncing hand in air for each syllable).
4. Producing functional words containing the /f/ sound in sentences with 0% accuracy.
5. Identifying bumpy speech in himself and others in 0% of opportunities.

**Standard:** CCSS.ELA-Literacy.SL.3.1 Grade 3

**Annual Goal: Communication**

Skill: Perspective Taking

By 05/24/2023, when given visual cues, gestural cues, and verbal cues [redacted] will take the perspective of another person during a conversational opportunity by make a "quickie comment" (e.g., that's c [redacted] esome, bummer, I am sorry) improving pragmatic language skills from 0% accuracy to 80% accuracy as measured by weekly SLP data, observations, and classroom staff data.

How will progress toward this goal be reported?

- |  |   |   |
|--|---|---|
| <input type="checkbox"/> Content Area Grade Report   | <input type="checkbox"/> Goals and Objectives Page          | <input type="checkbox"/> Student Communications Log |
| <input type="checkbox"/> Student/Teacher Written Log | <input checked="" type="checkbox"/> Written Progress Report | <input type="checkbox"/> Other                      |

**Report of Student Progress:** Quarterly

**Standard:** CCSS.ELA-Literacy.SL.3.1 Grade 3

**Annual Goal: Communication**

Skill: Conversation

By 05/24/2023, when given a structured conversational task with visual and verbal cues [redacted] will engage in two conversational turns by asking a question and making a comment improving pragmatic language skills from 0 [redacted] pportunities to 80% of opportunities as measured by SLP data and classroom staff data.

How will progress toward this goal be reported?

- |  |   |   |
|--|---|---|
| <input type="checkbox"/> Content Area Grade Report   | <input type="checkbox"/> Goals and Objectives Page          | <input type="checkbox"/> Student Communications Log |
| <input type="checkbox"/> Student/Teacher Written Log | <input checked="" type="checkbox"/> Written Progress Report | <input type="checkbox"/> Other                      |

**Report of Student Progress:** Quarterly

**Present Levels of Educational Performance and Measurable Annual Goals (Amendment)**

Meeting Date: 06/14/2022

**Standard:** CCSS.ELA-Literacy.SL.3.1 Grade 3

**Annual Goal: Communication**

Skill: Repairing Breakdowns

By 05/24/2023, when given a structured activity with a single verbal cue, [redacted] will use a strategy (e.g., slow speech, exaggerated syllables) to repair a communication breakdown when his speech is not understood improving self-advocacy skills from 0/4 opportunities to 3/4 opportunities as measured by SLP data, IEP team data, and observations.

How will progress toward this goal be reported?

- Content Area Grade Report       Goals and Objectives Page       Student Communications Log  
 Student/Teacher Written Log       Written Progress Report       Other

**Report of Student Progress:** Quarterly

**Standard:** CCSS.ELA-Literacy.SL.3.1 Grade 3

**Annual Goal: Communication**

Skill: /f/

By 05/24/2023, when given a structured activity with cues and models, [redacted] will produce functional words containing the /f/ sound in sentences improving articulation skills from 0% accuracy to 70% accuracy as measured by SLP data.

How will progress toward this goal be reported?

- Content Area Grade Report       Goals and Objectives Page       Student Communications Log  
 Student/Teacher Written Log       Written Progress Report       Other

**Report of Student Progress:** Quarterly

**Standard:** CCSS.ELA-Literacy.SL.3.1 Grade 3

**Annual Goal: Communication**

Skill: Fluency

By 05/24/2023, when given a structured activity with verbal cues [redacted] will identify bumpy speech in himself and others improving self-monitoring skills from 0% accuracy to 70% accuracy as measured by SLP data and classroom staff data.

How will progress toward this goal be reported?

- Content Area Grade Report       Goals and Objectives Page       Student Communications Log  
 Student/Teacher Written Log       Written Progress Report       Other

**Report of Student Progress:** Quarterly

**Gross Motor**

[redacted] receives school based physical therapy services for 30 minutes per week. The focus of this service is on his recreational movement on the playground and in physical education. The majority of his service takes place on the

**Present Levels of Educational Performance and Measurable Annual Goals (Amendment)**

Meeting Date: 06/14/2022

playground where he is encouraged to participate in games with his classmates with the physical therapist facilitating. Monthly the therapist will attempt to pull [redacted] aside to assess specific skills. Sometimes [redacted] is resistant to being pulled aside so assessing his goals has been inconsistent.

He continues to be able to move functionally through his classroom and school and is able access his academic environment without accommodation from a gross motor point of view.

Present level of performance:

Double leg hopping: When he is not distracted and willing [redacted] will hop 2-3 times in a row consistently with verbal cues to keep his feet together. When distracted by what is happening around him on the playground and in gym class he will revert to galloping or sometimes break into a run. He started not being able to hop but can now hop consecutively and up to 6 inches in a single hop.

