

IEP Meeting Report

Date notice sent: 9/16/2004 **IEP meeting date:** 10/1/2004 **Type of meeting:** Initial Review

STUDENT INFORMATION

Student: Salvador Dali Date of birth: 5/11/1991 Age: 14 yrs - 5 mos Student ID: 123456789
 Gender: Male Ethnicity: Hispanic Home school district: Deer Valley Unified
 Home language: Spanish School language: English English language learner? No
 Street address: 1428 W. Covina City: Glendale Zip: 85309
 Parent/guardian: Golina and Ferdinand Dali Email: gofer29@aol.com
 Parent/guardian phone: H: 123-456-7890 W: 100-200-3000 Mobile: 980-564-9899
 Home school: Washington Middle School Service school: Washington Middle School Grade: 08
 Primary disability: ED Secondary disabilities: _____ Evaluation date: 8/19/2004
 CEC student? N/A CEC-A CEC-B Re-evaluation due date: 8/19/2007
 Need for three-year re-evaluation: Student does not need a reevaluation at this time.
 Reintegration plan: (For residential treatment center students only) Plan attached Not applicable

Notice to parents: School staff may come to an IEP meeting prepared with a draft of some or all of the IEP content, but the proposed IEP services are only recommendations for review and discussion. Parents have the right to bring questions, concerns, and recommendations to the IEP meeting. Before the IEP is finalized, there must be a full discussion with the child's parents about the drafted IEP, the child's needs, and the services to meet those needs.

IEP PARTICIPANTS	SIGNATURES DOCUMENTING PARTICIPATION	DATE
Parent/guardian/surrogate		
Student		
General education teacher		
Special education teacher		
Person interpreting evaluation results		
District/school representative		
Related service provider		
Transition representative		
Other		
Other		

CONSENT FOR INITIAL SPECIAL EDUCATION PLACEMENT

I have had the opportunity to participate in the development of this IEP, I have been fully informed of all information relevant to the proposed program placement, and I have received a copy of the Procedural Safeguards. I hereby (check one):

- give consent** for the special education and related services described in this IEP.
- do not give consent** for the special education and related services described in this IEP.

Signature of parent, guardian, or surrogate parent

Date

Present Levels of Performance & Special Factors - 1

Student: Salvador Dali Date of birth: 5/11/1991 Student ID: 123456789 IEP date: 10/1/2004

PRESENT LEVELS OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE

The strengths of the child and the concerns of the parents for enhancing the education of their child:

Sal's parents speak English, but their primary language is Spanish. Sal's teachers report that the parents do not seem to fully understand the seriousness of his problems in school. The parents appear to be supportive of his education, but they do not attend school conferences. They have reported concerns that Sal is not learning to read and that other children pick on him.

Sal is very creative. He loves to draw and make up elaborate stories. His drawings are quite sophisticated for his age and often have unusual themes. Sal enjoys math and performs well in his math class.

The results of the initial or most recent evaluation of the child and, as appropriate, the results of the child's performance on any general State or district-wide assessment programs:

Academic testing, using the Woodcock-Johnson Tests of Achievement-III, administered on 8/22/04, indicates that Sal's broad reading skills are on a beginning 5th grade level and that his broad written language skills are on an ending 4th grade level. His math skills are an area of strength - he is functioning on an ending 8th grade level, and he has been successful in his regular math class.

Sal is able to answer comprehension questions based on orally read material, such as stories read to him by a teacher. He is slow and hesitant when reading orally, especially when he is reading material that contains multi-syllable words. He has difficulty recalling details, making inferences, and drawing conclusions.

He can write simple sentences, but he has difficulty stringing sentences together to form a paragraph on a given topic. He digresses from the topic as his thoughts wander. Sal's written work shows that he has spelling errors of basic sight words, invented spellings, and limited punctuation skills. He understands and can compose topic sentences, detail sentences, and concluding sentences.

The results of the Wechsler Intelligence Scale for Children - IV, administered on 8/23/04, indicate that Sal has average verbal ability (IQ 94) and significantly above average nonverbal ability (IQ 123). The Freedom from Distractibility Index Score (79) suggests that he has difficulty attending to presented tasks. Classroom observation of Sal also indicates that he is distractible and at times hyperactive. He avoids doing his assigned school work, gets frustrated easily, and has difficulty getting along with his teachers and classmates. Recent assessment of Sal's social and emotional adjustment indicates significant problems in the areas of interpersonal relationships, depression, and distractibility. Sal's teachers report that he appears sad much of the time and that he reacts angrily when other children tease him. Sal often misunderstands what is said to him and internalizes this as a negative comment about himself. This can lead to inappropriate verbal outbursts and a fixation on the events that upset him. New experiences and environments are problematic for Sal as are dealing with unfamiliar people.

