



Case Conference Committee Report

Date of Report: 11/10/2014
Individualized Education Program
IEP Effective Date: 1/28/2015 to 1/28/2015

Student: [Redacted] STN: 331505757

Date of Birth: 07/08/2011 Age: 3 Current Grade: PK Gender: [Redacted]

Guardian Information

Relation: Mother	Name: [Redacted]	Business Phone: [Redacted]	Home Phone: [Redacted]	Mobile Phone: [Redacted]	Address: [Redacted]
Relation: Mother	Name: [Redacted]	Business Phone: [Redacted]	Home Phone: [Redacted]	Mobile Phone: [Redacted]	Address: [Redacted]

Purposes of Case Conference

Reevaluation Review, Annual

Case Conference Meeting Scheduled

Date: 1/28/2015 Time: 1:00 PM Place: Wayne Township Preschool

Evaluation Information and Student Data

Strengths of the student:

Home: becoming verbal, communicating his wants and needs, content, engages in activities on his own, likes to organize and pick up, helpful, tries to take care of himself, asks for help when needed
School: enjoys adult interaction, happy to be at school, works well on tub tasks and individual activities, improved motor skills

Progress Monitoring Data:

Listening and Speaking: [Redacted] has partially met 2/4 benchmarks. He is using some location and action words and requesting preferred items with picture cues. He is not yet following directions, and often refuses to do so. Answering wh- questions is difficult for him.

Physical Skills: [Redacted] partially achieved 2 of 5 benchmarks. He jumps lifting both feet slightly off floor without hand support. He throws a playground ball 3 feet forward from chest height. He uses a stepping strategy to kick a stationary ball. He catches a soft playground ball 1 of 5 tries when thrown by adult from 3 feet away. He walks up and down standard stair steps with a step-to-leg pattern - up with single hand support; down with both hands supported.

Precision Hand Skills: [Redacted] has partially met 1/4 benchmarks. He is able to lace beads onto tubing. He grasps with a fist grasp and is not yet imitating prewriting strokes. He needs assistance to advance scissors across the paper.

Learning Skills: [Redacted] has partially met 1/4 benchmarks. He is able to rote count to 3 consistently. He identifies his name with his picture attached, but not without it. He is not yet consistent in naming colors or counting items.

Present level of academic and functional performance:

Gross Motor/ School Access: [Redacted] jumps lifting both feet slightly off floor without hand support. He throws a playground ball 3 feet forward from chest height. He uses a stepping strategy to kick a stationary ball. He catches a soft play-

Reasons of eligibility determination:

Secondary Disability: Language Impairment, Blind or Low Vision

Primary Disability: Developmental Delay

Student is eligible for Special Education Services.

Eligibility

School: stair/ ball skills, pre-academics, precision hand skills, compliance, listening and speaking, attention

difficult to understand.

Home: demonstrates problems with his balance. low muscle tone and balance concerns and falls frequently. Depth perception is a concern for is far sighted and wears glasses. Vision is corrected with glasses. Can be

Concerns of the Parent

The case conference committee has determined that there is sufficient data to plan appropriately for the student. Therefore, reevaluation 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 public agency must consider reevaluation for each student receiving special education and related services at least once every three (3) years unless the parent and the public agency agree that it is unnecessary. In addition, the public agency must consider reevaluation if the public agency 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.

Based on the eye Dr. report, and the findings presented in the FVA, it is this BLV's opinion that visual function is currently affecting his ability to access his academic environment and academic materials adequately. Due to his visual acuties, is likely having difficulty seeing some printed materials at both near and distant, and is likely missing information, visual cues, etc., during teacher presentations. The report also states that should wear corrective glasses full-time, his eye condition prognosis is stable, and visual field and color vision were not tested. M.D., of the Midwest Eye Institute states that has been diagnosed with amblyopia and high hyperopia in both eyes, and that a Cortical Visual Impairment is "possible." His distant corrected acuties are listed as L/P/O/P right eye, L/P/O/P left eye and 20/125 both eyes. The report also states that should wear corrective glasses full-time, his eye condition prognosis is stable, and visual field and color vision were not tested.

