



Date of Report: 08/30/2019  
Individualized Education Program  
IEP Effective Date:  
08/30/2019 to 08/28/2020

**Student:** Sally Knight **STN:** 0002367

**Date of Birth:** 08/01/2008 **Age:** 11 **Current Grade:** 4 **Gender:** F

**Guardian Information**

Relation: Both Parents	Relation:
Name: Mom and Dad Knight	Name:
Business Phone: 812-555-1222	Business Phone:
Home Phone: 812-926-1234	Home Phone:
Mobile Phone: 812-555-5555	Mobile Phone:
Address: 1234 Main Street	Address:
Aurora, IN 47001	

**Purposes of Case Conference**

Reevaluation Review, Annual

**Case Conference Meeting Scheduled**

**Date:** 08/30/2019 **Time:** 2:00 p.m. **Place:** Aurora Elementary School

**Evaluation Information and Student Data**

**Strengths of the student:**

Gather input from all participants and be positive. Remember to update this box at each case conference. You must have at least 50 characters in this text box. This box is displayed in the Pre-Conference Planning, the Evaluation Process, and the IEP Process. If anything is added in any of those places, it will be displayed in all of them.

**Progress Monitoring Data:**

Enter scores from Acuity, DIBEL's, mClass, AIMSweb, EasyCBM, STAR Reading, STAR Math, Successmaker, etc.

Assessment	Date Taken	Student Score/Cut Score	Pass or Did Not Pass
ISTEP/ILEARN/IAM			

\*\*Ensure that you have current data. It is okay to have previous data along with your current data.\*\*

Progress on Goals:

ULS progress (if applicable):

**Present level of academic and functional performance:**

Academic Concerns:

Grades:

Discussion of academics/functional performance:

Previous educational evaluation results (include date of most recent intellectual and academic evaluation, tests given and results):

Social/Emotional : *"Student's social and emotional behaviors are appropriate." or explain strengths and weaknesses*

Adaptive Behavior: (Choose one):

*"Student's personal independence and social responsibility are at a level of those expected for the student's chronological age and cultural group."*

*"Student's personal independence and social responsibility skills are functional and developmentally appropriate."*

*or explain strengths and weaknesses of the student.*

Positive Behavior Supports/Strategies:

Motor:

*"Fine motor skills are appropriate," or "Refer to goals," or Describe concerns.*

*"Gross motor skills are appropriate," or "Refer to goals," or Describe concerns .*

Speech/Language: *"Speech and language skills are appropriate," or "Refer to goals."*

Medical and/or other information: *Include current medical information, including medications.*

**Describe how the student's disability affects involvement and progress in the general curriculum. Describe how the disability or behavior prevents the student from benefiting from general education without the provision of special education or related services:**

**Concerns of the Parent**

Record any information from the parents concerning their concerns for their child. You must have at least 50 characters in this text box.

**\*\*Remember this is for PARENT concerns not the school concerns.\*\***

**Eligibility**

**Student is eligible for Special Education Services.**

**Primary Disability:** Traumatic Brain Injury

**Reasons of eligibility determination:**

Provide a statement as to why the student qualifies for the current area of eligibility and why other areas were rejected.

**Special Considerations**

**There are no language needs related to limited English Proficiency.**

**Behavior Concerns**

There are no behaviors of concern for the Case Conference Committee to discuss.

### Outcomes

This student does not have a transition plan.

### Accommodations

The selected accommodations should be provided to the Student throughout the entire school day, as decided by the Case Conference Committee, and are intended to increase the student's access to and progress in the general education curriculum. These accommodations constitute an integral part of this student's free appropriate public education (FAPE).

#### Daily Accommodations

- Student provided with additional breaks
- Student works best in a small group
- Student is provided preferential seating
- Directions and content read aloud to the student (text to speech)

#### Description of additional accommodations and/or guidance.

Add any additional accommodations that are not in the daily accommodations check list.