Last year on the state AIMS assessment, Sal met the Math standards but fell far below the Reading and Writing standards.

Present Levels of Performance & Special Factors - 2

Student: Salvador Dali Date of birth: 5/11/1991 Student ID: 123456789 IEP date: 10/1/2004

How the child's disability affects the child's involvement and progress in the general curriculum or for preschool children, how the child's disability affects the child's participation in appropriate activities:

Sal's reading and writing problems make it difficult for him to complete assignments on time, understand what he reads in text books, and express his thoughts meaningfully on writing assignments. His social and emotional problems interfere with his ability to participate on group assignments with other students, to follow teacher directives, and to respond appropriately when criticized by others.

Additional information:

Sal has been referred for a speech/language evaluation because of concerns about his articulation and limited pragmatic language skills.

CONSIDERATION OF SPECIAL FACTORS

(Check whether each factor is relevant to the child.)

- Yes No Strategies, positive behavioral interventions and supports for a child whose behavior impedes his or her learning or that of others.
- Yes No Language needs, for a child with limited English proficiency.
- Yes No Instruction and the use of Braille if the child is blind or visually impaired, unless determined inappropriate based on evaluation.
- Yes No Communication needs, and for a deaf or hard of hearing child, the language and communication needs, and opportunities for communication and instruction in the child's language and communication mode.
- Yes No Assistive technology devices and services.

For any factor checked yes, explain the team's determinations about the child's need for a particular device or service:

A behavior intervention plan will be developed for Sal to assist him in improving his social skills and reducing his over reactions to criticism and teasing.

He has been referred for a speech/language evaluation to determine if he has any significant communication problems.

IEP Annual Goals and Objectives/Benchmarks - 1

Student: Salvador Dali DOB: 5/11/1991 Student ID: 123456789 IEP date: 10/1/2004

Need area: Reading	State standard: Reading Process	Level: Grade 04
Annual goal: R1.4. Acquire and use new vocabulary in relevant contexts.		
Objectives/benchmarks: PO 01. Use knowledge of root words and affixes to determine the meaning of unknown words.		
PO 02. Use context to determine the relevant meaning of a word.		
PO 03. Determine the difference between figurative language and literal language.		
Evaluation methods: <input checked="" type="checkbox"/> Tests <input checked="" type="checkbox"/> Work samples <input checked="" type="checkbox"/> Report card <input checked="" type="checkbox"/> Observations <input checked="" type="checkbox"/> Class participation <input checked="" type="checkbox"/> Daily performance Other methods:		
Evaluation criteria: Number of objectives/benchmarks to be mastered: 3 of 3 Accuracy level for mastery: 85%		
Person(s) responsible: Special & general education teachers		

Need area: Writing	State standard: Writing Process	Level: Grade 04
Annual goal: W1.1. Use strategies to generate, plan, and organize ideas for specific purposes.		
Objectives/benchmarks: PO 01. Generate ideas through a variety of activities (e.g., brainstorming, graphic organizer, drawing, writer's notebook, group discussion, printed material).		
PO 02. Determine the purpose (e.g., to entertain, to inform, to communicate, to persuade) of an intended writing piece.		
PO 03. Determine the intended audience of a writing piece.		
PO 04. Use organizational strategies (e.g., graphic organizer, KWL chart, log) to plan writing.		
PO 06. Use time-management strategies, when appropriate, to produce a writing product within a set time period.		
Evaluation methods: <input type="checkbox"/> Tests <input checked="" type="checkbox"/> Work samples <input type="checkbox"/> Report card <input checked="" type="checkbox"/> Observations <input type="checkbox"/> Class participation <input checked="" type="checkbox"/> Daily performance Other methods:		
Evaluation criteria: Number of objectives/benchmarks to be mastered: 5 of 5 Accuracy level for mastery: 85%		
Person(s) responsible: Special & general education teachers		

Frequency of reporting progress toward the annual goals: Quarterly, in addition to regular report cards.

IEP Annual Goals and Objectives/Benchmarks - 2

Student: Salvador Dali Date of birth: 5/11/1991 Student ID: 123456789 IEP date: 10/1/2004

Need area: Social/emotional/behavioral	State standard: Workplace Skills	Level: Low Essentials
Annual goal: 4WP-E1. Identify ways to build mutual trust and respect and develop an action plan for negotiating concerns.		
Objectives/benchmarks: PO 01. Identify characteristics of mutual trust.		
PO 02. Identify characteristics of mutual respect.		
PO 03. Describe ways to build mutual trust and respect.		
PO 04. Design action plan for negotiating concerns.		
Evaluation methods: <input type="checkbox"/> Tests <input type="checkbox"/> Work samples <input type="checkbox"/> Report card <input checked="" type="checkbox"/> Observations <input checked="" type="checkbox"/> Class participation <input checked="" type="checkbox"/> Daily performance Other methods:		
Evaluation criteria: Number of objectives/benchmarks to be mastered: 4 of 4 Accuracy level for mastery: 85%		
Person(s) responsible: Special & general education teachers		

