

KIDSS

ANW Education Cooperative
710 W. Bridge Street, P.O. Box 207
Humboldt, Kansas 66748
620-473-2257

Printed:08/25/2010

Printed by:

Individualized Education Plan

JAY M PARKER

Legal Name: ANW, Articulation	KSDE KIDS ID: 8188518727
First Parent: Brian ANW	Birthdate: 05/25/2002
Phones:	Age at IEP: 8
Address: 607 S. Elm	Grade: 03
Erie KS 66777	Comp Evaluation: 12/16/2009
Email Address:	IEP Meeting: 07/21/2010
Second Parent: Jenny ANW	Initiation: 07/20/2010
Phones:	
Email Address:	
Other: Betty ANW	
Phones:	
Email Address:	
Neighborhood School: Erie Elementary	Attendance Building: Erie Elementary

Articulation ANW may herein be referred to as:
 Student's preferred name: Artic

Primary Exceptionality: SL **Secondary Exceptionality:**

The classroom teacher has access to a copy of this IEP located: Principal's office.
 It has been noted to the General Education Staff that this information is CONFIDENTIAL and must be treated as such in compliance with State and Federal Laws.

ANW Special Education Co-op #603 IEP Signature Page

<input type="checkbox"/> Initial IEP Meeting	<input type="checkbox"/> Annual IEP Meeting
<input type="checkbox"/> IEP Revision Meeting	<input type="checkbox"/> IEP Team Discussion

Participant's signatures who participated in the development of this IEP for: Articulation ANW

*Denotes required signatures.

*Parent/Legal Guardian Date	School Psychologist Date
Parent/Legal Guardian Date	Speech & Language Path. Date
*Student (14 yrs up) Date	Occupational Therapist Date
*Special Education Teacher/ Transition Coor. Date	Adaptive Physical Educator Date
*General Education Teacher Date	Physical Therapist Date
*Administrator/Designee Date	Vocational Coordinator Date
School Soc. Worker/Facilitator Date	Interpreter of Eval Results Date
Agency Collaborator Date	Deaf/Principal Lang Rep. Date

Any other participants that are not listed above please sign, date and list position below:

Other participant name	Position/Title	Date
Other participant name	Position/Title	Date

Text After Signatures

If any mandatory IEP members were legally excused from all or part of the IEP team meeting, please file the appropriate form.

The parents were each given a copy of the Parent Rights.
(parent initial) _____

The parents were each given a copy of the IEP.
(parent initial) _____

NOTICE OF DESTRUCTION OF SPECIAL EDUCATION RECORDS

Special education records for each student with an exceptionality are maintained by the school district until no longer needed to provide educational services to the student. This notice is to inform you that the special education records for this student will be destroyed after five (5) years following program completion or graduation from high school, whichever occurs later, unless the student (or the student's legal guardian) has taken possession of the records prior to that time from the ANW Education Cooperative #603 at 710 Bridge St., P.O. Box 207, Humboldt, Kansas. Phone (620) 473-2257.

Progress Report

How often will the Parent(s)/Legal Decision Maker be informed of the student's progress? At least one time every:
 quarter 8 weeks 6 weeks 4 weeks, which is at least as often as parents are informed of their nonexceptional children's progress.

By what means will the Parent(s)/Legal Educational Decision Maker be informed of the student's progress? (Check all that apply)
 Written report Parent-teacher conference District internet site

Present Levels of Academic and Functional Performance

Health/Physical

Describe the student's health/physical strengths:

Arti's classroom teacher reported that she did not have overall health concerns for Arti except for ADHD concerns following results from scales completed earlier in the school year.

Does the student have a disability in this area? Yes No

If yes, what is it?

How do this student's Health/Physical attributes affect performance and functioning in the following areas:

Fine Motor:

Gross motor:

Medical Condition:

Last vision date: 10/21/2009

Vision results: referred for testing

Is this student visually impaired or blind? Yes No

If yes, explain:

Was there a need for an evaluation to be conducted of the student's needs for instruction in Braille?

Yes No

If yes, explain:

Last hearing date: 10/10/2008

Hearing results: passed

Does this student have a hearing impairment? Yes No

If yes, explain:

Does this student require an Adaptive Physical Education Plan? Yes No

If yes, explain:

Does this student require an Individualized Health Care Plan? Yes No

(see attachment)

Does this student have prescription medication dispensed by school medical staff during the school day?

Yes No

If yes, and this occurs on a regularly scheduled basis, explain:

Anticipated Needs:

Where Addressed:

Parental Concerns?

Yes No

If yes, explain:

Social/Emotional

Describe the student's social/emotional strengths:

Arti is friendly and usually happy.