### Participation in Testing Programs

The student attends an accredited school and will be in grades 3-8

Student will participate in State Assessment

**Math (4)**

**Math (5)**

**Language Arts (4)**

**Language Arts (5)**

**Science (4)**

**Social Studies (5)**

### Assessment Accommodations

#### Math (4)

- Time of day for testing altered (Student is tested during a specific time of day based on individual needs)
- Student provided with additional breaks
- Student tested in small group
- Student is provided preferential seating
- Text is read aloud to the student (except items testing reading comprehension) by a human reader using a reader's script
- Text is read aloud to the student (except items testing reading comprehension) via the computer platform

#### Math (5)

- Time of day for testing altered (Student is tested during a specific time of day based on individual needs)
- Student provided with additional breaks
- Student tested in small group
- Student is provided preferential seating
- Text is read aloud to the student (except items testing reading comprehension) by a human reader using a reader's script
- Text is read aloud to the student (except items testing reading comprehension) via the computer platform

**Language Arts (4)**

- Time of day for testing altered (Student is tested during a specific time of day based on individual needs)
- Student provided with additional breaks
- Student tested in small group
- Student is provided preferential seating
- Text is read aloud to the student (except items testing reading comprehension) by a human reader using a reader's script
- Text is read aloud to the student (except items testing reading comprehension) via the computer platform

**Language Arts (5)**

- Time of day for testing altered (Student is tested during a specific time of day based on individual needs)
- Student provided with additional breaks
- Student tested in small group
- Student is provided preferential seating
- Text is read aloud to the student (except items testing reading comprehension) by a human reader using a reader's script
- Text is read aloud to the student (except items testing reading comprehension) via the computer platform

**Science (4)**

- Time of day for testing altered (Student is tested during a specific time of day based on individual needs)
- Student provided with additional breaks
- Student tested in small group
- Student is provided preferential seating
- Text is read aloud to the student (except items testing reading comprehension) by a human reader using a reader's script
- Text is read aloud to the student (except items testing reading comprehension) via the computer platform

**Social Studies (5)**

- Time of day for testing altered (Student is tested during a specific time of day based on individual needs)
- Student provided with additional breaks
- Student tested in small group
- Student is provided preferential seating
- Text is read aloud to the student (except items testing reading comprehension) by a human reader using a reader's script
- Text is read aloud to the student (except items testing reading comprehension) via the computer platform

**Reasons for the determination of participation in testing:**

If the student will be taking ILEARN, add a statement such as, "The student is expected to earn a high school diploma, and therefore will be taking the ILEARN.

In order for a student to take the alternate assessment you must document the reasons why the student cannot participate in ILEARN and why the alternate assessment is the appropriate assessment for this student in the Rationale text box under the State Assessments tab.

**Plan for participation in district-wide, national or international assessments:**

A statement of plans for participation in any other local or national testing that may occur within your school/corporation gets stated here.

**Goals**

**Goal Title:** Social Skills

**Present Level:** Currently, when greeted by a peer or an adult, Sally will turn away from the speaker. She does not make eye contact or verbally return greetings unless verbally prompted. With verbal prompts, she will return greetings 1/2 opportunities.

**Standard(s) / Element(s) Aligned to Goal:**

- Demonstrate skills necessary to properly interact with peers, school personnel, and community members.

**Specially Designed Instruction:** Sally will practice greeting and returning greetings during her daily mail route. Her teacher or instructional assistant will follow the prompting hierarchy.

**Goal Statement:** When verbally greeted by a peer or an adult, Sally will look to the speaker and return the greeting independently 4/5 opportunities by August 2020.

**Method / Instrumentation for Measuring Progress:** observation, daily goal tracking sheet

**Progress Monitoring Design:** Collection of Indicators

**Objectives/Benchmarks are only required for students participating in ISTAR in lieu of ISTEP+:**

- When verbally greeted by a peer or an adult, Sally will look to the speaker and return the greeting with no more than 1 verbal prompt 4/5 opportunities by November 2019.
- When verbally greeted by a peer or an adult, Sally will look to the speaker and return the greeting with a visual support 4/5 opportunities by February 2020.
- When verbally greeted by a peer or an adult, Sally will look to the speaker and return the greeting independently 2/5 opportunities by May 2020.