Climbing and traversing: [redacted] continues On the ladder like grid style climbing structure on the playground [redacted] will climb so his hands are on the top [redacted] g so his feet are about three feet off of the ground and back down as well as traverse the the approximate six foot length both directions independently. He has a more difficulty traversing the gym traversing wall because he will get off to let other kids pass or gets frustrated with other kids being on the wall with him.

Catching a 4 inch ball with his hands: when not distracted and is willing [redacted] will catch the ball 50-60% of the time from five to six feet away. When we started he was not able to catch the small ball with his hands.

[redacted] has made steady progress with each of his goals and with his gross motor growth in general. He has independent functional mobility throughout his academic environment and will continue to benefit from support to help him improve with his recreational movement.

**Standard:** Non CCSS Goals

**Annual Goal: Gross Motor**

By 05/24/2023, when given when given a physical education or playground setting, instruction, and opportunity [redacted] will Take at least one step in any direction in an attempt to catch or strike an object that has been thrown or kicked toward him improving hand-eye coordination, bilateral integration, visual tracking, and proprioception from not adjusting his position to be able to catch or strike an object to Taking at least one step in any direction and attempting to catch or strike a ball in at least three out of five trials on three separate occasions as measured by observation, therapy and classroom data

How will progress toward this goal be reported?

- Content Area Grade Report
- Student/Teacher Written Log
- Goals and Objectives Page
- Written Progress Report
- Student Communications Log
- Other

**Report of Student Progress:** Semester

**Fine Motor**

Student: [redacted]

Therapist: [redacted]

School: [redacted]

School Based Occupational Therapy (OT) Present Level of Performance

May 2022  
[redacted]

[redacted] continues to receive 20 minutes twice a week of occupational therapy services. Service delivery takes place in-class (push-in) and in pull-out environments. Pull-out services are focused on direct skills that are applied during in-class

**Present Levels of Educational Performance and Measurable Annual Goals (Amendment)**

Meeting Date: 06/14/2022

sessions for functional application. Push-in services take place in-person in [redacted] designated general/special education classroom(s). Pull out services take place in OT room in a one on one setting. Recently consultative services were added in order for school based occupational therapist to discuss adaptations and accommodations as well as planning with general education staff in regards to writing/typing goals.

[redacted] past OT IEP goals have focused on copying/writing sentences and typing/word prediction/adaptive technology use.

Writing/Grasp: [redacted] continues to grasp writing implements with a 4-pod dynamic grasp with a tendency to fluctuate from a tripod to a 4-pod grasp independently. [redacted] can copy 2-3 sentences on to 1/2" width mid-line marked paper with 3 or less verbal and visual cues to size and placement with 75% accuracy, however, independent letter formation accuracy is at 90% or more consistently. [redacted] also consistently demonstrates the ability to write 4-5 sentences with 3-4 words per sentence. His fine motor control and endurance becomes more challenging after sentences 4 and 5 with size and placement accuracy lowering to 60%. [redacted] struggles with creating his own sentences and requires 4 or more verbal cues to create a complete sentence of interest

Goal Data: [redacted] can co-create sentence of interest with therapist/staff to use as sample for word prediction use with 2 or less verbal cues and initial sample to copy onto 1/2" width mid-line marked lines with 80% accuracy for letter size and placement with in 0/3 trials.

Typing: When typing [redacted] can select "f" "j" "d" "k" and spacebar keys when enlarged black on white fjdk stickers on keys. When using all letters on keyboard visual cues are needed to find letters 75% of the time. [redacted] is working on copying sentences using word prediction software. He is able to pick correct word out of word bank with 75% accuracy. Four or more visual cues are needed to find place in sentence when he copies/types so that he copies sentence with all words in correct sequence. The read back option on word prediction software is not only motivating for [redacted] it assists [redacted] in identifying mistakes and creating more sentences.

Goal Data: [redacted] can use word prediction software to copy 2 sentences of interest with 5 or less visual cues to correctly copy sample sentences given in 0/3 trials.

[redacted] will continue to receive school based occupational therapy services to address fine motor and visual motor skills with a combination of 50% pull out and 50% push in time allotments in addition to staff/OT consultation time.

**Standard:** Non CCSS Goals

**Annual Goal: Fine Motor**

Skill: writing skills

By 05/24/2023, when given 1/2" width mid-line marked line [redacted] will co-create sentence of interest with therapist/staff to use as sample for word prediction use with 2 or less verbal cues and initial sample to copy, onto line with 80% accuracy for letter size and placement improving visual motor skills from writing sentence in 0/3 trials to writing sentence in 2/3 trials as measured by on going occupational therapy data collection and/or observation

How will progress toward this goal be reported?

- Content Area Grade Report
- Student/Teacher Written Log
- Goals and Objectives Page
- Written Progress Report
- Student Communications Log
- Other

**Report of Student Progress:** Semester

**Standard:** Non CCSS Goals

**Annual Goal: Fine Motor**

Skill: technology skills

**Present Levels of Educational Performance and Measurable Annual Goals (Amendment)**

Meeting Date: 06/14/2022

By 05/24/2023, when given computer keyboard, word prediction, word bank and text to speech technology [redacted] will use word prediction software to copy 2 sentences of interest with 5 or less visual cues to correctly copy sample sent [redacted] improving visual motor skills from using technology to produce 2 sentences of interest 0/3 trials to using technology to produce 2 sentences of interest in 2/3 trials as measured by on going occupational therapy data collection and/or observation

How will progress toward this goal be reported?

