

Godfrey-Lee Public Schools

INDIVIDUALIZED EDUCATION PROGRAM (IEP) TEAM REPORT

Date of IEP Team Meeting: 08/21/2014

Student Name: Train Sample

Student's Address: 2390 Knapp St, Grand Rapids

County: Kent County

Student Primary Language: English

Birthdate: 07/08/1999

Date of Last Evaluation IEP: 02/19/2014

Home Phone: 616-889-8621

State: Michigan **Zip Code:** 49525

Resident District: Rockford

Language in the Home: English

Age: 15-1

Grade: Eighth grade

PURPOSE

Purpose of IEP Team Meeting: Reevaluation

Additional Purpose: Transition

PARTICIPANTS

Student: Train Sample

General Ed Teacher: Text Box - Req Member

Special Ed Provider: Rebecca McIntyre

Eval Team Rep: Laurie VanderPloeg
(the individual who can interpret the instructional implications of evaluation results)

Parent/Guardian: Rebecca Sample

Parent/Guardian: Frank Sample

School District Rep: Text Box - Req Member

Other/Title

STUDENT PROFILE AND ELIGIBILITY

In determining both eligibility and need for special education programs/services, the IEP Team must consider each of the following:

Student Strengths

Include all areas of strengths socio- emotional, behavioral, communication and academics.

Parent Concerns

This information can be solicited ahead of time or at the time of the meeting.

Do not use "none", if parents have no concerns then state "parents have no concerns at this time".

Current Evaluations

List what state assessments the student has participated in and all evaluations used to drive the creation of the PLAAFP, goals and objectives.

Do not list data from the assessments, in this section.

Do not use pre-screening information.

Based on **1)** Train's current functioning, **2)** the most recent evaluation findings and **3)** any additional assessment information, does the IEP Team determine that this student has a disability that requires special education programs/services?

Yes, Train is **eligible** for special education

Primary Disability

Specific Learning Disability

Qualifying Criteria

Written Expression
Basic Reading Skills

Qualifying Criteria

Reading Comprehension

TRANSITION ASSESSMENTS AND NOTICES

ASSESSMENTS

Transition Assessments Completed:

Include a list of all transition assessments and interest inventories that were completed and will be used to develop the students post-secondary vision.

- ESTR, EDP, Career Cruising, Surveys, academic and or attendance records

****You do not need to include assessment data here, but may if you would like.

PARENTAL RIGHTS AND AGE OF MAJORITY

Check all that apply:

- The student will be age 17 during this IEP and the student was informed of parental rights that he or she will receive at age 18.
- The student has turned age 18 and the student and parent were informed of parental rights that were transferred to the student at age 18, including the right to invite a support person such as a parent, advocate, or friend.
- The student has turned age 18 and there is a guardian established by court order.
- The student has turned age 18 and a legally designated representative has been appointed.

COMMUNITY AGENCY INVOLVEMENT

Was there a need to invite a community agency representative likely to provide current or future services? Yes No

No

Please list any additional steps taken to ensure that the student has made connections with any appropriate outside programs and services: See Transition Training for further guidance.

<http://www.kentisd.org/instructional-services/special-education/services/transition/professional-development/>

POSTSECONDARY VISION AND TRANSITION ACTIVITIES

Adult Living — As an adult, in what type of place do you want to live?

Each Post Secondary Vision statement must be written in such a way that there are measurable outcomes. You should be able to answer the question "Would you be able to OBSERVE the attainment of the student's vision, after they left school?"

Ex. Train indicates that he would like to live in an apartment in the city, near a Community College.

In getting ready for adult living is there a need for **instructional goals and short-term objectives**? Yes No

In getting ready for adult living is there a need for **transition activities or services**? Yes No

<u>Transition Activity/Service Needed</u>	<u>Person/Agency</u>	<u>Due Date</u>
Be specific with the activity	Train/Parent	09/01/2015
Bad example: Bus	Train/Parent	09/01/2015
Good Example: Use the city bus to navigate around town.	Train/Parent	09/01/2015

Getting Ready for Employment — As an adult, what kind of work do you want to do?

There must be evidence of updated Post Secondary Vision, unless you are writing the first transition IEP. Evidence may include a comparison to previous IEP, or notation to show the update.

