



Date of Report: 01/22/2015  
 Individualized Education Program  
 IEP Effective Date:  
 01/21/2015 to 01/20/2016

**Student: Student AZ**

**STN:987654321**

**Date of Birth:** 02/01/2001

**Age:** 13

**Current Grade:** 8

**Gender:** M

**Guardian Information**

Relation: Father  
 Name: Mr. Z  
 BusinessPhone:  
 Home Phone: 555-1212  
 Mobile Phone: 555-0033 (F)  
 Address: 9999 Fun Road  
 Indianapolis, IN 46228

Relation: Mother  
 Name: Mrs. Z  
 Business Phone:  
 Home Phone:  
 Mobile Phone: 555-0022 (M)  
 Address: 9999 Fun Road  
 Indianapolis, IN 46228

**Purposes of Case Conference: ACR**

**Case Conference Meeting Scheduled**

**Date:** 01/21/2015

**Time:** 9:00AM

**Place:** GLN Media Conference Room

**Evaluation Information and Student Data**

**Strengths of the student:**

Student AZ is a great kid. He is very willing to try most of the time and advocates well for himself when he needs help. He is making great progress in math and reading. He has a great sense of humor and is very social.

**Progress Monitoring Data:**

March 2014 - ISTEP Math 556/511 Pass Social Studies 509/486 Pass

May 2014 - IMAST Language Arts 579/494 Pass+

IMAST April 2013- English/Language Arts- 624 Pass Plus-passing was 493

Science- 580 Pass Plus-passing was 474

ISTEP March 2013- Math- 498 Pass-passing was 487

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

2014 - 2015 Quarter 2 and Semester 1 Grades

Science A- A-

L/A B- B

PreAlgebra C+ A-

Read 180 Inc Inc

Social Studies B- B-

Art A A

**Input from Language Arts - Mr. P**

**How does the child participate in class instructions (stays on task, answers or responses in class, etc.)?**

*Student AZ is always eager to participate in discussions, but lately he's been a bit off-task.*

**How does he/she interact or get along with peers/teachers?**

*Everyone likes Student AZ and he likes everyone back.*

**What are some areas or activities that he/she needs to improve on in your class or did not successfully complete?**

*Student AZ needs to complete his classwork at home when he doesn't have enough time to finish in class.*

**What were some activities that he/she completed successfully in your class or at school?**

*Student AZ's personal narrative was excellent - one of the best ones in his class.*

**Input from Science - Mr. L**

**How does the child participate in class instructions (stays on task, answers or responses in class, etc.)?**

*Student AZ does all of the above.*

**How does he/she interact or get along with peers/teachers?**

*He appears to get along well with others.*

**What are some areas or activities that he/she needs to improve on in your class or did not successfully complete?**

*I do notice Student AZ's attention waver at times, especially when things get difficult.*

**What were some activities that he/she completed successfully in your class or at school?**

*Student AZ has done very well on most of his tests in my class.*

**Did you provide any modifications or accommodations, if so, what?**

*I provide all modifications on his IEP.*

**Input from PreAlgebra - Ms. A**

**How does the child participate in class instructions (stays on task, answers or responses in class, etc.)?**

*Student AZ stays on task during class and enjoys answering questions.*

**How does he/she interact or get along with peers/teachers?**

*He gets along well with everyone. The students are very attentive and helpful to him.*

**What are some areas or activities that he/she needs to improve on in your class or did not successfully complete?**

*Student AZ would benefit in math if he accepted "half" of the daily assignments for him. Due to the length of time it takes him to complete most math work decreasing the load would be beneficial to him. This would*

not change the quality of problems only the quantity.

**What were some activities that he/she completed successfully in your class or at school?**

He does well on his tests.

**Did you provide any modifications or accommodations, if so, what?**

Read aloud lab for testing; extended time; small group; instructional assistant is provided; preferential seating; calculator at all times;

**Input from Social Studies - Mr. R**

Things have changed since the time his instructional assistant changed.

Mom has noticed a decrease of number of assignments going home. She has received only one note from the current IA. Work is not consistently in Student AZ's homework folder. Student AZ needs copies of notes and PowerPoints.