- Content Area Grade Report
- Student/Teacher Written Log
- Goals and Objectives Page
- Written Progress Report
- Student Communications Log
- Other

**Report of Student Progress:** Semester

**Social/ Emotional**

[redacted] is very social and enjoys being around others. He greets both staff and peers at school and participates in group discussions. [redacted] as increased his play with peers out at recess this year and will often play variations of Star Wars themed games such as tag with peers. He does need reminders of appropriate physical touch during play (ex. not touching a peer's head or neck during tag). Inappropriate physical touch has also been observed in the classroom and by parent observation in out of school social opportunities that in [redacted] hugging people when they don't want it, touching people's heads as they leave the room, and kissing. Currently, [redacted] s being taught direct-taught rules for physical touch for different scenarios through social narratives. Because [redacted] are so many scenarios and nuance regarding what is appropriate physical touch, it may benefit [redacted] to learn physical touch boundaries from a consent perspective in order to both maintain appropriate physical boundaries during social interactions as well as for personal protection. He is currently seeking consent for physical touch in 0/5 opportunities.

[redacted] has been working on self-regulation skills at school through building interoceptive awareness and utilizing self-talk strategies when disappointment during playing games with peers. [redacted] has been using Kelly Mahler's Interoception Curriculum to build awareness of various body signals in order to [redacted] use these signals to name emotions. He has done with using the concrete supports in the curriculum to facilitate mindfulness related to body signal. In the classroom, he has started to name some body signals (ex. "My body is saying lunch") but has not been observed to name emotions outside of happiness. When disappointed during game play, [redacted] has improved his ability to stay engaged in the game after briefly co-regulating with an adult by using a self-talk strategies (ex. "It's okay, no big deal" or turn-taking reminders) rather than completely disengaging with the game. If dysregulated during class, [redacted] benefits from a break. A break typically looks like remaining in his seat/area, removing the demand and stimming with a small object or sitting quietly while an adult sets a visual timer. When the timer goes off, [redacted] is able to request more time in order to regulate, if not ready to return to the task [redacted] may need additional prom [redacted] a reminder that breaks are to get your body ready to work in order to transition from breaks back to his schedule. Reminders of a preferred item on his schedule can be helpful for the transition once he is fully regulated. [redacted] need for breaks has greatly decreased through the school year as he became more familiar with the environment and routine, built relationship with staff, and improved overall stamina for the school day. Common triggers for [redacted] include: disappointment, unexpected changes, visually overwhelming work, work that is perceived as too difficult, work requiring a lot of writing. Currently, when [redacted] is having a problem at school (such as wanting to be first in line or taking turns with peers) he participates in a prob [redacted] lving conversation in 0/5 opportunities.

**Standard:** Non CCSS Goals

**Annual Goal: Social/ Emotional**

Skill: Problem Solving

By 05/24/2023, when given a visual problem solving schematic [redacted] will participate in a problem solving conversation (stating the problem/concern, listening to peer/staff concern, brainstorming solutions, selecting a solution) improving problem solving skills from participating in a problem solving conversation in 0/5 opportunities to 3/5 opportunities as measured by behavior data.

How will progress toward this goal be reported?

**Present Levels of Educational Performance and Measurable Annual Goals (Amendment)**

Meeting Date: 06/14/2022

- |  |   |   |
|--|---|---|
| <input type="checkbox"/> Content Area Grade Report   | <input type="checkbox"/> Goals and Objectives Page          | <input type="checkbox"/> Student Communications Log |
| <input type="checkbox"/> Student/Teacher Written Log | <input checked="" type="checkbox"/> Written Progress Report | <input type="checkbox"/> Other                      |

**Report of Student Progress:** Quarterly

**Standard:** Non CCSS Goals

**Annual Goal: Social/ Emotional**

Skill: Personal space

By 05/24/2023, when given an opportunity for social interaction with peers in a structured or unstructured setting, social narratives, social scripts, and modeling [redacted] will maintain appropriate personal space by seeking consent for physical touch improving social skills from seeking consent in 0/5 opportunities to 4/5 opportunities as measured by behavior data, student observation.

How will progress toward this goal be reported?