Ex. As previously stated in his transition IEP dated 4/1/2013, Train maintains that he is still interested in working in a restaurant as a cook or chef.

In getting ready for employment is there a need for **instructional goals and short-term objectives**? Yes No

In getting ready for employment is there a need for **transition activities or services**? Yes No

Community Participation — As an adult, how do you want to spend your time in your community?

A "None" or "I don't know" response must show appropriate steps that will be taken to explore options.

Consider writing transition activities, such as Educational Development Plan (EDP), career exploration, informal interviews or observations, or transition assessments as a means to explore options.

In getting ready for community involvement is there a need for **instructional goals and short-term objectives**? Yes No

In getting ready for community involvement is there a need for **transition activities or services**? Yes No

<u>Transition Activity/Service Needed</u>	<u>Person/Agency</u>	<u>Due Date</u>
Complete Career Cruising Interest Surveys	Student/Teacher	09/01/2015

Postsecondary Education/Training — As an adult, what additional education or training do you want to pursue?
Train is interested in attending a 2 year college or technical program.

In getting ready for education is there a need for **instructional goals and short-term objectives**? Yes No
In getting ready for education is there a need for **transition activities or services**? Yes No

<u>Transition Activity/Service Needed</u>	<u>Person/Agency</u>	<u>Due Date</u>
Train will research 2 year colleges	Train/Parent/Teacher	09/01/2015
Train will research 2 year colleges	Train/Parent/Teacher	09/01/2015

COURSE OF STUDY

What is Train's anticipated date of graduation/completion? 06/01/2018

What is Train's course of study?

Classes leading to a Michigan Merit Curriculum high school diploma Classes leading to a certificate of completion

Describe how Train's course of study supports his postsecondary vision:

Write a multi-year statement that demonstrates how the students current and future course of study will support his movement toward his post-secondary goal. Be sure to include any career readiness classes, work based learning opportunities, expo's or career fairs in addition to other courses.

Train is taking core classes and electives that will support the achievement of a Michigan Merit Curriculum Diploma, which will further support his vision of attending a 2 year college or technical school, eventually leading to employment.

PRESENT LEVEL OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE

Progress on most recent goals and objectives?

Based on the most recent eligibility IEP, dated March 28, 2010, Train is a student who qualifies for special education programs with a primary learning disability in the areas of basic reading, reading fluency, and reading comprehension. Student is a 3rd year student with 2 credits.

You will use this area to write about specific progress on last years goals and objectives. We recommend that you copy and paste them right into this window and include data to demonstrate progress or lack of progress.

<u>Area of Need</u>	<u>Subarea of Need</u>	<u>Data Sources and Description of Need</u>	<u>Adverse Impact</u>	<u>Goal?</u>
Sample Narrative	<p>List the sub area of need here. This information will flow to the goals and objectives page and should not be altered or changed. The IEP Team may identify other educational needs outside the disability in the following areas: A functional area such as self-care, social skills, behavior, other areas of adaptive functioning An area of disability such as speech and language, behavior, motor functioning</p>	<p>You should be able to write an accurate enough description that you could hand this to any person and they would know what the student can and cant do, based on specific data. Be sure to include attendance needs if attendance issues are part of the students disability.</p> <ul style="list-style-type: none"> - Tests (diagnostic, standardized, rating scales, criterion-referenced, curriculum-based assessment, benchmark screening, progress monitoring) - Classroom performance (work samples, classroom assessments, curricular probes, writing samples) - Documented observations (written, systematic, ongoing) - State or district-wide assessments (MME, MEAP, MI-Access, WIDA, NWEA, ESTR) - Provider log (SSW, Speech, OT, PT) - Checklists (behavior, homework, materials) - Student input, interviews - Attendance and/or behavior records 	<p>A description of how the disability affects this student's progress in the general education curriculum and involvement in age appropriate activities.</p> <p>STOP - before you check the goal box - verify all three boxes and run a spell check. If you don't and you make any changes in any of these three boxes it will create goal pages you don't want.</p>	<input checked="" type="checkbox"/>
Reading	Basic Reading	<p>According to the Phonics Screener Inventory, Train is able to read single syllable words with short and long vowels with 80% accuracy and words containing vowel teams with 70% accuracy. However, when Train is asked to read multi-syllabic words containing open syllables, he is only able to do so with 30% accuracy. Additionally, Train often gets confused when reading words containing a consonant -le, and reads the silent -e as a long-e. when asked to read a list of 13 words containing consonant -le, he was</p>	<p>Train's disability in the area of basic reading makes it difficult for him to maintain pace in the general education curriculum. This is evident by Train's inability to answer test questions across</p>	<input checked="" type="checkbox"/>

