

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

<b>Legal Name:</b>	ANW, PreSchool	<b>KSDE KIDS ID:</b>	3122333377
<b>First Parent:</b>	Betty ANW	<b>Birthdate:</b>	07/16/2007
<b>Phones:</b>	:(620) 444-1234 :(620) - :(620) -	<b>Age at IEP:</b>	3
<b>Address:</b>	607 S. Ashby Chanute KS 66720	<b>Grade:</b>	P3
<b>Email Address:</b>	barnhart@cablone.net	<b>Comp Evaluation:</b>	08/08/2010
<b>Second Parent:</b>	Harold ANW	<b>IEP Meeting:</b>	07/17/2010
<b>Phones:</b>	:(620) - :(620) - :(620) -	<b>Initiation:</b>	07/18/2010
<b>Email Address:</b>	barnhart@cablone.net		
<b>Other:</b>	MaryEtta ANW		
<b>Phones:</b>	:(620) - :(620) - :(620) -		
<b>Email Address:</b>	barnhart@cablone.net		
<b>Neighborhood School:</b>	Chanute Elementary School	<b>Attendance Building:</b>	Lincoln Early Learning Center

PreSchool ANW may herein be referred to as:  
 Student's preferred name: PreS

**Primary Exceptionality:** DD

**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: PreSchool ANW

\*Denotes required signatures.

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

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:

Pre appears to be in good health at this time.

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

If yes, what is it?

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

Fine Motor:

She can put pegs in a peg board but she exhibits difficulty with string beads, and has difficulty with copying a circle.

Gross motor:

Pre's gross motor skills appear to be within normal limits for her age at this time.

Medical Condition:

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Last vision date: 07/07/2010

Vision results: No concerns

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:

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Last hearing date: 07/07/2010

Hearing results: No concerns

Does this student have a hearing impairment?  Yes  No

If yes, explain:

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

If yes, explain:

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

(see attachment)

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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:

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Parental Concerns?

Yes  No

If yes, explain:

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## Social/Emotional

Describe the student's social/emotional strengths:

She plays comfortably in small groups of children and responds to her name when called. She avoids common dangers some of the time. She was unable to tell her first name or her gender, and has not been observed indicating the need to toilet.

Is there a disability in this area?  Yes  No

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

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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):**

Pre indicates awareness of social needs and greets familiar adults spontaneously.

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):**

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:

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Anticipated Needs:

Where needs addressed:

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Parental Concerns?  Yes  No

If yes, Explain:

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## General Intelligence

### Strengths:

Testing done by the ECSE and speech pathologist found significant delays in the areas of cognitive and speech/language. Her cognitive ability appears to be within the below average range.

PreSchool is considered to be in the \_\_\_\_\_ Intellectual Range of ability,  
with a Percentile Rank of (##) \_\_\_\_\_ 0. The

was administered on (MM/DD/YYYY):

Parental Concerns?  Yes  No

If Yes, explain:

## Pre-Academic Readiness Skills

### Describe the student's pre-academic skills strengths:

PreS is able to select "just one", understands cause and effect, and is able to point to a hand that is hiding a toy. She is able to match and sort by shapes; however had difficulty with sorting by color or by size consistently. Pre had difficulty with answering earlier developing wh-questions (What barks?, What flies?, What sleeps?), had difficulty with understanding the function of objects, and presented difficulty with reciting familiar songs or finger plays.

### Describe concerns about skills:

Parental Concerns?  Yes  No

If Yes, explain:

## Communication

### Describe the student's communication strengths:

PreS's voice and fluency skills were judged to be in the average range for her age and gender. Her speech is characterized by deviations in the following phonological patterns: nasals (ex: m, n, ng), velars (ex: k and g), and s-clusters (ex: sp, sm, sn, st, sw). Her intelligibility (ability to be understood) was judged to be poor as observed during conversation.

She exhibited a significant delay in her language skills. She had difficulty with understanding part/whole relationships (ex: Show me the door of the car.), understanding pronouns (ex: his/her, he/she), and with understanding negatives in sentences. She was able to name a variety of pictured objects and was observed using plurals and verb+ing. She presented difficulty with recognizing action in pictures, answering wh-questions appropriately, and with telling the function of objects.

She qualifies and would benefit from speech/language services. The emphasis will be placed on improving her articulation/phonology skills as well as her language skills. By improving these skills it will allow her to effectively and efficiently communicate with teachers, family and peers.

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

Typical age peers understand and use the common pronouns, understand the part/whole relationships (on common life objectives) and has intelligibility in their 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:

Informal testing.

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:

## Other

The Batelle Developmental Inventory (BDI), Carolina Curriculum for Preschoolers with Special Needs, and classroom observation were utilized to assess PreS' adaptive skills. The BDI total standard score indicate her skills to be in the average range. PreS displays the following skills: feeds self with silverware, drinks from a cup with little spilling, and dresses self with minimal assistance.

PreS displays the following emerging skills: toileting skills (ex: expressing need to go to the toilet and washing face and hands), asking for food at the table, indicating an ailment or illness to an adults. The mother reported that PreS is able to put on simple clothing.

The team has determined that PreS does not qualify for specially designed instruction at this time.

## Anticipated Services to be Provided

### Special Education Services (Resource Room G)

For the remainder of the current school year...

PreS will receive Early Childhood Special Education services for 105 minutes, 2 days per week. PreS will receive Early Childhood Special Education services 125 per session 1 day a week. PreS will also receive Early Childhood Special Education services for 145 minutes, one day per week.

AND

For the next school year...