- |  |   |   |
|--|---|---|
| <input type="checkbox"/> Content Area Grade Report   | <input type="checkbox"/> Goals and Objectives Page          | <input type="checkbox"/> Student Communications Log |
| <input type="checkbox"/> Student/Teacher Written Log | <input checked="" type="checkbox"/> Written Progress Report | <input type="checkbox"/> Other                      |

**Report of Student Progress:** Quarterly

**Adaptive**

[redacted] has a lot of strong adaptive skills to navigate his school day independently. He is currently independently navigating the school to enter the classroom at the start of the day, leaving the classroom at the end of the day, going to the resource room and going to the bathroom independently when on his visual schedule. He is independently walking in line with his class to various locations such as specialist or recess. [redacted] does well with completing routines independently once learned such as the start of day routine and lunch routine. Visuals [redacted] have been used in the past to teach more complex routines. Similarly, [redacted] utilizes a visual schedule and visual work system independently. Once classroom schedules, practices, and daily activities follow a consistent pattern and [redacted] feels more comfortable in the classroom, these visuals are naturally faded by [redacted] but are still available in a known location for [redacted] to reference as needed). When there are changes to the school day, [redacted] utilizes the visuals to ensure predictability despite changes.

For classroom activities, [redacted] requires varying levels of support. For whole class activities, [redacted] is generally able to follow along with the class independently. For example, [redacted] participates with in morning announcements and pledges, listening to stories read aloud, watching videos, routine discussions or transitions, and brain breaks without requiring additional support. When the whole class activity is more involved in academics, [redacted] benefits from his own copy of the visuals presented to the class. If working on a worksheet with the whole class [redacted] beneficial for the worksheet to be presented as a less visually overwhelming version than what is presented to the class by minimizing the content on each page, enlarging text, and simplifying written directions. Additionally, close proximity to the teacher and periodic verbal prompts are helpful to keep [redacted] on track and focused. With these supports [redacted] is better able to participate and follow along with the whole class with minimal additional adult support. During independent work on grade level content, [redacted] often needs additional adult support to complete tasks. The more concrete the task, the more easily [redacted] is able to complete the task independently. For example, when [redacted] is able to complete a math facts worksheet with a calculator independently. When working on a writing task, once he knows what word he intends to write, he is able to do so independently. For more complex tasks such as completing a writing process (brainstorm, drafting, editing), answering a series of comprehension questions, or solving word problems [redacted] requires additional adult support to guide him through the process and maintain interest. [redacted] 1:1 para support in the classroom steps away from [redacted] and supports others in the classroom when [redacted] is able to participate in an activity independently in order to minimize [redacted] dependence and learned helplessness. While [redacted] enjoys social interactions with peers at recess and in the classroom, [redacted] does not always participate in peer collaboration on academic activities. He has made some growth this year [redacted] academic vulnerability by reading aloud to peers and participating in small groups. When given an opportunity for peer collaboration, he will initiate in about 3/6 opportunities but sustain interaction in about 2/6 opportunities.

[redacted] continues to have scheduled bathroom breaks on his visual schedule throughout the school day despite independently initiating bathroom use in the home environment. [redacted] has a history of bathroom refusal which can often

**Present Levels of Educational Performance and Measurable Annual Goals (Amendment)**

Meeting Date: 06/14/2022

result from a fear of missing a preferred activity (such as recess) or too much adult support (such as walk him down to the bathroom). [REDACTED] s currently consistently using the bathroom when scheduled with minimal refusal. Despite this, he continues to have accidents during the school week. In order to address this, [REDACTED] has a social narratives regarding initiating bathroom use and checking in with his body, a bathroom pass on hi [REDACTED] so he is able to initiate going without asking an adult, and lessons to increase interoceptive awareness so he is better able to tune into his body signals in the busy classroom environment. [REDACTED] does independently initiate water breaks in the class and has expressed hunger.

**Standard:** Non CCSS Goals

**Annual Goal: Adaptive**

By 05/24/2023, when given an opportunity for collaborative conversation and work (e.g., think pair share, partner/group work), a visual routine prompt, social narratives, and accessible classroom work [REDACTED] will participate with peers (e.g., share an idea, share his work, teach/show a skill, listen to a peer while they share) with adult support improving engagement and collaborative peer interactions throughout the day from 2 out of 6 times with 3 or more prompts to 5 out 6 times with 2 or fewer prompts as measured by behavior data and student observation.

How will progress toward this goal be reported?

- |  |   |   |
|--|---|---|
| <input type="checkbox"/> Content Area Grade Report   | <input type="checkbox"/> Goals and Objectives Page          | <input type="checkbox"/> Student Communications Log |
| <input type="checkbox"/> Student/Teacher Written Log | <input checked="" type="checkbox"/> Written Progress Report | <input type="checkbox"/> Other                      |

**Report of Student Progress:** Quarterly



**Program Accommodations/ Modifications and Support for School Personnel (Amendment)**

Meeting Date: 06/14/2022

**PURPOSE:** The purpose of this page is to document the modifications and/or accommodations that the student requires, based on the student's assessed needs, in order to advance appropriately toward attaining the identified annual goals, to be involved and make progress in the general education curriculum, and to be educated with non-disabled peers to the maximum extent appropriate. Accommodations may be in, but not limited to, the areas of presentation, timing/scheduling, setting, aids, and format. The impact of any modifications listed should be discussed. This includes the earning of credits for graduation.