		able to do so correctly on 4 occasions.	the curriculum. It also makes it difficult for Train to retain information so he may pass tests and quizzes.	
Reading	Reading Fluency	According to the Burns and Roe Informal Reading Inventory, Train is currently reading 67 words per minute on a grade level passage, while reading with 70% accuracy. The grade level expectation of students Train's age is 140+ words per minute on a grade level text. Train's current independent reading level is 5th grade, where according to the Burns and Roe he was able to read 149 words per minute with 90% accuracy.	Train's disability in the areas of reading fluency makes it difficult for to maintain the same pace as his general education peers. This causes frustration which affects his ability to complete work in a timely fashion.	<input checked="" type="checkbox"/>
Socio-Emotional/Behavioral	Interpersonal Relationships	Train is a 14 year old 8th grader. Based on teacher observations, behavior logs, social worker observations and sessions, and student daily work, Train struggles most when he his required to work in group settings. He has been observed to distract his peer group on 7 occasions in one 30 minute group setting. Distractions can range in severity from flicking paper wads at peers to singing instead of working. The distractions cause both Train and his peers to fall behind in their work, and several of his peers become frustrated with the distractions. Outside of group work, although Train is very social with his teachers, he will choose to avoid interaction with his peers whenever possible. He needs significant amounts of reminders to continue working, and to finish incomplete assignments. Train will need to utilize his behavior chart and monitor his own behavior during group time.	The distractions cause both Train and his peers to fall behind in their work, and several of his peers become frustrated with the distractions. This will also impact positive social interactions.	<input checked="" type="checkbox"/>
Transition (age 16+)	Reading Comprehension Transition: Post-Secondary Education and Training	According to the Burns and Roe Informal Reading Inventory, Train is able to determine the main idea of a fictional story with 100% accuracy. In addition, he was able to determine the major and minor characters and setting with 90% accuracy. When asked to determine the problem and solution, Train was able to determine minor problems that had no impact on the story, but he was not able to see the big problem. He answered problem/solution questions with 35% accuracy. Train also had difficulty making inferences, which ties into his	Reading comprehension impacts Train's ability to retain facts across content areas which creates difficulty in using the information to complete assigned work. This will have an negative impact	<input checked="" type="checkbox"/>

difficulty determining the problem. If the problem was not specifically stated, then he did not realize it was an overlying problem. Increasing Train's ability to make inferences will increase his ability to determine problem and solution.

Trains post-secondary vision in the area of education and training, includes attending a 2 year college or technical school. According to the ESTR-J, Train is able to identify a variety of post-secondary options, is knowledgeable of the supports necessary for a successful transition to higher education, and demonstrates self awareness. However, in order for Train to be successful in a post-secondary education setting, he must be able to read and comprehend college level texts. Specifically, Train must be able to determine problem and solution, as well as make inferences, which are higher level thinking skills that are essential at the college level.

on Train's post secondary vision of attending a 2 year college.

SPECIAL FACTORS, SUPPLEMENTARY AIDS AND ASSESSMENTS

Supports and Modifications to the Environment, Behavior Training Needs, Social Interaction Supports for the Student, Health-Related Needs, Physical Needs, Transition aids and supports are provided to enable the student:

- To advance appropriately toward attaining the annual goals.
- To be involved and progress in the general education curriculum and to participate in extra-curricular and other nonacademic activities.
- To be educated and participate in activities with other students with disabilities and nondisabled students.

Explain the extent, if any, to which the student will not participate with nondisabled students:
If not applicable, write N/A.

Sample LRE Statement - Train will be in a building with his non-disabled peers. He will attend school events and celebrations with his non-disabled peers. Train's academic instruction for goal completion will be in a classroom with only his disabled peers. He will at times be integrated into classroom "specials" such as gym with non-disabled peers.