**Parameters to Build Graph for Goal**

- Initial Percent: 0.0%
- Initial Date: 08/30/2019
- Target Percent: 80.0%
- Target Date: 08/28/2020
- Frequency of Collection: 1 per reporting period



**Progress Monitoring Assessment:** Observation

**Subject Area:** Social Skills

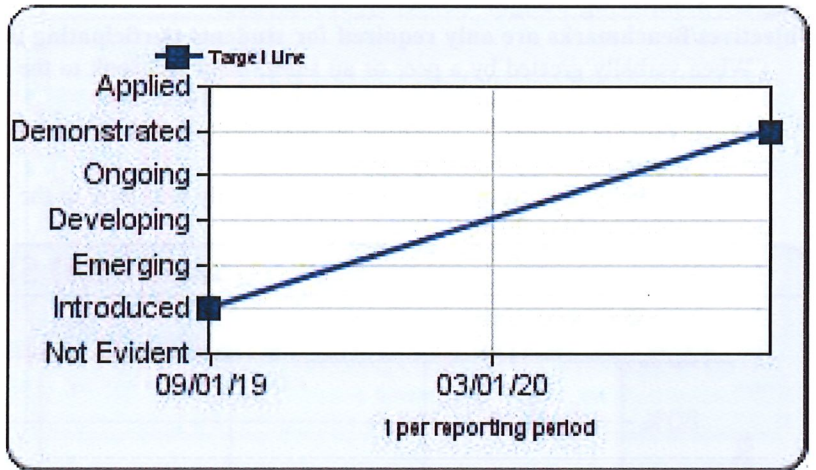
**Objective:** When verbally greeted by a peer or an adult, Sally will look to the speaker and return the greeting with no more than 1 verbal prompt 4/5 opportunities by November 2019.

**Collection of Indicators Selection:**

- Not Evident: Element has not been introduced.
- Introduced: Element has been introduced.
- Emerging: In early stages of development.
- Developing: Progress is evident.
- Ongoing: In advanced stages of development.
- Demonstrated: Performed under direction or request.
- Applied: Used to complete complex tasks or solve problems.

**Parameters to Build Graph**

Initial Value: Introduced  
Initial Date: 08/30/2019  
Target Value: Demonstrated  
Target Date: 08/28/2020  
Metric: Rubric



**Progress Monitoring Assessment:** Observation

**Subject Area:** Social Skills

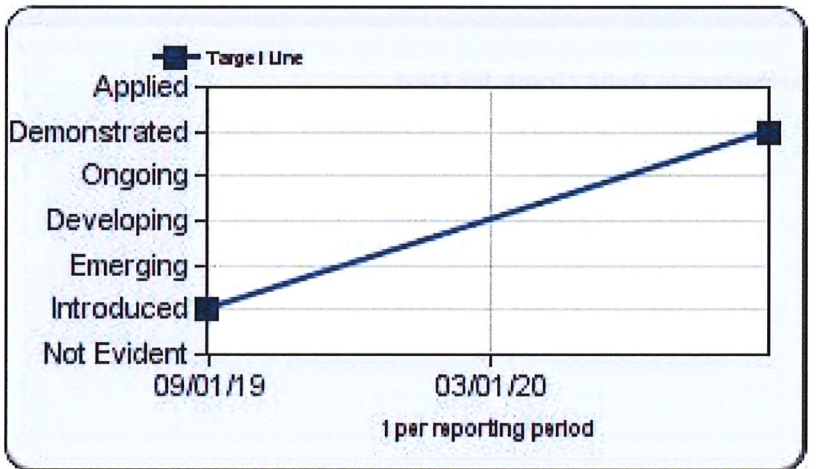
**Objective:** When verbally greeted by a peer or an adult, Sally will look to the speaker and return the greeting with a visual support 4/5 opportunities by February 2020.

**Collection of Indicators Selection:**

- Not Evident: Element has not been introduced.
- Introduced: Element has been introduced.
- Emerging: In early stages of development.
- Developing: Progress is evident.
- Ongoing: In advanced stages of development.
- Demonstrated: Performed under direction or request.
- Applied: Used to complete complex tasks or solve problems.