PreS will receive specialized instruction in the kindergarten resource room for 60 minutes 5 days a week in order to improve kindergarten outcomes.

These services will begin on (MM/DD/YYYY): 07/18/2010

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

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### **Related Services**

For the remainder of the current school year...

PreS will receive direct speech/language services for 20 minutes two times a week to remediate language and articulation/phonology delays. This service will be provided in a quiet room at PreS' preschool so that she can attend to tasks without distraction. Services will be provided by a licensed speech/language pathologist and a supervised para-educator.

AND

For the next school year...

PreS will receive direct speech/language services for 20 minutes two times a week to remediate language and articulation/phonology delays. This service will be provided in a quiet room at PreS' preschool so that she can attend to tasks without distraction. Services will be provided by a licensed speech/language pathologist and a supervised para-educator.

These services will begin on (MM/DD/YYYY): 07/18/2010

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

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### **Supplementary Services (General Education Classroom C)**

For the remainder of the current school year...

PreS's Early Childhood Special Education and Speech/Language services will be provided by trained paraeducators under the supervision of the Early Childhood Special Education teacher and Speech/Language Pathologist...

AND

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

PreS's Early Childhood Special Education and Speech/Language services will be provided by trained paraeducators under the supervision of the Early Childhood Special Education teacher and Speech/Language Pathologist...

These services will begin on (MM/DD/YYYY): 07/18/2010

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

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### **Participation with Non-Disabled Students in General Education Environment (Preschool)**

Select Preschool type student will attend:

Early Childhood Special Education Preschool  Community Based Preschool

#### **Early Childhood Special Education preschool**

The student will attend an Early Childhood Special Education preschool attended by children with and without disabilities. The student will have the opportunity to interact with the other students attending the program and to participate in the general education activities. The team has determined placement in a regular

community-based preschool may not provide enough direct services from qualified professionals so that the student can achieve the goals and objectives of the IEP.

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### **Participation in District-wide Assessments**

Students who receive Early Childhood services in our district do not participate in district-wide assessments.

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### **Participation in State Assessments**

Students who receive Early Childhood services in our district do not participate in State Assessments.

### **Anticipated Extended School Year**

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

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### **Behavioral Intervention Plan**

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

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### **Assistive Technology Plan**

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

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### **Special Considerations**

To facilitate PreSchool's progress with speech-language skills and to facilitate carryover, she may be given homework; if the parents choose. Her parents will be given instruction by the SLP so that PreSchool may be assisted with her homework. A homework folder will be provided. Once you have worked on the homework with your child, the folder needs to be put back in the backpack to be brought back to school.

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### **Goals and Benchmarks/Objectives**

**Goal 1:** In one year's time, PreS will improve her receptive and expressive language skills from the 2-3 to the 3-3 age equivalent to facilitate classroom success as measured by SLP data and/or Preschool Language Scale-4 (PLS-4).

**Baseline:** Auditory Comprehension Standard Score: 59 Age Equivalent: 2-1 Expressive Communication Standard Score: 70 Age Equivalent: 2-3

**Benchmark# 1:** In one year's time, PreS will comprehend and/or express 10 developmentally appropriate vocabulary/concept words with each theme unit with 70% accuracy.

**Evaluation Procedures:** slp observation/tallying and/or measurements

**Benchmark# 2:** In one year's time, PreS will recognize action in pictures with 80% accuracy.

**Evaluation Procedures:** slp observation/tallying and/or measurements

**Benchmark# 3:** In one year's time, PreS will develop an understanding of "he", "she", "they", "his" and "her" with 80% accuracy.

**Evaluation Procedures:** slp observation/tallying and/or measurements

**Goal 2:** In 36 instructional weeks PreS will be given appropriate activities to increase her personal-social skills by 75% as measured by teacher observation and tally and/or other testing measures.

**Baseline:** She participates in activities 1/5, plays with others 1/5, states name and gender 0/5, and initiates contact with familiar adults/peers 1/5.

**Benchmark# 1:** During group/circle time, PreS will participate in activities for 4 of 5 times with 75% accuracy on different occasions by 36 instructional weeks.

**Evaluation Procedures:** Teacher, paraprofessional observations and/or testing

**Benchmark# 2:** Given appropriate activities, PreS will play with others for 3 of 5 opportunities with 75% accuracy in 36 instructional weeks.

**Evaluation Procedures:** Teacher, paraprofessional observations and/or testing

**Benchmark# 3:** PreS will initiate contact with familiar adults or children in the room 3 out of 5 times with 75% accuracy in 36 instructional weeks.

**Evaluation Procedures:** Teacher, paraprofessional observations and/or testing

**Benchmark# 4:** In 18 instructional weeks, PreS will be able to tell her first name and state rather she is boy or girl 4 out of 5 times with 75% accuracy.

**Evaluation Procedures:** Teacher, paraprofessional observations and/or testing

**Goal 3:** In 36 instructional weeks, PreS, when presented with appropriate activities will increase her cognitive skills by 75% as measured by teacher observation and tally and/or other testing measures.

**Baseline:** sorts by shapes 1/5, sorts by color 1/5, sorts by size 1/5, follows directions 1/5

**Benchmark# 1:** In 36 instructional weeks, PreS will be given one and two component part directions and will follow directions with one prompt 4 out of 5 times with 75% accuracy.

**Evaluation Procedures:** Teacher, paraprofessional observations and/or testing

**Benchmark# 2:** In 36 instructional weeks, PreS will be given opportunities to sort by shape, color, and size consistently 4 out of 5 times with 75% accuracy.

**Evaluation Procedures:** Teacher, paraprofessional observations and/or testing