This student will be provided access to the general education, special education, other school services and activities including non-academic activities and extracurricular activities, and education related settings:

- with no accommodations/modifications  
 with the following accommodations/modifications

| Accommodations  | Frequency                        | Location                             | Duration m/ d/ y to m/ d/ y |
|---|----------------------------------|--------------------------------------|-----------------------------|
| * Take tests/quizzes in a separate location   | When Given A Test/ As Needed     | General Education/ Special Education | 06/16/2022 to 05/24/2023    |
| * Allow breaks (during work, between tasks, during testing)   | As Needed                        | General Education/ Special Education | 06/16/2022 to 05/24/2023    |
| * Chunk assignments/projects into smaller manageable pieces   | As Needed                        | General Education/ Special Education | 06/16/2022 to 05/24/2023    |
| 1/2 inch or small mid-line marked paper   | daily for writing assignments    | general/special education classroom  | 06/16/2022 to 05/24/2023    |
| 1:1 Testing Environment   | daily                            | state testing                        | 06/16/2022 to 05/24/2023    |
| 100 Chart/Number Line   | Daily/ As Needed                 | General Education/ Special Education | 06/16/2022 to 05/24/2023    |
| Allow dictation to a scribe   | as needed                        | General education                    | 06/16/2022 to 05/24/2023    |
| Alter format of materials (color-code, enlarge text and images, adequate space for writing, minimize visual overwhelm, simplify directions) | daily                            | General education/ special education | 06/16/2022 to 05/24/2023    |
| Alternate Response Options  | daily                            | state testing                        | 06/16/2022 to 05/24/2023    |
| Alternate Response Options (multiple choice, fill in the blank, oral responsey, highlight)  | daily                            | General education/ special education | 06/16/2022 to 05/24/2023    |
| Calculator  | on math assignments              | General Education/ Special Education | 06/16/2022 to 05/24/2023    |
| District Assessment: Human assistance for navigating responses  | When Given a District Assessment | General Education/ Special Education | 06/16/2022 to 05/24/2023    |

**Program Accommodations/ Modifications and Support for School Personnel (Amendment)**

| <b>Accommodations</b>                                     | <b>Frequency</b>                                 | <b>Location</b>                     | <b>Duration m/ d/ y to m/ d/ y</b> |
|---|--|-------------------------------------|------------------------------------|
| Extra time to complete assignments/homework/projects      | As Needed  | General Education/Special Education | 06/16/2022 to 05/24/2023           |
| Foot Rest   | Daily  | General Education/Special Education | 06/16/2022 to 05/24/2023           |
| Graphic Organizer   | on reading comprehension and writing assignments | general/special education classroom | 06/16/2022 to 05/24/2023           |
| Pacing board for speech intelligibility                   | As Needed  | General Education/Special Education | 06/16/2022 to 05/24/2023           |
| Preferential seating (near teacher)                       | daily  | General education                   | 06/16/2022 to 05/24/2023           |
| Provide desktop list of tasks                             | Daily  | General Education                   | 06/16/2022 to 05/24/2023           |
| Repeat and simplify directions                            | daily  | all settings                        | 06/16/2022 to 05/24/2023           |
| Sentence frames   | daily  | General education/special education | 06/16/2022 to 05/24/2023           |
| Slant Board   | Daily  | General Education/Special Education | 06/16/2022 to 05/24/2023           |
| State --Extra Breaks                                      | scheduled and as needed                          | state testing                       | 06/16/2022 to 05/24/2023           |
| State - Allow Extended Time for Testing Over Several Days | as needed  | state testing                       | 06/16/2022 to 05/24/2023           |
| State - large print                                       | daily  | state testing                       | 06/16/2022 to 05/24/2023           |
| State - print on demand                                   | as needed  | state testing                       | 06/16/2022 to 05/24/2023           |
| State --Scribe  | daily  | state testing                       | 06/16/2022 to 05/24/2023           |
| State --Simplified Test Directions                        | daily  | state testing                       | 06/16/2022 to 05/24/2023           |

**Program Accommodations/ Modifications and Support for School Personnel (Amendment)**

| <b>Accommodations</b>   | <b>Frequency</b>                    | <b>Location</b>                     | <b>Duration m/ d/ y to m/ d/ y</b> |
|---|-------------------------------------|-------------------------------------|------------------------------------|
| State --100's chart   | daily                               | state testing                       | 06/16/2022 to 05/24/2023           |
| State --Multiplication Chart (# s 1-9)  | daily                               | state testing                       | 06/16/2022 to 05/24/2023           |
| State --Read aloud (person) items, passages, stimuli, all                                     | daily                               | state testing                       | 06/16/2022 to 05/24/2023           |
| Student dictionary  | daily, for writing                  | General/Special Education           | 06/16/2022 to 05/24/2023           |
| Time timer  | as needed for time-based activities | all settings                        | 06/16/2022 to 05/24/2023           |
| Touch Math Visual Prompt  | Daily/As Needed                     | General Education/Special Education | 06/16/2022 to 05/24/2023           |
| Touch Screen Computer   | when using technology               | General Education/Special Education | 06/16/2022 to 05/24/2023           |
| Using black paper (or similar tracking method) to block out other lines of text while reading | while reading                       | General Education/Special Education | 06/16/2022 to 05/24/2023           |
| Visual directions   | as needed                           | all settings                        | 06/16/2022 to 05/24/2023           |
| Word bank   | as needed                           | General education                   | 06/16/2022 to 05/24/2023           |
| Word prediction with text to speech   | daily for writing assignments       | general/special education classroom | 06/16/2022 to 05/24/2023           |
| Written Scripts for Social Communication  | Daily/As Needed                     | General education                   | 06/16/2022 to 05/24/2023           |