**Parameters to Build Graph**

Initial Value: Introduced  
Initial Date: 08/30/2019  
Target Value: Demonstrated  
Target Date: 08/28/2020  
Metric: Rubric



Progress Monitoring Assessment: Observation

Subject Area: Social Skills

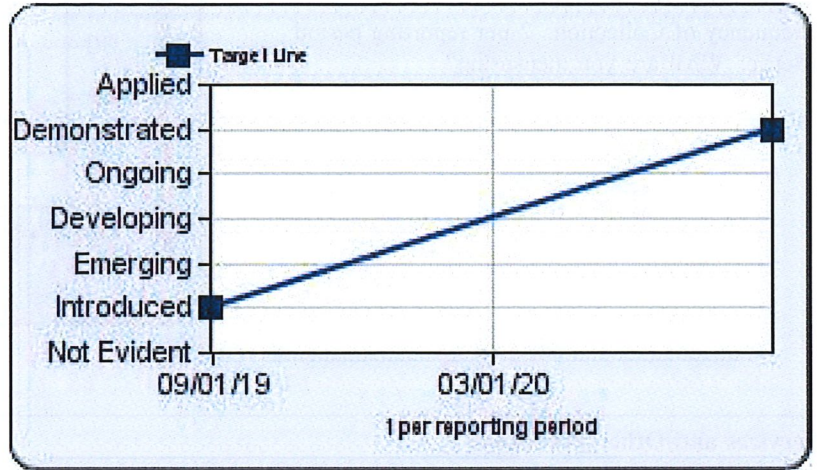
Objective: When verbally greeted by a peer or an adult, Sally will look to the speaker and return the greeting independently 2/5 opportunities by May 2020.

**Collection of Indicators Selection:**

- Not Evident: Element has not been introduced.
- Introduced: Element has been introduced.
- Emerging: In early stages of development.
- Developing: Progress is evident.
- Ongoing: In advanced stages of development.
- Demonstrated: Performed under direction or request.
- Applied: Used to complete complex tasks or solve problems.

**Parameters to Build Graph**

Initial Value: Introduced  
Initial Date: 08/30/2019  
Target Value: Demonstrated  
Target Date: 08/28/2020  
Metric: Rubric



**Goal Title:** State the Curricular Area

**Present Level:** Give a specific present level of achievement, using objective test scores or methods of measurement. Each goal will have its own statement giving the exact achievement levels of the student. This is a factual statement of what the student can do right now.

**Standard(s) / Element(s) Aligned to Goal:**

- (CC.1.RF.3.b) Decode regularly spelled one-syllable words.
- (CC.1.RF.3.c) Know final -e and common vowel team conventions for representing long vowel sounds.
- (CC.1.RF.3.d) Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.

**Specially Designed Instruction:** State why this goal is needed in very specific terms. This should not be a restatement of the present level, but rather a justification of the appropriateness of this goal for this student at this time. Consider the academic, developmental, communication, and functional needs of the student.

This is a statement as it relates to the curricular area. Try to be as positive as possible. It outlines the skill deficit of the student. It is a rationale for the goal.

**Goal Statement:** The goal should be a statement of the desired curricular, functional, communication, behavioral achievement that is to be attained by the student. The goal must be stated in objective, measurable terms. This statement is what the student will do in one year's time. The should be based on state standards.

**Method / Instrumentation for Measuring Progress:** Describe the methods you will use to measure progress on the goal.

**Progress Monitoring Design:** Single Point



**Progress Monitoring Assessment:** What are you going to use to measure progress?

**Subject Area:** State the Curricular Area

**Parameters to Build Graph**

Initial Value: 25

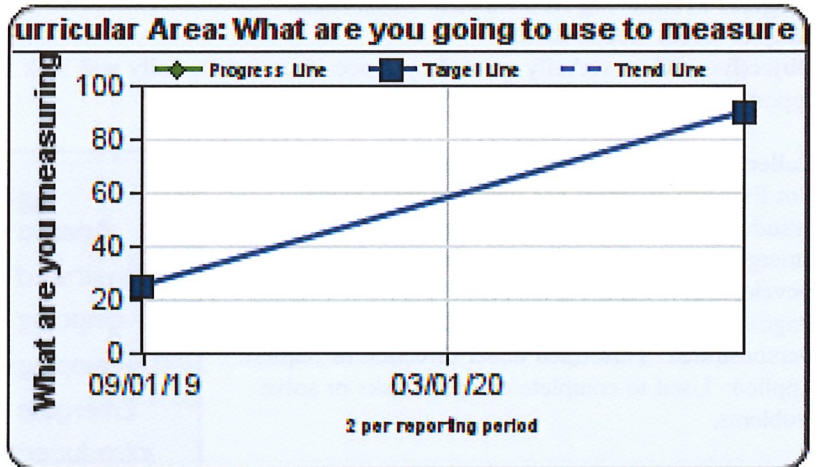
Initial Date: 08/30/2019

Target Value: 90

Target Date: 08/28/2020

Frequency of Collection: 2 per reporting period

Metric: What are you measuring?