Does Train require supplementary aids and supports based on the following special factors?

- A need for positive behavioral interventions, supports and other strategies due to behavior that impedes the learning of self/others? Yes No
- The language needs if this student is of limited English proficiency? Yes No
- A need for Braille instruction? Yes No
- The communication needs of this student? Yes No
- The language/communication mode if this student is deaf or hard of hearing? Yes No
- The requirement for assistive technology? Yes No
- A need for accommodations on district assessments? Yes No

Does Train require supplementary aids/program modifications/supports for any additional reasons? Yes No

<u>Supplementary Aids/Program Modifications/Support for School Personnel</u>	<u>Frequency/Timeline</u>	<u>Location</u>
Only list one accommodation per text box. ***Data cannot be collected when all accommodations are listed in the same text box. Accommodations are NOT what the student would benefit from, but what he/she REQUIRES to progress in the gen ed curriculum and work toward attainment of their goals and objectives.	BE VERY SPECIFIC DO NOT USE "Teacher discretion" - this removes accountability from teacher. DO NOT USE "Upon Student Request" - this puts a student who has not learned self advocacy skills in a tough spot, when they need the accommodation but are hesitant to ask.	List where the student will need to have the accommodation provided. General Ed, Special Ed, PE, Language Arts.....
Test read aloud	Train's needs tests read aloud for Spanish class. Train needs his directions clarified.	x

STATE ASSESSMENTS

Are state assessments required for the grade level(s) covered by this IEP? Yes No

To participate in the state assessment(s), will Train require accommodations and/or alternative assessments? Yes No

Does Train need to take an alternate assessment instead of a particular state assessment? Yes No

Rationale: Rationale: Rationale: If the student will be taking an alternate assessment, you must list a rationale as to why it is required.

MI-Access will need to be stated in standard deviations, functional performance, or academic achievement in terms of grade level.

Train will participate in MI-Access or Dynamic Learning Maps assessment, which ever is available during the assessment window.

ACCOMMODATIONS AND ALTERNATE ASSESSMENT

For the listed state and district assessments, the IEP Team has determined that the following accommodations and/or alternative assessments are needed for Train to participate:

<u>Assessment</u>	<u>Subtest</u>	<u>Time/Schedule</u>	<u>Setting</u>	<u>Presentation</u>	<u>Response</u>
MI State-wide Assessment	English Language Arts (Gr 3-8 & 11)	T04 Frequent supervised breaks	S06 Alternate education setting: in school	P19 Reading aloud Reading/Writing or FI equivalent: Non Standard	
MI State-wide Assessment	Mathematics (Gr 3-8 & 11)		S07 Alternate education setting: out of school		
MI-Developed Assessment	Science (Gr 4,7, & 11)	T03 Extended assessment time			
MI-Developed Assessment	Social Studies (Gr 5,8 & 11)	T04 Frequent supervised breaks			
WIDA Alternative					
W-APT Screener					
ELPA/WIDA					
College Entrance and Work Skills		T01 Time most beneficial to student			
MI State-wide Alternate Assessment Train will participate in the MI-Access or Dynamic Learning Maps assessment,	English Language Arts (Gr 3-8 & 11)				

<p>whichever is available during the assessment window.</p>					
<p>MI State-wide Alternate Assessment</p> <p>Train will participate in the MI-Access or Dynamic Learning Maps assessment, whichever is available during the assessment window.</p>	<p>Mathematics (Gr 3-8 & 11)</p>				
<p>MI-Developed Alternate Assessment</p> <p>Train will participate in the MI-Access or Dynamic Learning Maps assessment, whichever is available during the assessment window.</p>	<p>Science (Gr 4,7, & 11)</p>				
<p>MI-Developed Alternate Assessment</p> <p>Train will participate in the MI-Access or Dynamic Learning Maps assessment, whichever is available during the assessment window.</p>	<p>Social Studies (Gr 5,8 & 11)- FI Only</p>				

GOALS AND OBJECTIVES

Area of Need: Sample Narrative

Subarea: List the sub area of need here. This information will flow to the goals and objectives page and should not be altered or changed.