Medical/Visual Information/Background

Martin Buis BLV Consult

is able to sort by color in an array of 8 colors. He is also able to use a shape sorter independently. He enjoys working on tub tasks. uses a raking grasp to pick up items from the table. It requires a lot of effort for him to use two hands to complete activities. loves adult attention and thrives on it. He often refuses to do what is asked of him by adults. often trips over people and items that are directly in front/beneath him. He demonstrates overall muscle weakness. has shown great growth since starting preschool in his ability to complete tub tasks and follow the routine when he is willing.

1/28/2015

ground ball 1 of 5 tries when thrown by an adult from 3 feet away. He walks up an down standard stair steps with a step-to leg pattern - up with single hand support; down with both hands supported. He walks throughout the school environment physically on his own. He propels a tricycle with adaptive foot plates30+ feet multiple times on his own with help only to get started 25% of the time and occasional minimal for steering. He walks up playground steps with a step-to leg pattern. He is able slide down slide physically on his own. He gets on/off and propels playground rocking toy on his own.

Based on the delays in the areas of communication skills, motor skills and adaptive skills [redacted] meets the criteria as a child with a Developmental Delay and Language Impairment. Based on VI evaluation, [redacted] qualifies as a child with a Visual Impairment.

Special Considerations

There are no language needs related to limited English Proficiency.

There are no considerations regarding the instruction in Braille and the use of Braille

The behavior of the student does not impede his or her learning or that of others.

Outcomes

This student does not have a transition plan.

Participation in Testing Programs

Student will not yet be in grade 3

Student will pursue a high school diploma

Plan for participation in district-wide, national or international assessments:
All developmental preschool students are assessed using ISTAR-KR. The preschool teacher along with input from the SLP, OT and PT will complete these assessments for [redacted] and send the results home at least one time per year.

Goals

Goal Title: Listening and Speaking

Present Level: [redacted] uses 1-2 word combinations spontaneously in the classroom. He produces some location and action words during structured activities. He requests preferred items with picture cues. He is not yet following directions, and often refuses to do so. He has difficulty answering wh questions.
Need: [redacted] needs to improve his listening and speaking skills so that he can be independent in the classroom and daily routines

Goal Statement: [redacted] will improve his listening and speaking skills by meeting the following benchmarks during classroom activities by November, 2015.

Method / Instrumentation for Measuring Progress: Teacher/SLP observation and data collection
Progress Monitoring Design: Descriptive Documentation

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

• Uses 4-word vocalizations, words, symbols, signs to tell about objects and events in the recent past and near future
• Uses single action and location words (e.g. "up", "jump")
• Answers simple "who", "what", and "where" questions about personal experiences
Objectives/Benchmarks are only required for students participating in ISTAR in lieu of ISTEP+:

- 1. Using visual supports and modeling as needed, [redacted] will use 2-4 word combinations spontaneously to request and comment during classroom activities in 4/5 opportunities.
- 2. Using visual supports and modeling as needed, [redacted] will use action words during classroom activities in 4/5 opportunities.
- 3. Using visual supports and modeling as needed, [redacted] will use prepositions (e.g. in/out, on/off, under) during classroom activities in 4/5 opportunities.
- 4. Using visual supports and modeling as needed, [redacted] will answer who, what and where questions during classroom activities in 4/5 opportunities.

Progress Monitoring Assessment: Descriptive Documentation

Subject Area: Listening and Speaking

Metric: Description

November 2015.

Goal Statement: [redacted] will demonstrate improved social skills by complying with teachers in 4/5 opportunities by [redacted] needs to demonstrate improved compliance in the classroom.

Present Level: [redacted] enjoys adult one-on-one interaction. He often refuses to comply with directions and complete teacher directed activities.

Goal Title: Social Skills

Metric: Description

Subject Area: Pre-academics

Progress Monitoring Assessment: Data Collection

- 1. [redacted] will identify attributes such as size, shape and color.
- 2. [redacted] will identify his first name in print.
- 3. [redacted] will demonstrate an understanding of 1:1 correspondence to 5.

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

- Names and orders quantities
- Recognizes familiar symbols

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

Progress Monitoring Design: Descriptive Documentation

Method / Instrumentation for Measuring Progress: Teacher observation, data collection

Goal Statement: [redacted] will improve pre-academic skills in 4/5 opportunities by November 2015.

Need: [redacted] needs to demonstrate improved math and reading skills.

as the group counts, but is not yet counting independently or counting objects one at a time.