**Services and Other Provisions**

**Special Education Services:**

Description	Proposed Initiation (Date)	Frequency	Length (Time)	Duration (Annual Review Date)	Location
Speech and/or Language Services	08/30/2019	5 per reporting period	25 minute(s)	08/28/2020	Special Education Setting

**Narrative:**  
Speech and language services and related services must identify how many sessions in the narrative they will be providing services during the school year.

Special Education Services	08/30/2019	1 per day	45 minute(s)	08/28/2020	Special Education Setting
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**Narrative:**  
Describe the specific service the student is receiving.

**Related Services:**

Description	Proposed Initiation (Date)	Frequency	Length (Time)	Duration (Annual Review Date)	Location
Occupational Therapy	08/30/2019	2 per month	20 minute(s)	08/28/2020	Special Education Setting

**Narrative:**  
Describe the services in narrative form in the box.



**Transportation:**

**The transit time and the transportation needs are not the same as that of non-disabled peers.**  
Attach a ROD transportation plan and fax to the school corporation transportation director, if needed.

**Accessible Materials:**

**The student does need instructional materials to be provided in an accessible format.**  
Determine whether the student needs instructional materials, including print instructional materials in an accessible format such as large print materials and digital files to be read aloud by the computer.

**Assistive Technology:**

**The student does need assistive technology.**  
Assistive technology is any service, item, device, or piece of equipment that is used to increase, maintain, or improve the functional abilities of an individual with a disability.

Examples include: portable word processor, voice output devices, word prediction programs, alternative keyboards, and switch activated toys.

\*When listing assistive technology use generic terminology such as portable word processor rather than AlphaSmart.

**Extended School Year:**

**It was determined that extended school year services are not necessary in order to provide a free and appropriate education.**

**Technical Assistance:**

**Support is not necessary to provide school personnel with the knowledge and skills necessary to implement the student's individualized education program.**

**Program Modifications:**

**Program modifications are not needed to enable the student to advance appropriately toward attaining the annual goals, to be involved in and make progress in the general education curriculum, to participate in extracurricular and other nonacademic activities or to be educated or participate with other students with disabilities and nondisabled students.**

**Periodic reports on the student's progress toward goals will be provided:**

The student will be assessed on the same schedule as non-disabled peers. Progress reports will be sent home quarterly.

**Reasons for provisions and reasons for rejecting other options:**

Provide a detailed account of the discussion from the case conference regarding the services decided upon for the student.

**The student does not have an Emergency Evacuation Plan.**

**The student does not have a Health Plan.**

**Least Restrictive Environment**

**LRE Placement Category based on Federal Program Types:**

50: General education classroom (In a general education classroom for 80% or more of the day)

**Additional descriptors**

Anticipated Teacher of Record: Missy Jones

Special Education:   15  % General Education:   85  %

**Any potentially harmful effects of the services on the student or on the quality of services needed:**

Describe how the current services are limiting to the student's access to their non-disabled peers and how their current services limits their access to the Least Restrictive Environment. DO NOT WRITE NONE.

Some things to consider include:

- Amount of contact/socialization opportunities with non-disabled peers.
- Access to general education curriculum.
- Lack of exposure to appropriate behavioral models from peers.

**Reasons for placement determination including reasons for rejecting other options:**

We discussed 100% general education, but this was rejected because...

Be sure to describe other options that were considered.  
Do not write NONE.

**General Considerations**

**Student will be able to participate in all educational programs and activities that are made available to non-disabled students.**

**Student will be able to participate in all non-educational and extracurricular activities that are made available to nondisabled students.**

**Student will participate in the general physical education program that is available to nondisabled students.**

**Student will be educated in the school (he/she) would attend if not disabled.**

**The length of the instructional day will be the same as the instructional day for nondisabled peers.**

**Program Information**

**Corporation of Legal Settlement:** Sunman-Dearborn Com Sch Corp

**Access Corporation:** Indiana IEP Training Site 1

**Access School:** Sunman-dearborn Com Sch Corp

**Educating School or Program:** -- None --

**Determination After Review of Existing Data**

The case conference committee has determined that there is sufficient data to plan appropriately for the student. Therefore, re-evaluation is not required at this time for the purposes of considering eligibility or providing additional information regarding the student's special education and related service needs. The school must consider reevaluation for each student receiving special education and related services at least once every three (3) years unless the parent and the school agree that it is unnecessary. In addition, the school must consider reevaluation if the school determines at any time during the three (3) year cycle that additional information is needed to address the special education or related services needs of the student, or if the student's parent or teacher requests an evaluation.