Is there a disability in this area? Yes No

Has the student previously had an FBA/BIP? Yes No

How does the disability affect the student's performance and functioning and his/her ability to progress in the general education curriculum for the following area? (Describe within the sections below.)

RELATIONSHIPS WITH OTHERS (Peers, Adults):

Arti's classroom teacher reported that he seems to get along with everyone.

This need will be met by:

a goal. Baseline:

accommodations and/or modifications. Describe in the Modifications/Accommodations section of the IEP.

strategies or other. Describe:

RESPONSE TO LEARNING ENVIRONMENT (STRUCTURED/UNSTRUCTURED):

When frustrated academically, he could become sullen. During therapy sessions, Arti was usually compliant.

This need will be met by:

goal. Baseline:

accommodations and/or modifications. Describe in the Modifications/Accommodations section of the IEP.

strategies or other. Describe:

Does this student receive outside mental health services for reasons that may affect performance in the educational/school setting?

Yes No

If yes, explain:

Anticipated Needs:

Where needs addressed:

Parental Concerns? Yes No

If yes, Explain:

General Intelligence

Strengths:

No formal intelligence testing had been completed. Arti's classroom teacher reported that he seemed to have average intelligence.

Articulation is considered to be in the Average Intellectual Range of ability,
with a Percentile Rank of (##) 0. The
was administered on (MM/DD/YYYY):

Parental Concerns? Yes No

If Yes, explain:

Academic Performance

Describe the student's academic strengths:

Arti's teacher reported that he was better in math skills than reading. The past 2-3 weeks he had really been "with it" in math.

Arti attended EIR (Early Interventions in Reading) for reading help.

Current MAP scores were as follows:

Reading (9/9/09)	RIT-196	Percentile-62%
Math (9/11/09)	RIT-200	Percentile-76%

How does the disability affect the student's performance and functioning in the following skill areas compared to his/her typical, same age peers?

READING

The team has determined that there are no concerns at this time.

MATH

The team has determined that there are no concerns at this time.

WRITTEN LANGUAGE

The team has determined that there are no concerns at this time.

STUDY SKILLS

The team has determined that there are no concerns at this time.

Anticipated Needs:

Where Addressed:

Parental Concerns?

Yes No

If yes, explain:

Communication

Describe the student's communication strengths:

Fluency skills (the rhythm of speech), voice skills (including vocal pitch, volume level and quality) and language development were judged to be within normal limits at this time.

Social language skills were adequate for conversational purposes. Arti understood turn-taking rules in conversations, used appropriate eye gaze with his listeners, demonstrated topic maintenance, used appropriate greetings/closings and showed an understanding of nonverbal communication cues. He could ask as well as answer questions and used his language functionally to relay as well as seek information.

Briefly describe the performance of typical age peers in this area:

The typical age peer is able to produce the /r/ sounds in all positions in spontaneous speech.

Are there any concerns pertaining to the student's speech/language communication skills? Yes No

Was formal or informal speech/language testing administered within the past year? Yes No

If yes, list name of test(s), testing information and results:

Results of an articulation (speech sound) test revealed Arti's articulation skills to be delayed at this time when compared to other children of the same age. His errors involved productions of the /r/ sounds, which were quite noticeable during spontaneous speech. Arti had received general education intervention speech therapy since late August 2009. While gains in the program had been made, the time frame for this support to exist had expired. During the general education intervention time frame, he improved tongue strength skills and learned correct tongue positioning for the /r/. Presently, he could produce a correct /r/ in the initial position of words during imitation - not yet spontaneously. He continued to show a need for additional therapy support in order to produce the /r/ in other positions of words.

Convergent Data? Yes No

The convergent data indicated there was a significant discrepancy between students articulation and/or language skills when compared to peers. They demonstrated a need for specially designed instruction in order to communicate effectively with same age peers and adults within the general education environment. This support was not available through general education.

Is the student an English as a Second Language learner (ESL)? Yes No

If yes, explain:

Does this student communicate by another method that is not listed? Yes No

If yes, explain:

Parental Concerns? Yes No

If yes, explain:

Anticipated Services to be Provided

Special Education Services (Resource Room G)

For the remainder of the current school year...

Artic will receive services provided by a licensed speech/language pathologist and a paraprofessional, under the speech/language pathologist's direction, for 20 minutes per session, 2 times per week.

AND

For the next school year...

Artic will receive services provided by a licensed speech/language pathologist and a paraprofessional, under the speech/language pathologist's direction, for 20 minutes per session, 2 times per week.