| <b>Modification(s)</b> | <b>Frequency</b> | <b>Location</b> | <b>Duration m/ d/ y to m/ d/ y</b> |
|------------------------|------------------|-----------------|------------------------------------|
|                        |                  |                 |                                    |

**Supports for School Personnel** (training, professional development, etc):

**TROY J. HANSEN**

Student ID: 81714  
 WA SSID: 3399298725  
 Date of Birth: 10/08/2012

**Steilacoom Historical School District**

Student Services  
 511 Chambers St  
 Steilacoom, WA 98388-3311  
 253-983-2238

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**Program Accommodations/ Modifications and Support for School Personnel (Amendment)**


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| <b>Support(s)</b>  | <b>Frequency</b>                  | <b>Location</b> | <b>Duration m/ d/ y to m/ d/ y</b> |
|--|-----------------------------------|-----------------|------------------------------------|
| Consultation: Gen Ed/SpEd  | 30 minutes weekly                 | School          | 06/16/2022 to 05/24/2023           |
| Training for staff (paraeducators, gen/sped teacher, OT) on assistive tech writing program   | annually, at start of school year | School          | 06/16/2022 to 05/24/2023           |
| Training for staff (paraeducator, general education teacher) focused on providing support in inclusive settings to minimize learned helplessness and prompt dependency | annually, at start of school year | School          | 06/16/2022 to 05/24/2023           |

**State or Districtwide Assessments of Student Achievement (Amendment)**

Meeting Date: 06/14/2022

**PURPOSE:** The IEP team makes the determination of what type of state and district wide assessments (regular or alternative) the student will take and what individual accommodations are necessary. Accommodations provided on state and districtwide assessments should be those that are provided as part of the regular instructional program.

| Assessment                 | Accommodations |    | If YES, List Accommodation(s) by Assessment   |
|----------------------------|----------------|----|---|
|                            | Yes            | No |   |
| <b>Current Grade Tests</b> |                |    |   |
| <b>State Assessments</b>   |                |    |   |
| <b>SBA</b>                 |                |    |   |
| Math                       | X              |    | 1:1 Testing Environment, Alternate Response Options, State --Extra Breaks, State - Allow Extended Time for Testing Over Several Days, State - large print, State - print on demand, State --Scribe , State --Simplified Test Directions, State --100's chart, State --Multiplication Chart (# s 1-9), State --Read aloud (person) items, passages, stimuli, all |
| English Language Arts      | X              |    | 1:1 Testing Environment, Alternate Response Options, State --Extra Breaks, State - Allow Extended Time for Testing Over Several Days, State - large print, State - print on demand, State --Scribe , State --Simplified Test Directions, State --Read aloud (person) items, passages, stimuli, all  |
| <b>Next Grade Tests</b>    |                |    |   |
| <b>State Assessments</b>   |                |    |   |
| <b>SBA</b>                 |                |    |   |
| Math                       | X              |    | 1:1 Testing Environment, Alternate Response Options, State --Extra Breaks, State - Allow Extended Time for Testing Over Several Days, State - large print, State - print on demand, State --Scribe , State --Simplified Test Directions, State --100's chart, State --Multiplication Chart (# s 1-9), State --Read aloud (person) items, passages, stimuli, all |
| English Language Arts      | X              |    | Alternate Response Options, State --Extra Breaks, State - Allow Extended Time for Testing Over Several Days, State - large print, State - print on demand, State --Scribe , State --Simplified Test Directions, State --Multiplication Chart (# s 1-9), State --Read aloud (person) items, passages, stimuli, all   |

**Special Education and Related Services (Amendment)**

Meeting Date: 06/14/2022

**PURPOSE:** The information on this page is a summary of the student's program/services, including when services will begin, where they will be provided, who will be responsible for providing them, and when they will end.