**Participants**

The following individuals participated in the case conference committee meeting. Those individuals identified as Teacher of Record, General Education Teacher, Public Agency Rep and Instructional Strategist were in attendance for the entire meeting unless parental excusal was obtained before the meeting.

Position	Name	Title
Public Agency Rep	Public Q. Smith	Principal
Parent	Mom and Dad Knight	
Teacher of Record	Shelly Rahal	
General Ed Teacher	Apple Tree	
Instructional Strategist	Shelly Rahal	
	David 1317	Speech and Language Therapist
Aunt	Suzy Knight	

Does the Parent reject provision of FAPE and intend to unilaterally enroll child in a non public school? No

**Written Notes and Other Relevant Factors**

**General IEP Notes:**

Keep notes in the conference notes sections throughout the IEP process.

1. Use clear and concise language.
2. Document the discussion held during the duration of the case conference in the form of a summary.
3. Date current and previous notes with month/day/year if keeping previous relevant information that is important for future use.
4. Use headings in notation boxes as the notes print in one section on the finalized copy. (i.e. When discussing LRE placement, diploma vs. certificate of completion, extended school year, etc. - Entitle the section: to prevent repeating it or vaguely referring to it in notation).
5. List persons by name and their thoughts/contributions to discussion.
6. It should pass the "stranger test."
7. Use the notes to inform future teachers, capture important discussion, remind readers of previous events of importance.

8. *Update them at each case conference meeting and during revision without a meeting (i.e. What is the concern? What is changing?).*
9. *No court reporting, quoting individuals, or immense detail (i.e. Billy said, "I hate Mrs. Spensor's class because her breath stinks.").*
10. *Do not list the agenda for the meeting.*
11. *No need to comment in every box on every page.*
12. *Do not include blanket statements that are the same for each student (i.e. reviewed parent rights).*

**Existing Data:**

Present levels: 8/30/19 - The committee reviewed sally's grades, her progress monitoring data, and reports of her behavior.



**Notice of Implementation**

I have been presented with a copy of the Individualized Education Program (IEP) which contains:

- 1) A description of the action proposed by the school;
- 2) An explanation of why the school proposed to take the action;
- 3) A description of each evaluation, procedure, assessment, record, or report the school used as a basis for the proposed action;
- 4) A description of other options that the case conference committee considered and the reasons why those options were rejected; and
- 5) A description of other factors relevant to the school's proposal.

I understand that the school is not required to get my written consent and can implement this IEP unless I take one of the following actions within ten (10) school days of receiving this notice:

- Requesting and participating in a meeting with a school official who has the authority to resolve the disagreement I have with the school regarding this IEP.
- Getting the school's consent for mediation under 511 IAC 7-45-2.
- Requesting a due process hearing under 511 IAC 7-45-3.

I understand that if I challenge the proposed IEP prior to its implementation, the school must continue to implement the current IEP under 511 IAC 7-42-7 (b)(5).

**PROCEDURAL SAFEGUARDS**

I understand that a parent of a student with a disability has protection under the procedural safeguards and that I can request a copy of the procedural safeguards at any time. The procedural safeguards document includes a list of resources to contact for assistance in understanding the provisions of Indiana special education rules.

\_\_\_\_\_  
**Sign**

\_\_\_\_\_  
**Date**

**CONSENT TO IMPLEMENT IEP**

I have been provided with the Notice of Implementation and a copy of the proposed IEP. I give my consent for the School to implement the IEP in accordance with the initiation date that is prior to the expiration of ten (10) instructional days from the date the Notice and proposed IEP were provided to me.

\_\_\_\_\_  
**Sign**

\_\_\_\_\_  
**Date**

Easy Fax Number:



Fax Generated on '08/30/2019'



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