These services will begin on (MM/DD/YYYY): 07/20/2010

These services will end one year from this date or when the annual IEP is rewritten.

Related Services

Based on present levels of performance, the IEP team has determined that Related Services are not currently necessary to develop adequate adult living skills.

Supplementary Services (General Education Classroom C)

For the remainder of the current school year...

AND

For the next school year until the IEP is rewritten...

These services will begin on (MM/DD/YYYY): 07/20/2010

These services will end one year from this date or when the annual IEP is rewritten.

Accommodations & Modifications

When selecting accommodations these items were considered:

- how the students learning needs affect the achievement of grade level content standards
- specialized instruction the student needs to achieve grade level content standards
- accommodations that are needed increase the students access to instruction and assessment

Will the General Education Teacher need additional training to implement this IEP?

- Yes No If yes, how will this be provided?

General Education Teacher(s) may request special education staff to offer support in reading tests or assignments and modifying the curriculum to support the students progress in the General Education Curriculum. General Education Staff in the building will be allowed to make these necessary modifications or to request the assistance of the Special Education Staff to meet the students needs as deemed necessary.

Accommodations Start Date:07/20/2010

Participation with Non-Disabled Students in the General Education Environment

The student will have the same opportunity as their General Education Peers to participate in nonacademic and extracurricular activities such as breakfast, lunch, field trips, after school programs, and sports. The

student will participate in all general education classes except those listed under Special Education Services (Resource Room) & Related Services.

The IEP team has reviewed this educational placement and/or services and considers it to be reasonably designed to deliver a Free Appropriate Public Education (FAPE) in the student's least restrictive environment. The team has decided that the positive effects of the placement outweigh any potentially harmful effects. Parent(s) have been given their rights. Parent(s), general education staff, special education staff, and an LEA representative have been involved in designing this proposed IEP.

Provision of Services

The IEP team has determined that for the student to have opportunities to participate with non-identified peers in extracurricular and nonacademic activities, regularly-scheduled special education and related services may not occur when their delivery would prevent the child from participating in field trips, assemblies, special events for the general education classroom or school, state or district-wide assessments, and other such activities.

The provision of the regularly-scheduled special education and related services is not always possible due to events that are beyond the control of the school; such as school closure due to weather or other emergencies, emergency drills, or when the child is absent from school (this does not include suspension or expulsion of the student).

District-wide Assessments

- This student will not participate in district-wide assessments. He/she will be assessed on a daily basis through their objectives.
- Student will participate in all district-wide assessments without accommodations or modifications.
- Student will participate in district-wide assessments with the following accommodation(s) and/or modification(s) in the following area(s) as allowed by the Kansas State Department of Education (KSDE) below:

Explanation of **9-Other**:

State Assessments

THE IEP TEAM HAS DETERMINED THIS STUDENT WILL BE ASSESSED AS FOLLOWS:

(Kindergartners, first graders and second graders do not participate in state assessments.)

- The student will participate in all state-wide assessments without accommodations or modifications.

Anticipated Extended School Year

The IEP team has enough information to determine that Articulation does not require extended school year services.

Behavioral Intervention Plan

The IEP team has determined that Articulation does not require a Behavioral Intervention Plan.

Assistive Technology Plan

The IEP team has determined that Articulation does not require assistive technology at this time.

Goals and Benchmarks/Objectives

Goal 1: During 36 weeks of school, when participating in oral expression tasks, Arti will use correct /r/ with at least 70% accuracy so that he may be understood when answering questions, relating personal experiences and/or participating in group discussion.

State Standard: R3.1.1.4 R3.1.1.6 R3.1.1.7

Baseline: Arti can produce correct /r/ sounds in the initial position of words with 70% accuracy through imitation. Medial and final position productions at a word level are below 70%.

Benchmark# 1: By the end of the first nine-weeks, given curriculum reading materials, Arti will produce the /r/ while reading with at least 70% accuracy across 3 sessions.

Evaluation Procedures: Therapy data

Benchmark# 2: By the end of the second nine-weeks, given structured conversation tasks, Arti will produce the /r/ during conversation and in a variety of oral speaking tasks with at least 70% accuracy across 3 sessions.

Evaluation Procedures: Therapy data

Benchmark# 3: By the end of the third nine-weeks, given structured conversation tasks, Arti will produce the /r/ during conversation and in a variety of oral speaking tasks with at least 70% accuracy across 3 sessions.

Evaluation Procedures: Therapy data

Benchmark# 4: By the end of the fourth nine-weeks, given instruction in tongue position, Arti will produce the /r/ in all positions in sentences with at least 70% accuracy across 3 sessions.

Evaluation Procedures: Therapy data

END