**Services 06/16/2022 - 05/24/2023**

| Concurrent               | Service(s)                | Service Provider for Delivering Service | Monitor                       | Frequency                   | Location (setting) | Start Date | End Date   |
|--------------------------|---------------------------|---|-------------------------------|-----------------------------|--------------------|------------|------------|
| <b>Related</b>           |                           |   |                               |                             |                    |            |            |
| No                       | Speech Language Pathology | Speech & Language Pathologist           | Speech Language Pathologist   | 20 Minutes / 1 Times Weekly | General Education  | 06/16/2022 | 05/24/2023 |
| No                       | Occupational Therapy      | Occupational Therapist/COTA             | Occupational Therapist        | 20 Minutes / Weekly         | General Education  | 06/16/2022 | 05/24/2023 |
| <b>Special Education</b> |                           |   |                               |                             |                    |            |            |
| Yes                      | Social/Emotional          | General/Special Education Staff         | Special Ed Teacher            | 40 Minutes / Weekly         | General Education  | 06/16/2022 | 05/24/2023 |
| Yes                      | Math                      | General/Special Education Staff         | Special Ed Teacher            | 30 Minutes / Daily          | General Education  | 06/16/2022 | 05/24/2023 |
| Yes                      | Reading                   | General/Special Education Staff         | Special Ed Teacher            | 30 Minutes / Daily          | General Education  | 06/16/2022 | 05/24/2023 |
| Yes                      | Writing                   | General/Special Education Staff         | Special Ed Teacher            | 30 Minutes / Daily          | General Education  | 06/16/2022 | 05/24/2023 |
| No                       | Gross Motor               | General/Special Education Staff         | Physical Therapist            | 30 Minutes / 1 Times Weekly | General Education  | 06/16/2022 | 05/24/2023 |
| No                       | Communication             | Speech & Language Pathologist           | Speech & Language Pathologist | 20 Minutes / 1 Times Weekly | Special Education  | 06/16/2022 | 05/24/2023 |
| No                       | Communication             | Speech & Language Pathologist           | Speech & Language Pathologist | 20 Minutes / 1 Times Weekly | General Education  | 06/16/2022 | 05/24/2023 |
| No                       | Fine Motor                | Occupational Therapist/COTA             | Occupational Therapist        | 20 Minutes / Weekly         | Special Education  | 06/16/2022 | 05/24/2023 |
| No                       | Math                      | Special Education Teacher               | Special Ed Teacher            | 20 Minutes / Monthly        | Special Education  | 06/16/2022 | 05/24/2023 |
| No                       | Reading                   | Special Education Teacher               | Special Ed Teacher            | 40 Minutes / Monthly        | Special Education  | 06/16/2022 | 05/24/2023 |
| Yes                      | Adaptive                  | General/Special Education Staff         | Special Ed Teacher            | 50 Minutes / Weekly         | General Education  | 06/16/2022 | 05/24/2023 |
| No                       | Social/Emotional          | General/Special Education Staff         | Special Ed Teacher            | 30 Minutes / Weekly         | Special Education  | 06/16/2022 | 05/24/2023 |

**Total minutes per week student spends in school:** 1765 minutes per week  
**Total minutes per week student is served in a special education setting:** 85 minutes per week  
**Percent of time in general education setting:** 95.18% in General Education Setting

**Supplementary Aids and Services:**

| Concurrent | Service(s)                                      | Service Provider for Delivering Service | Monitor                | Frequency                   | Location (setting) | Start Date | End Date   |
|------------|---|---|------------------------|-----------------------------|--------------------|------------|------------|
| Yes        | Support from designated special education staff | Special Education Staff                 | Special Ed Teacher     | 1470 Minutes / Weekly       | General Education  | 06/16/2022 | 05/24/2023 |
| No         | Consultation                                    | Occupational Therapist                  | Occupational Therapist | 10 Minutes / 1 Times Weekly | General Education  | 06/16/2022 | 05/24/2023 |
| No         | Consultation                                    | Physical Therapist                      | Physical Therapist     | 10 Minutes / Weekly         | General Education  | 06/16/2022 | 05/24/2023 |

**Special Education and Related Services (Amendment)**

**PURPOSE:** The purpose of this page is to document the extent to which the student will be involved and progress in the general curriculum, participate in extracurricular and nonacademic activities and be educated and participate with other special education students and non-disabled students. Other education-related factors that may impact the student should also be considered.

**Least Restrictive Environment (LRE):**

When discussing least restrictive environment and placement options, the following must be considered:

- To the maximum extent appropriate, the student is educated with children without disabilities.
- The placement should provide a reasonably high probability of assisting the student in attaining the annual goals.
- Special classes, separate schooling, or other removal of the student from the general educational environment occurs only if the nature or severity of the disability is such that education in general education classes with the use of supplementary aids and services cannot be achieved satisfactorily.
- The student's placement should be as close as possible to the child's home and unless the IEP of the student with a disability requires some other arrangement, the student is educated in the school that he or she would attend if he or she did not have a disability.
- In selecting the LRE, consideration is given to any potential harmful effect on the student or on the quality of services that he/she needs.
- The student with a disability is not removed from education in age-appropriate general education classrooms solely because of needed modifications in the general curriculum.