The IEP Team may identify other educational needs outside the disability in the following areas:

A functional area such as self-care, social skills, behavior, other areas of adaptive functioning

An area of disability such as speech and language, behavior, motor functioning

Annual Goal:

MDE Model for MEASURABLE annual goal: By _____, Train will _____, with _____ accuracy as measured by _____.

Will a graph be used to report progress toward the annual goal and associated objectives/benchmarks? Yes No

Short-Term Instructional Objectives/Benchmarks:

	<u>Objectives/Benchmarks</u>	<u>Criteria</u>	<u>Evaluations</u>	<u>Schedule</u>
1	List the skill the student should learn in order for them to move closer to achieving their measurable annual goal.	This criteria is measured during each setting, unless otherwise stated	How will you measure the student's ability to achieve the stated criteria for each objective/benchmark	This is how often you will measure the students ability to achieve the stated criteria for each objective/ benchmark.
2	You may also write benchmarks which will allow greater professional flexibility.	4 out of 5 8 out of 10 80%	Don't be too specific.....informal reading assessment, informal math assessment, provider logs, etc.	This IS NOT how often you will report progress to parents.
3	Your measurable annual goal should be copied and pasted into one of your objective/benchmark areas in order to report progress.	unless otherwise specified the trials are during each session	If you are too specific then what happens if the student moves schools?	Daily Weekly Bi-Weekly Monthly
4				

Staff Responsible for Goal: Special Ed Teacher

How will progress on goals and objectives be reported

- Progress Reporting-Text Option
- Progress Reporting-Other Option (Specify):

Comments:

When will progress on goals and objectives be reported?

- Every Grading Period
- Other

GOALS AND OBJECTIVES

Area of Need: Transition (age 16+)
Curriculum Reference: ELA Common Core

Subarea: Reading Comprehension
 Transition: Post-Secondary Education and Training

Grade:
 Grade 8 English Language Arts

Strand:
 Reading

Anchor Standard:

Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

Grade Level Standard:

Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

Annual Goal:

By August 2015, when reading an informational text, and after determining the problem and solution, Train will be able to make inferences about the theme or message of each chapter or section, 4 out of 5 times, as measured by informal reading assessments.

Will a graph be used to report progress toward the annual goal and associated objectives/benchmarks? Yes No

Short-Term Instructional Objectives/Benchmarks:

	<u>Objectives/Benchmarks</u>	<u>Criteria</u>	<u>Evaluations</u>	<u>Schedule</u>
1	While reading an informational text, Transition will determine the problem and solution of a passage or chapter.	4 out of 5 passages/chapters	documented observations and informal reading assessments	Bi-Monthly
2	While reading an informational text, Transition will make inferences based on identified problems and solutions.	4 out of 5 passages/chapters	documented observations and informal reading assessments	Bi-Monthly
3	After reading a passage or chapter from an informational text, Transition will use evidence from to support the inferences he made.	4 out of 5 passages/chapters	documented observations and informal reading assessments	Bi-Monthly
4				

Staff Responsible for Goal: Special Ed Teacher

How will progress on goals and objectives be reported

- Progress Reporting-Text Option
- Progress Reporting-Other Option (Specify):

Comments:

When will progress on goals and objectives be reported?

- Every Grading Period
- Other

GOALS AND OBJECTIVES

Area of Need: Reading

Subarea: Basic Reading

Curriculum Reference: ELA Common Core

Grade:

Grade 8 English Language Arts

Strand:

Reading

Anchor Standard:

Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

Grade Level Standard:

Annual Goal:

In 36 instructional weeks, while reading historical fiction, science fiction, or realistic fiction, Train will correctly read and identify multi-syllable words containing consonant -le, and open syllables with 90% accuracy, as evidenced by informal teacher assessments.

Will a graph be used to report progress toward the annual goal and associated objectives/benchmarks? Yes No

Short-Term Instructional Objectives/Benchmarks:

	<u>Objectives/Benchmarks</u>	<u>Criteria</u>	<u>Evaluations</u>	<u>Schedule</u>
1	By October 2014, while reading a realistic fiction, Train will correctly identify and read multi-syllabic words containing open syllables.	90%	documented observations running records	Bi-Monthly
2	By January 2015, while reading a realistic fiction, Train will correctly identify and read multi-syllabic words containing consonant -le.	90%	documented observations running records	Bi-Monthly
3	By April 2015, while reading a historical fiction, science fiction, or realistic fiction , Train will correctly identify and read multi-syllabic words containing open syllables and consonant -le.	70%	documented observations running records	Bi-Monthly
4	By September of 2015, while reading a ,historical fiction, science fiction, or realistic fiction Train will correctly identify and read multi-syllabic words containing open syllables and consonant -le.	90%	documented observations running records	Bi-Monthly

Staff Responsible for Goal: Special Ed Teacher

How will progress on goals and objectives be reported

- Progress Reporting-Text Option
- Progress Reporting-Other Option (Specify):

Comments:

When will progress on goals and objectives be reported?