Present Level: [redacted] is able to sort by color and shape. He recognizes his name in print 50% of the time. He claps

Goal Title: Preacademics

Metric: Description

Subject Area: Precision Hand Skills and Bilateral Hand Skills

Progress Monitoring Assessment: Teacher observation, physical performance

- 1. [redacted] will demonstrate controlled use of both sides of hands by picking up smaller items with a pincer
- 2. [redacted] will use 2 hands together to complete personal care tasks (e.g. assisting with opening milk carton, putting straw in carton, zipping coat once engaged, pulling apart/putting in objects) in 4/5 opportunities.

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

- Uses fingers of two hands to complete activities
- Isolates one or two fingers
- Grasps small objects

- Uses both hands in middle of body

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

Progress Monitoring Design: Descriptive Documentation

Method / Instrumentation for Measuring Progress: Teacher observation, physical performance

measured by teacher observation and physical performance by November 2015.

Goal Statement: Using adaptations with visual strategies and with classroom tools as needed, [redacted] will demonstrate improved precision hand skills by demonstrating pincer grasp, isolated index finger point, and using two hands to complete tasks (e.g. zipping once engaged, pull apart/put in objects, putting straw in milk carton) in 4/5 opportunities as

Need: [redacted] needs to improve strength, coordination, endurance, and more refined hand skills to complete activities in the classroom with personal care and classroom activities.

quent redirection to visually attend and remain on task.

positions when seated in chair or on floor. He typically drops to a "W" position when sitting on floor. He requires frequent redirection to visually attend and remain on task.

are directly in front/beneath him. He demonstrates overall muscle weakness, control of his posture and often changes and thrives on it. He often refuses to do what is asked of him by adults. [redacted] often trips over people and items that

the table/surface. It requires a lot of effort for him to use two hands to complete activities. [redacted] loves adult attention a shape sorter independently. He enjoys working on tub tasks. [redacted] uses a raking grasp to pick up small items from

Present Level: [redacted] is able to lace beads onto tubing. He holds writing tools with a fist ed grasp and is not yet imitating prewriting strokes. He needs assistance to advance adapted scissors across the paper. He is also able to use

Goal Title: Precision and Bilateral Hand Skills

-Sensory strategies including: movement, weighted items (lap pad, blanket, belt, vest), compression vest

filled cushion, bench

-Adapted seating including: Chair with sides and foot supports for learning tasks, stadium type (howdahug) seat, air

-Stand-by assistance on playground for physical assistance as needed

-Adult hand held on steps

may have access to the following accommodations as needed:

parents understand that WTP uses wagons equipped with lap belts for safe travel from place to place.

Description of additional accommodations that will be provided:

regular basis:

The following accommodations have been selected for state assessment purposes and must be provided on a

Accommodations

Metric: Description

Subject Area: School Access/ Gross Motor Skills

Progress Monitoring Assessment: Physical performance, teacher/ therapist observation

- 5. will jump lifting both feet off floor in 4/5 opportunities.
- 4. will kick a stationary ball forward to a partner at least 5 feet away on 4/5 attempts.
- 3. will throw a playground ball to a partner 5 feet away on 4/5 attempts.
- 2. will catch a playground ball tossed from 5 feet on 4/5 attempts.
- 1. will walk up and down steps with hand support - reciprocal up, marking time down on 4/5 attempts.

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

- Demonstrates stability, balance, and control in upright position
- Throws, catches, and kicks objects with control

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

Progress Monitoring Design: Descriptive Documentation

Method / Instrumentation for Measuring Progress: Physical performance, teacher/ therapist observation

dated as needed by June 2015.

school environment 100% of the time and ton enable him to participate in school gross motor activities with accommo-

Goal Statement: will improve his gross motor skills (stair skills, ball skills) to enable him to safely access the

Need: Improved strength, coordination, balance, and walking skills for physical school access.

leg pattern - up with single hand support; down with both hands supported.

ball 1 of 5 tries when thrown by an adult from 3 feet away. He walks up an down standard stair steps with a step-to

3 feet forward from chest height. He uses a stepping strategy to kick a stationary ball. He catches a soft playground

Present Level: jumps lifting both feet slightly off floor without hand support. He throws a playground ball

Goal Title: School Access/ Gross Motor Skills

Metric: Description

Subject Area: Social Skills

Progress Monitoring Assessment: Data Collection

- 1. will follow 2-step related directions.
- 2. will comply with teacher directives without refusal.
- 3. will complete teacher-directed activities.