Gross Motor Skills, January 2015: Student AZ continues to use his wheelchair for primary mobility and during his school day. He is able to independently navigate the chair around the school with good skill. He is dependent for all transfers in and out of the chair. He has become much more verbal when directing those transfers. Overall, he is doing a much better job of self advocating. He needs support for most classroom activities, and with that support is fully immersed in the general education curriculum.

January 2015 Speech Re-evaluation Summary: Throughout observations, Student AZ demonstrated appropriate articulation skills to communicate effectively in large group, small group, and one-on-one settings. Student AZ scored within the below average range on the GFTA-2. However, Student AZ's teachers have reported being able to and peers to be able to understand him without difficulty at least 90-100% of the time. Throughout observations, Student AZ's overall speech and vocal skills appeared adequate to sustain conversation and a high level of speech intelligibility while in the classroom setting. It is recommended that Student AZ receive preferential seating in order to be better understood by specific listeners or if he is currently in a louder environment such as a classroom during group work. Student AZ may also benefit from being given additional time when speaking so that he can take additional pauses for adequate breath support and to prevent becoming overly fatigued.

Occupational Therapy, January 2015: In class, Student AZ attempts to type or his aide will type for him. His aide will often ask for notes from his teacher. He still requires lengthy time for handwriting. It has been suggested that Student AZ receive an adaptive keyboard to help with his speed.

Student AZ pairs up with a classmate and his partner will help him to access his materials. In math, Student AZ writes out all the math problems himself. He is given test adaptations of circling answers or writing out one word responses. There is still a concern with Student AZ's reading and comprehension.

During lunch, Student AZ only needs his materials (milk) given to him and a lunch mate will help him open the milk container. He then takes himself to the nurses station for toileting. Student AZ is able to get around to and from his classrooms independently, including getting into the raised classroom desk.

The case conference committee has determined that there is need for re-evaluation information to inform the student's case conference committee of the student's related service needs, such as the student's need for assistive technology or a related service. This re-evaluation will be prepared for review within 50 days of receiving parental consent.

**Concerns of the Parent**

Student AZ's mother has expressed concern regarding communication between the on-on-one assistant and home.

## Eligibility

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

**Primary Disability:** Orthopedic Impairment

**Secondary Disability:** Specific Learning Disability

**Reasons of eligibility determination:**

Student AZ is also eligible for special education services as a student with a Specific Learning Disability based on the student's scores on the WISC-IV, KTEA II, NWEA, teacher report and classroom observations that indicate the following:

1. His performance is below grade level expectation and similar age peers in reading, and
2. He is beginning to make good progress with intensive, targeted interventions that have continued since 2nd grade and seems to require this level of intervention to continue to make progress in reading.
3. He exhibits a pattern of strengths and challenges in processing information and academic performance that is indicative of a specific learning disability.

Student AZ no longer meets the eligibility criteria as a student with Speech Impairment as he is demonstrating appropriate speech skills to communicate his wants, needs, and ideas effectively within the classroom setting.

## Special Considerations

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

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

## Outcomes

**Transition Assessments:**

Date Completed	Assessment
01/21/2015	Student Transition Survey

## Summary of Findings from Age Appropriate Transition

Student AZ plans to attend college. He wants to be a movie director. He is aware of the challenges he faces and the additional support he will need throughout his life.

**Post-Secondary Goals:**

**Regarding Independent Living after high school, I will live:**  
with family.

**Regarding Employment after high school, I will go:**  
to college.

**Regarding Education and Training after high school, I will obtain:**  
help from agencies that assist in working with quadriplegics.

**The postsecondary goals were updated annually:**  
YES - postsecondary goals were reviewed and discussed and remain the same.

**Anticipated Date of Graduation:** 05/30/2019

**Graduation Option**

The student will pursue a high school diploma

Therefore, the student's academic goals will be the same as non-disabled peers at grade-level or will generally be aligned to grade-level curriculum.

## Participation in Testing Programs

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

Student will pursue a high school diploma

- Math (8):** ISTEP with accommodations
- Language Arts (8):** ISTEP with accommodations
- Algebra:** End of Course Assessment with accommodations
- Language Arts:** Tested course is not yet in student's course of study (gr. 9 only)
- Biology:** Tested course is not yet in student's course of study

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

Student AZ is currently on diploma track so he will take ISTEP with accommodations with the exception of Language Arts in which he will take IMAST.