- Every Grading Period
- Other

GOALS AND OBJECTIVES

Area of Need: Reading

Subarea: Reading Fluency

Curriculum Reference: ELA Common Core

Grade:

Strand:

Grade Level Standard:

Annual Goal:

By August 2015, Train will read 140 words per minute on a 6th grade level text with 80% accuracy, as measure by informal reading assessments.

Will a graph be used to report progress toward the annual goal and associated objectives/benchmarks? Yes No

Baseline Data Point: 80

Start Date of Monitoring: 07/01/2014

Target for Success: 140

End Date of Monitoring: 08/20/2015

Short-Term Instructional Objectives/Benchmarks:

	<u>Objectives/Benchmarks</u>	<u>Criteria</u>	<u>Evaluations</u>	<u>Schedule</u>
1	By October 2014, Train will read 95 words per minute on a 6th grade level text.	80%	running records documented observations	Bi-Monthly
2	By January 2015, Train will read 115 words per minute on a 6th grade level text.	80%	running records documented observations	Bi-Monthly
3	By April 2015, Train will read 130 words per minute on a 6th grade level text.	80%	running records documented observations	Bi-Monthly
4	By August 2015, Train will read 140 words per minute on a 6th grade level text.	80%	running records documented observations	Bi-Monthly

Staff Responsible for Goal: Special Ed Teacher

Comments:

When will progress on goals and objectives be reported?

- Every Grading Period
- Other

GOALS AND OBJECTIVES

Area of Need: Socio-Emotional/Behavioral

Subarea: Interpersonal Relationships

Annual Goal:

By August 20, 2015 Train will increase his positive interactions with peers within the small group and classroom setting as measured by teacher observation logs.

Will a graph be used to report progress toward the annual goal and associated objectives/benchmarks? Yes No

Short-Term Instructional Objectives/Benchmarks:

	<u>Objectives/Benchmarks</u>	<u>Criteria</u>	<u>Evaluations</u>	<u>Schedule</u>
1	When group work is assigned in the classroom, Train will participate with a group without being prompted by the teacher.	2 out of 3 observed opportunities	Direct Observations	Monthly
2	When group work is assigned in the classroom Train will interact positively while following the group expectations.	4/5 group sessions	Direct Observations	Monthly
3				
4				

Staff Responsible for Goal: School Social Worker, Special Ed Teacher

How will progress on goals and objectives be reported

- Progress Reporting-Text Option
- Progress Reporting-Other Option (Specify):

Comments:

When will progress on goals and objectives be reported?

- Every Grading Period
- Other

Programs and Services

Related Services with General Education and/or Special Education Programs

Direct Service: the primary mode of service is directly working with the student. There may be occasional consultation with others.

Consultative Service: the primary mode of service is working with the teacher(s) and others having daily contact with the student. Direct work with the student is occasional

Current IEP Year: From Date 08/21/2014

To Date: 08/21/2015

School Year: 2014-15

School Year: 2015-16

Grade: Eighth grade

Grade: Ninth grade

Related Services	Start Date	End Date	Service Mode	Minutes		Sessions		Frequency	Setting within Location
				Low Min.	High Min.	Low Number	High Number		
School Social Worker	08/21/2014	06/30/2015	<input checked="" type="checkbox"/> Direct <input type="checkbox"/> Consultative	20	30	2	4	Month	GE and SE Classes
School Social Worker	07/01/2015	08/20/2015	<input type="checkbox"/> Direct <input checked="" type="checkbox"/> Consultative	20	30	1	2	Month	GE and SE Office