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

- Follows rules
- Sustains attention to preferred activities
- Sustains attention to challenging activity

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

Progress Monitoring Design: Descriptive Documentation

Method / Instrumentation for Measuring Progress: Teacher observation, data collection

Narrative: [redacted] will receive multiple sessions of occupational therapy. Frequency and length of sessions may vary depending on [redacted] needs; however, a minimum of 120 minutes per reporting period will be provided. Occupational Therapy services are integrated and will be provided individually, in a group, and/or through consultation with staff.

Occupational Therapy	1/28/2015	1 per report- ing period	120 minute(s)	1/27/15	Special Education Setting
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Related Services:

Description **Initiation** **Frequency** **Length** **Duration** **Location**
 (Date)

Narrative: [redacted] needs will best be met by participating in the developmental preschool program 5 mornings per week.

Direct Services	1/28/2015+	5 per week	171 minute(s)	1/27/15	Special Education Setting
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Narrative: Speech and language services are provided in an integrated model in the developmental preschool classroom including individual, group, direct and/or consultation.

Speech and/or Lan- guage Services	1/28/2015	8 per report- ing period	20 minute(s)	1/27/15	Special Education Setting
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Special Education Services:

Description **Initiation** **Frequency** **Length** **Duration** **Location**
 (Date)

Services and Other Provisions

- Adapted scissors
- Adaptations for grasp on writing tools
- Physical prompting and/or hand over hand assistance for teaching and directing
- Tricycle adaptations as needed
- High contrast visuals (pictures or drawings) to aid in comprehension of classroom activities
- preferential seating
- normal to bright lighting
- large font as needed
- slant board

The student does not have an emergency evacuation plan.

Reasons for provisions and reasons for rejecting other options:
 The above amounts of service from the SLP, OT and PT while participating in the developmental preschool program are recommended for Owen to make progress towards his IEP goals.

Periodic reports on the student's progress toward goals will be provided:
 Progress reports on all IEP goals will be sent home once every nine weeks.

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.

Technical Assistance:
 Support is necessary to provide public agency personnel with the knowledge and skills necessary to implement the student's individualized education program. The integrated therapy model is utilized in the developmental preschool classroom. Therefore input into classroom intervention strategies will be provided by the school team which includes the OT, PT and SLP.

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

Assistive Technology:
 The student does need assistive technology. [redacted] will use low tech visual supports (i.e. pictures) to help him transition and follow directions throughout his school day.

Accessible Materials:
 The student does need instructional materials to be provided in an accessible format. large print as needed, magnification device or other tools as needed, preferential seating in classroom

Transportation:
 The transit time and the transportation needs are the same as that of non-disabled peers.

<p>Narrative: The BLV consultant will provide consultation services to the education staff. The consultant will work with family and teachers to assist in meeting the vision needs of the student.</p>	<p>BLV Consult</p>	<p>1/28/2015</p>	<p>4 per report- ing period</p>	<p>30 minute(s)</p>	<p>1/27/15 Special Education Setting</p>
<p>Narrative: [redacted] will receive multiple sessions of physical therapy. Frequency and length of sessions may vary depending on gross motor needs; however, a minimum of 120 minutes per reporting period will be provided. Physical Therapy services are integrated services and will be provided individually, in a group, and/or through consultation support to staff to address his school access and gross motor needs.</p>	<p>Physical Therapy</p>	<p>1/28/2015</p>	<p>1 per report- ing period</p>	<p>120 minute(s)</p>	<p>1/27/15 Special Education Setting</p>

Least Restrictive Environment

Corporation of Legal Settlement: M S D Wayne Township
School: McClelland Elementary School (5257)

Educating School: McClelland Elementary School (5257)

Next Educating School: McClelland Elementary School (5257)

LRE Placement Category based on Federal Program Types:

27: In a regular early childhood program at least 10 hours per week and receiving the majority of services in some other location

Additional descriptors

Based on information provided by First Steps, initial evaluations, parent report and observation the committee feels that Developmental Preschool will best meet his needs at this time. [redacted] also participates in the WTP childcare program.