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

Student AZ will participate in all other testing with the appropriate accommodations.

**Goals**

**Goal Title:** Motor Skills

**Present Level:** In class, Student AZ attempts to type or his aide with type for him. His aide will often ask for notes from his teacher. He still requires lengthy time for handwriting. **It was suggested that Student AZ receive an adaptive keyboard to help with his speed.**

Student AZ pairs up with a classmate and his partner will help him to access his materials. In math, Student AZ writes out all the math problems himself. He is given test adaptations of circling answers or writing out one word responses. There is still a concern with Student AZ's reading and comprehension.

During lunch, Student AZ only needs his materials (milk) given to him and a lunch mate will help him open the milk container. He then takes himself to the nurses station for toileting. Student AZ is able to get around to and from his classrooms independently, including getting into the raised classroom desk.

**Need:** Student AZ has needs to use his physical and vocal skill to the best of his ability to access and advocate his education environment with the appropriate accommodation in place.

**Goal Statement:** Student AZ will to use his vocal skill to the best of his ability to access and advocate his education environment with the appropriate accommodation in place.

**The goal has been written to support:** Employment Skills, Education /Training Skills, Independent Living Skills

**Method / Instrumentation for Measuring Progress:** Teacher, Instructional assistant, and/or parent report, observation and data collection

**Progress Monitoring Design:** Descriptive Documentation

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

- Applies computer technologies to communicate ideas and information.

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

- Student AZ will to use his vocal skill to the best of his ability to access and advocate his education environment with the appropriate accommodation in place.

**Progress Monitoring Assessment:** Classroom participation-advocate for class notes

**Subject Area:** Uses Motor and vocal skills

**Metric:** Rubric

**Goal Title:** Reading

**Present Level:** Student AZ's current overall reading Lexile level is 887. This is an increase of 55 points from the beginning of the school year.

**Need:** Increased fiction and nonfiction comprehension skills

**Goal Statement:** By June 2015, Student AZ will increase his overall reading Lexile level to 914.

**The goal has been written to support:** Employment Skills, Education /Training Skills, Independent Living Skills

**Method / Instrumentation for Measuring Progress:** Individual Reading Inventory

**Progress Monitoring Design:** Single Rubric

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

- 8.RL.1: Read a variety of literature within a range of complexity appropriate for grades 6-8. By the end of grade 8, students interact with texts proficiently and independently.
- 8.RN.1: Read a variety of nonfiction within a range of complexity appropriate for grades 6-8. By the end of grade 8, students interact with texts proficiently and independently.

**Progress Monitoring Assessment:** Individual Reading Inventory

**Subject Area:** Reading

**Rubric Criteria:**

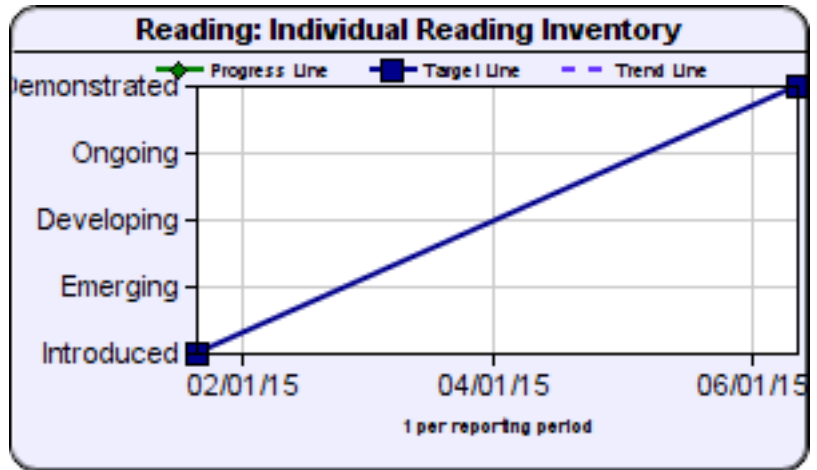
Introduced: Overall reading Lexile level of or below 887