Programs	Departmentalized	Start Date	End Date	SE		GE		Total Min	Frequency	Bldg/Location
				Low Min	High Min	Low Min	High Min			
Elementary or Secondary-Level Resource Program	<input checked="" type="checkbox"/> Y <input type="checkbox"/> N	08/21/2014	06/30/2015	300	600		1650	1950	Weekly	Lee Middle School
Elementary or Secondary-Level Resource Program	<input checked="" type="checkbox"/> Y <input type="checkbox"/> N	07/01/2015	08/20/2015	300	600		1650	1950	Weekly	Lee High School

Does the student require a reduced day? Yes No

OTHER CONSIDERATIONS

TRANSPORTATION PROVISIONS

Has the IEP Team determined that Train requires **special transportation**?

- Yes, special transportation is required due to the following:
- The recommended programs/services are not available in Train's regular attendance area.
 - The medical, health or developmental and/or behavioral needs of this student necessitate special transportation.

Vehicle Type	Stop Type	Start Date	End Date
Special Bus	Corner to Corner	08/21/2014	06/08/2015

Describe other required transportation provisions not listed in the table above:

DO NOT use this box to list provision. Provision are strictly managed in the Transportation Profile.

EXTENDED SCHOOL YEAR

- The IEP Team has considered the anticipated needs of this student including the need for extended school year (ESY) services
 - ESY services are needed
- If ESY is necessary, please include rationale

ANTICIPATED NEEDS AND OTHER COMMENTS

Other Comments related to this IEP:

Any additional comments that you would like to make that have no other place in the document....

1. Trimester Schedules
2. Upcoming outside evaluations
3. PT services will be provided as an accommodation.

PARENT NOTIFICATION AND CONSENT
For billing the State for Medicaid School-Based Services

Student Name: Train Sample

Birth Date: 07/08/1999

Attending ISD: Kent County ISD

NOTIFICATION

If any of the services listed below are included on your child's IEP (Individualized Education Program), and if your child was eligible for Medicaid at any time during the school year, we request your permission to bill the state Medicaid program to receive funding to help support the services your child received. Supported services include:

Speech/ Language Therapy, Occupational Therapy, Physical Therapy, Social Work Services, Psychological Services, Nursing Services, Orientation and Mobility, Assistive Technology Services, Case Management, Personal Care, Evaluations and Transportation.

Billing the state Medicaid program for your child's School-Based Services does NOT affect your family's Medicaid insurance benefits, and is at NO cost to your family, now or in the future.

We are simply asking your permission to claim funds reserved by the state to help schools provide the services listed on your child's Special Education plan.

Billing the state's Medicaid program requires that we release information to the state about your child. The information released could include date of birth, disability, gender, school, date of therapy, type of therapy, and progress reports. You will receive annual notification about information released in the Parent Handbook with Procedural Safeguards. Schools have released this information to the state program since 1993, but now need your permission because of changes in federal law.

You have the right to refuse consent to bill the state Medicaid system, and you have the right to revoke this consent at any time. If you check No below, the district will still provide the services but the district will not receive funding from the state Medicaid system for these services.

CONSENT

Yes, I understand, agree, and consent that the ISD and its local school districts may:

- a. release Personally Identifiable Information (PII) about my child (including date of birth, disability, gender, school, date of therapy, type of therapy, progress reports to Michigan Medicaid and its billing agencies for Medicaid reimbursement of School-Based Services; and
- b. bill my child's Medicaid insurance for reimbursement of School-Based Services as described in my child's plan.

I understand I may revoke this consent in writing at any time.

No, I do not give permission for the ISD and its local school districts to bill the state Medicaid system for reimbursement of School-Based Services provided to my child.

Parent/Guardian/Student Signature: _____ **Date:** 08/21/2015

Godfrey-Lee Public Schools

NOTICE REGARDING PROVISION OF SPECIAL EDUCATION

STUDENT INFORMATION

Student: Train Sample
Birthdate: 07/08/1999
Age: 15-1
Grade: Eighth grade

Date of IEP Team Meeting: 08/21/2014
Resident District: Rockford
Student Primary Language: English
Language in the Home: English

PURPOSE

This notice is a result of the Individualized Education Program (IEP) Team meeting that was held on the date listed above for the following purpose(s):

Primary Purpose: Reevaluation

Additional Purpose: Transition

NOTICE FOR PROVISION OF PROGRAMS AND SERVICES

You are receiving this notice because, based upon the **most recent** IEP Team meeting, Train remains **eligible for special education programs/services**. Upon district signature, this notice and Train's IEP constitute the district's offer of a Free Appropriate Public Education (FAPE).