Any potentially harmful effects of the services on the student or on the quality of services needed:
Although [redacted] will have limited exposure to typical peers while in developmental preschool, the positive outcomes of receiving services in a developmentally appropriate environment outweigh any potentially harmful effects at this time.

Reasons for placement determination including reasons for rejecting other options:
[redacted] will need support in the areas of communication, gross motor and fine motor skills.

General Considerations

Student will be able to participate in all educational programs and activities that are made available to nondisabled 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.

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.

Continued placement in a developmental classroom was recommended and accepted by all team members. Potential needed, magnification device as needed.

VI consultation minutes were proposed and accepted by all team members. PT, OT, speech and classroom minutes will remain the same. All team members agree this is appropriate. Accommodations were reviewed and accepted by all team members. Parents report he likes to have several blankets on him. [redacted] qualifies for NIMAS-large print as needed.

Listening and Speaking goal and benchmarks were updated. All CCC team members agree they are appropriate. Pre-Listening Hand Skills goal and benchmarks were recommended and accepted by all team members. Pre-academic goal and benchmarks were proposed and accepted by all team members. Social Skills goal and benchmark was recommended and accepted by all CCC team members. Classroom teacher and PT noted he stays more focused and completes tasks more when in a 1:1 setting. Staff and parents agree Owen often refuses when given a directive. Eventually he does comply.

[redacted] will participate in STAR-KR every 9 week grading period.

[redacted] continues to be eligible for special education services as a student with a Developmental Delay and Language Impairment and Visual Impairment.

Parent reports he is not falling as often as he was. He is asking for help when he is dressing/undressing himself. Parents are concerned he cannot walk up stairs. Parents also concerned that he cannot always be understood. Speech is "mushy". He is a good eater, over stuffs his mouth. Teacher noted coming down the stairs is more difficult. He has difficulty with what is in front of him. He can see better when the objects are a few feet away. He may ask for more food when he has the food on his plate. PT updated present levels. VI consultant reviewed the evaluation data and observations. Parent asked if it is surprising that Owen does not name his colors. VI consultant recommended school and parents work on yellow and red to begin with. He is able to see through the middle of his glasses better than the edges.

Scheduled according to staff and parent availability

Classroom teacher, OT, PT, parents, SLP, Case Conference Coordinator, VI consultant

At this meeting we will review the VI evaluation report and this will be considered [redacted] ACR.

Parent reports he is severely farsighted. Depth perception cannot be measured at this time due to his developmental needs and attention span.

Introductions were made, procedural safeguards offered and declined. Diagnosis of amblyopia and high hyperopia in both eyes. Cortical Visual Impairment is "possible" due to report from the Midwest Eye Institute.

Written Notes and Other Relevant Factors

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

Position	Name	Title
Public Agency Rep	Debi Swarm	
Parent	[redacted]	[redacted]
Teacher of Record	Kari Russell	
General Ed Teacher	NA	
Occupational Therapist	Babbie Easter	
Physical Therapist	Anita Franks	
VI Consultant	Martin Buis	
Parent	[redacted]	
SLP	Rita Dickman	
Student teacher	Julia Byrdwell	

harmful effects were reviewed. The benefits of the classroom setting outweigh any potential harmful effects of this placement.

EASY FAX
Easy Fax Number: 888-865-5615

14/--.0029C2C9



Sign

Date

I understand that a parent of a student with a disability has protection under the procedural safeguards which are provided with this notice 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

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.

CONSENT TO IMPLEMENT IEP

In the case of an initiation date that is prior to expiration of ten (10) instructional days, I give my consent to implement the IEP.

- Requesting and participating in a meeting with an official of the public agency who has the authority to facilitate the disagreement between the parent and the public agency regarding the action proposed or refused by the public agency.
- Securing an agreement for mediation under 511 IAC 7-45-2.
- Requesting a due process hearing under 511 IAC 7-45-3.

I understand that the public agency is not required to obtain a written parental consent and can implement this IEP ten (10) instructional days after the provision of this notice unless I challenge the proposed action by:

- 1) A description of the action proposed by the public agency;
- 2) An explanation of why the public agency proposed to take the action;
- 3) A description of each evaluation, procedure, assessment, record, or report the agency 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 agency's proposal.

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

Notice of Implementation