Emerging: Overall reading Lexile level between 888 and 903

Developing: Overall reading Lexile level between 904 and 909

Ongoing: Overall reading Lexile level between 910 and 913

Demonstrated: Overall reading Lexile level between 914 and



**Parameters to Build Graph**

Initial Value: Introduced

Initial Date: 01/21/2015

Target Value: Demonstrated

Target Date: 06/12/2015

Frequency of Collection: 1 per reporting period

Metric: Rubric

**Goal Title:** Functional Mobility in the school

**Present Level:** Gross Motor Skills, January 2015: Student AZ continues to use his wheelchair for primary mobility and during his school day. He is able to independently navigate the chair around the school with good skill. He is dependent for all transfers in and out of the chair. He has become much more verbal when directing those transfers. Overall, he is doing a much better job of self advocating. He needs support for most classroom activities, and with that support is fully immersed in the general education curriculum.

**Need:** Student AZ needs to continue to grow his independence in school functional mobility within the limits of his physical abilities. He needs to continue to self advocate when needed.

**Goal Statement:** Student AZ will continue to maximize his independence with functional mobility in the school setting while continuing to advocate for his physical needs appropriately.

**The goal has been written to support:** Employment Skills, Education /Training Skills, Independent Living Skills

**Method / Instrumentation for Measuring Progress:** Physical Therapy observation and consult with the teacher. Observations from teacher and other staff.

**Progress Monitoring Design:** Descriptive Documentation

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

- Moves from one location to another with strength, stability, and control. (locomotor)

**Progress Monitoring Assessment:** Progress Monitoring Assessment; physical independence

**Subject Area:** Independence in mobility needs.

**Metric:** Description

**Accommodations**

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

**Math (8)**

- Timing / Scheduling: Test administered in several sessions
- Timing / Scheduling: Longer breaks between sessions

- Response Format: Student is allowed to use alternative indication of response (i.e., circle, point to, state, or otherwise indicate answer choice)
- Timing / Scheduling: Student provided with additional breaks
- Timing / Scheduling: Student is provided with extended testing time for test sessions
- Response Format: Student has access to scribe for all open-ended items (e.g. constructed response, extended response, short response, and essay)
- Response Format: Student has use of a calculator during sessions identified as noncalculator sessions
- Setting and Environment: Student is tested individually
- Presentation Format: Test read aloud to the student by test administrator (except items testing comprehension)

### **Language Arts (8)**

- Timing / Scheduling: Student provided with additional breaks
- Response Format: Student is allowed to use alternative indication of response (i.e., circle, point to, state, or otherwise indicate answer choice)
- Response Format: Student has access to scribe for all open-ended items (e.g. constructed response, extended response, short response, and essay)
- Response Format: Student has use of a computer or other assistive technology (AT) device
- Setting and Environment: Student is tested individually
- Timing / Scheduling: Student is provided with extended testing time for test sessions
- Setting and Environment: Student tested in small group setting
- Presentation Format: Test read aloud to the student (except items testing comprehension)

### **Algebra**

- Timing / Scheduling: Student is provided with extended testing time for test sessions
- Response Format: Student is allowed to use alternative indication of response (i.e., circle, point to, state, or otherwise indicate answer choice)
- Response Format: Student has access to scribe for all open-ended items (e.g. constructed response, extended response, short response, and essay)
- Response Format: Student has use of a computer or other assistive technology (AT) device
- Setting and Environment: Student tested in small group setting
- Presentation Format: Test read aloud to the student (except items testing comprehension)

### **Description of additional accommodations that will be provided:**

Use of computerized/assistive technology for answering questions and completing assignments. Secure papers to a desk or slant board.

Student is provided preferential seating.

Student is provided pencil grip or specialized writing instrument.

Student provided with a scribe as needed.

Copies of teachers notes and PowerPoints must be provided by classroom teachers.

A lift is required for restroom

Extended passing periods

Stand alone desk

<b>Services and Other Provisions</b>
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### **Transition Services and Activities:**

Description	Frequency	By Whom	Date of Completion	To Support (if selected)
Student AZ will complete Student Dream Sheet	1 per year (transition services only)	Student AZ and TOR	01/20/2016	Employment Skills Education /Training Skills Independent Living Skills

**Narrative:**

Student AZ will complete a Student Dream Sheet to assist with planning for post secondary education.