**Placement Options:**

**Setting 1: 06/ 16/ 2022 - 05/ 24/ 2023**

| Placement Options for LRE                   | SELECTION  |                   | OR... REASONS REJECTED                             |  |  |
|---|------------|-------------------|--|--|--|
|   | Considered | Selected (only 1) | Academic benefit cannot be satisfactorily achieved | Non-academic benefit cannot be satisfactorily achieved | Effect student will have on teacher and other students |
| 80%-100% in General Education               | X          | X                 |  |  |  |
| 40%-79% in General Education                |            |                   |  |  |  |
| 0%-39% in General Education                 |            |                   |  |  |  |
| Correctional Facility                       |            |                   |  |  |  |
| Homebound/Hospital                          |            |                   |  |  |  |
| Public separate day school                  |            |                   |  |  |  |
| Private separate day school                 |            |                   |  |  |  |
| Public Residential Facility                 |            |                   |  |  |  |
| Private Residential Facility                |            |                   |  |  |  |
| Parentally-placed in Private Schools (PPPS) |            |                   |  |  |  |
| Home Schooled/Part-Time Enrolled            |            |                   |  |  |  |
| Non-Public Agency Residential               |            |                   |  |  |  |
| Non-Public Agency Day School                |            |                   |  |  |  |

An explanation of the extent, if any, to which the student will not participate with nondisabled students in the general education classroom, and in nonacademic and extracurricular activities:

The IEP team has determined that [redacted] will continue to receive specially designed instruction in both the general education setting and special education classroom (resource room). With the exception of the time he receives specially designed instruction within the special education setting, [redacted] will have the opportunity to participate with same-age, general education peers in all activities available in the general education classroom, co-curricular, and extra-curricular programs appropriate for his current age, grade level placement, and academic skill level for which he qualifies. He will receive his core academic instruction in general education classroom.

The primary purpose for math and reading services in the special education setting is to pre-teach new concepts and tools that will be introduced in the special education setting.

[redacted] will receive 20 minutes a week of specially designed communication instruction in the special education setting (speech room). Other 40 minutes of his specially designed communication instruction will be provided in the general education setting (20 of these minutes during core instruction time and 20 minutes during unstructured social time such as recess).

[redacted] T services will be received during his Physical Education class by his P.E. teacher and a para educator with consultation from physical therapist.

**Special Education and Related Services (Amendment)**

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**Transportation:**  Regular  Special  
**General PE:**  Yes  No

**Parent Notification Procedures:**

The district has a procedure for notifying parents regarding the use of restraint or isolation. A copy of the district's procedure is attached to this IEP.

**Other Considerations:**

**Extended School Year:**  Yes  No If Yes, must complete ESY form.  
**Emergency Response Protocol:**  Yes  No



Prior Written Notice (Amendment)

To: \_\_\_\_\_ Date: 06/14/2022
Re: Student's Name: \_\_\_\_\_

PURPOSE: As a parent/guardian of a special education child or child suspected of needing special education services, the school district is required to provide you with prior written notice whenever it proposes or refuses to initiate or change the identification, evaluation, educational placement, or provision of a free appropriate public education to your child.

The purpose of this prior written notice is to inform you that we are:

- 1. [X] proposing [ ] refusing to 2. [ ] initiate [X] change [ ] continue [ ] discontinue a/ an
(mark one of the above) (mark one of the above)

Mark all items below that apply:

- 3. [ ] Referral [ ] Initial Evaluation [ ] Eligibility Category
[ ] Educational Placement [ ] IEP [ ] Reevaluation
[ ] Disciplinary action that is a change of [ ] 504 Plan [X] Other: Gross motor goal and service delivery, add strategies to communication goal

Description of the proposed or refused action:

- 1. Change gross motor goal
2. Change service provider for gross motor to PE teacher and paraeducator and add weekly consult with the PT
3. Change communication: repairing breakdowns goal to include specific strategies that will be utilized

The reason we are proposing or refusing to take action is:

- 1. Gross motor goal was changed to address specific skill that will be necessary to participate in 4th grade PE successfully
2. Service delivery was changed in order for more effective service delivery during PE class
3. Specific strategies were added that have been trialed and shown some success

Description of any other options considered and rejected:

Changing gross motor to a related service without a specific goal was considered and rejected.

The reasons we rejected those options were:

Changing gross motor to a related service without a specific goal was considered and rejected because it is important to continue to specifically and consistently monitor progress in the area of gross motor as it relates to him successfully accessing general education PE class.

A description of each procedure, test, record, or report we used or plan to use as the basis for taking this action is as follows:

Meeting with parent, case manager and PT on 5/25/22; email exchanges with parent, case manager, PT and 4th grade PE teacher; current IEP

Any other factors that are relevant to the action:

None

The action will be initiated on: 06/16/2022

Your child has procedural protections under IDEA. These protections are explained in the Notice of Procedural Safeguards for Special Education Students and Their Families. If this prior written notice is given to you (1) as part of your child's initial referral for evaluation, (2) as part of a request for reevaluation or (3) notice to you regarding disciplinary action that constitutes a change of placement the procedural safeguards accompanies this notice.

at

The district has a policy for notifying parents regarding the use of restraint or isolation. A copy of this policy is attached to this IEP.

Notice of Procedural Safeguards for Special Education Students and Their Families has been provided to parents/guardians.