All programs/services/supplementary aids will start on: 08/21/2014

The following person will assure implementation of this IEP: SE Classroom Teacher

OPTIONS CONSIDERED

The IEP Team Report describes the assessment/evaluation procedures and data used during the IEP Team meeting. The following options were considered but not selected for the reason(s) indicated below:

<u>Considered Options</u>	<u>Reasons Not Selected</u>
You MUST enter at least one option that was considered.	And why it was not considered.
Consider LRE: Teacher Consultant Services	The IEP team believes that Teacher Consultant Services would not provide Train with enough support at this time, but could be a consideration in the future.
Address ANY parent requests	What and how we considered their requests

Other relevant factors to the district's proposal or refusal:

None

RESOURCES FOR PARENTS

The *Parent Handbook and Procedural Safeguards* that you received describes protections under the Individuals with Disabilities Education Act (IDEA). Information is also available from:

- MICHIGAN ALLIANCE FOR FAMILIES, 1819 South Wagner Road, PO Box 1406, Ann Arbor, MI 49106; 1-800-552-4821; www.michiganallianceforfamilies.org
- MICHIGAN DEPARTMENT OF EDUCATION, OFFICE OF SPECIAL EDUCATION AND EARLY INTERVENTION SERVICES, PO Box 30008, Lansing, MI 48909; 1-517-373-0923; www.michigan.gov/mde
- MICHIGAN PROTECTION AND ADVOCACY, 4095 Legacy Parkway, Suite 500, Lansing, MI 48911-4263; 1-800-288-5923; www.mpas.org

SIGNATURES

DISTRICT COMMITMENT

The school district superintendent/designee assures that the least restrictive environment has been fully considered and assigns this student to the following:

- The resident district
- An operating district

Building/Program: Lee Middle School

Resident District

Superintendent/Designee: _____

Date: 08/21/2014

Secondary Transition Considerations

Transition Assessments Completed:

Assessments	Student/Parent Input	School Observation Data
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Date of Educational Plan:

Will a Student Transition Visions survey be completed? Yes No

If student did not attend IEP, describe steps taken to ensure consideration of student's preferences/vision:

Student's Post-Secondary Vision and Transition Activities

Career/Employment: As an adult, what kind of work do you want to do?

Career/Employment Assessment: Present level assessment related to this vision statement.

Is there a need for activities or services for Career/Employment? Yes No

Post-Secondary Education/Training: After leaving school, what additional education and training do you want?

Post-Secondary Education/Training: Present level assessment related to this vision statement.

Is there a need for activities or services for Post-Secondary Education/Training? Yes No

Adult Living: As an adult, what kind of living arrangements would you like to have?

Adult Living Assessment: Present level assessment related to this vision statement.

Is there a need for activities or services for Adult Living? Yes No

Community Participation: As an adult, how do you want to be involved in your community?

Community Participation: Present level assessment related to this vision statement.

Is there a need for activities or services for Community Participation? Yes No

Course of Study

Describe how the student's course of study aligns with the postsecondary vision:

Check Only One:

- Michigan Merit Curriculum leading to a high school diploma (beginning with class of 2011).
- Course of Study leading to:

Is Train expected to graduate with a Regular Diploma during this IEP year? Yes No

Will Train complete age eligibility for Special Education services? Yes No

Community Agency Involvement

Was there a need to invite a community agency representative likely to provide current or future services? Yes
 No

Please list any additional steps taken to ensure that the student has made connections with any appropriate outside programs and services: See Transition Training for further guidance.

Parental Rights and Age of Majority

Check all that apply:

- The student will be age 17 during this IEP and the student was informed of parental rights that he or she will receive at age 18.
- The student has turned age 18 and the student and parent were informed of parental rights that were transferred to the student at age 18, including the right to invite a support person such as a parent, advocate, or friend.
- The student has turned age 18 and there is a guardian established by court order.
- The student has turned age 18 and a legally designated representative has been appointed.