**Document the written information that was presented to the parent and student regarding the available adult services provided through state and local agencies and other organizations to facilitate student movement from public agency to adult life.**

Pike High School registration packet was sent home with Student AZ on 1/20/2015.

**Special Education Services:**

Description	Initiation (Date)	Frequency	Length (Time)	Duration (End Date)	Location	To Support
Direct Services	01/21/2015	1 per day	45 minute(s)	06/12/2015	Special Education Setting	Employment Skills Education /Training Skills Independent Living Skills

**Narrative:**

Direct remedial reading instruction. Instruction will be given through reading lab.

Direct Services	01/21/2015	1 per day	7 hour(s)	01/20/2016	General Education Setting	Employment Skills Education /Training Skills Independent Living Skills
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**Narrative:**

Student AZ will need one-on-one support from an aide. Aid will provide support in academic classrooms.

Direct Services	08/01/2015	1 per day	45 minute(s)	01/20/2016	General Education Setting	Employment Skills Education /Training Skills Independent Living Skills
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**Narrative:**

Resource period to work on study skills, restroom needs, and organization.

**Related Services:**



Description	Initiation (Date)	Frequency	Length (Time)	Duration (End Date)	Location	To Support
Occupational Therapy	01/21/2015	1 per reporting period	10 minute(s)	01/20/2016	General Education Setting	Employment Skills Education /Training Skills Independent Living Skills
<b>Narrative:</b> Consultation will be provided by Occupational therapy within the classroom and or with Student AZ's support staff.						

Physical Therapy	01/21/2015	1 per reporting period	10 minute(s)	01/20/2016	General Education Setting	Employment Skills Education /Training Skills Independent Living Skills
<b>Narrative:</b> Consult physical therapy will be provided through sessions with the student and/or face to face, email, or phone contact with school staff.						

**Transportation:**

**The transit time and the transportation needs are not the same as that of non-disabled peers.**

Student AZ will need curb-to-curb pick up with a bus monitor on a bus which can accommodate a wheelchair.

**Accessible Materials:**

**The student does need instructional materials to be provided in an accessible format.**

Accommodations are needed with regard to accepting oral answers, use of computers/AT, and a scribe. Provide adaptive furniture for Student AZ to sit properly within the classroom.

**Assistive Technology:**

**The student does need assistive technology.**

Student AZ should have access to a word processor with word prediction for written work and a joystick tool for keyboarding.

**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 necessary to provide public agency personnel with the knowledge and skills necessary to implement the student's individualized education program.**

Student AZ will have a one-on-one aid in the classroom that will need to know how to help him to the bathroom, feeding tube, and trach. He/she will also need to know how to help with fine and gross motor needs.

**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:**

Alongside typical progress reporting timelines.

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

Student AZ has needs in several areas and will need support from a one-on-one aide to work in the general education setting.

**The student does have an emergency evacuation plan.**

**Least Restrictive Environment**

**Corporation of Legal Settlement:** M S D Pike Township  
**School:**GLN (4444)

**EducatingSchool:**GLD (4444)

**Next Educating School:** Pike High School (5353)

**Course of Study focused on improving academic and functional achievement of the student in order to support the attainment of post-secondary goals:**

Core 40 Diploma

**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**

Student AZ will have a one-on-one aid with him in the classroom. Student AZ will have reading lab for reading instruction.

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

No harmful effects were discussed at the conference in relation to the suggested services for the student.

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

Student AZ needs a one-on-one aid because of his physical needs. With an aide he can be successful in the regular classroom.

**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 not participate in the general physical education program that is available to nondisabled students.**

Due to Student AZ's physical limitations, he will not participate in physical education.

**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.

<b>Position</b>	<b>Name</b>	<b>Title</b>
Public Agency Rep	Ms. L	
Parent	Mrs. Z	
Teacher of Record	Ms. B	
General Ed Teacher	Mr. R	
Instructional Strategist	Ms. D	
Adaptive Technology Coordinator	Ms. P	

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

**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 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 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:

- 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.

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.

**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**

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**

Easy Fax Number: 888-865-5615



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