Need area: Social/emotional/behavioral	State standard: Physical Activity	Level: High Essentials
Annual goal: 5PA-E3. Cooperate with a group to achieve group goals in competitive as well as cooperative settings.		
Objectives/benchmarks: PO 01. Participate in establishing rules, procedures and etiquette that are safe and effective for specific activity situations		
PO 02. Resolve interpersonal conflicts with a sensitivity to rights and feelings of others		
Evaluation methods: <input type="checkbox"/> Tests <input type="checkbox"/> Work samples <input type="checkbox"/> Report card <input checked="" type="checkbox"/> Observations <input type="checkbox"/> Class participation <input checked="" type="checkbox"/> Daily performance Other methods:		
Evaluation criteria: Number of objectives/benchmarks to be mastered: 2 of 2 Accuracy level for mastery: 85%		
Person(s) responsible: School social worker		

Frequency of reporting progress toward the annual goals: Quarterly, in addition to regular report cards.

IEP Educational Services

Student: Salvador Dali Date of birth: 5/11/1991 Student ID: 123456789 IEP date: 10/1/2004

SPECIAL EDUCATION SERVICES	Start date	Amt of time	Frequency	End date	Location
Reading instruction	10/2/2004	45 min.	Daily	5/20/2005	Special education room
Writing instruction	10/2/2004	45 min.	Daily	5/20/2005	Special education room
Social/emotional/behavioral	10/2/2004	60 min.	Twice per week	5/20/2005	Counselor's room

RELATED SERVICES	Start date	Amt of time	Frequency	End date	Location
School social work	10/2/2004	60 min.	Daily	5/20/2005	Social worker's office
Transportation	10/2/2004	75 min.	Daily	5/20/2005	School bus/van

SUPPLEMENTARY AIDS AND SERVICES

(All of the student's teachers will be provided a list of any needed aids, services, and supports.)

Instructional adaptations:	Sequential units of instruction	
Simplified curriculum	Preferential seating	
Extra practice on lessons		
Grading adaptations:	Provide regular grade checks	
No spelling penalty on written work	Accept printed work	
Alternative materials & devices:		
High-interest reading materials		
Testing adaptations:	Open-book or study guide for tests	Retake tests
Prior notice of test content or questions	Extra time for tests	Tests taken in alternative setting
Adaptations for organization/study skills:	Review directions	Homework checks
Simple, clearly stated instructions	Extra time to complete assignments	Notebook to organize assignments
Adaptations for behavior management:	Behavior plan or contract	Supervise free time
Positive reinforcement	Provide time to cool off	

Additional aids, services, and supports:

IEP General Education Participation, Least Restrictive Environment, & ESY

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SUPPORT NEEDED BY SCHOOL STAFF

Consultation between the special education and general education teaching staff.
 The student's teachers will have access to the complete IEP and receive copies of pertinent pages.
 The student's teachers will receive training in the use of specific behavioral interventions.

PARTICIPATION IN GENERAL EDUCATION CLASSES

CLASS	SUPPORT LEVEL	CLASS	SUPPORT LEVEL
Algebra	None needed	Art	None needed
Physical Education	Behavior intervention/support	English	Classroom resource teacher

PARTICIPATION IN NON-ACADEMIC AND EXTRACURRICULAR ACTIVITIES

Recess Lunch Clubs Assemblies Recreation Field trips Athletics Counseling Health services
 Other: _____

LEAST RESTRICTIVE ENVIRONMENT

Selected placement: Outside general education for at least 21% but not more than 60% of the day
Justification for selected placement:
 The student needs individualized instruction and teaching methods not available in general education classes.
 The student needs a structured environment for supervising behavioral needs.
Potential harmful effects of selected placement:
 The student will have less opportunity to interact with non-disabled peers and participate in general education classes.

- Yes No **The selected setting is the home school.**
- Yes No **The selected setting is as close as possible to the student's home.**
- Yes No **The selected setting is based on the student's IEP.**
- Yes No **The student will be educated, to the maximum extent appropriate, with non disabled peers.**

Explanation if "No" is checked:

EXTENDED SCHOOL YEAR SERVICES

Is the student eligible for extended school year services? Yes No Insufficient data
 If there is insufficient data, indicate the date on which the need for ESY services will be determined: _____

Justification for the team's decision:
 The student does not require an excessive amount of time to regain mastered skills after regular breaks in instruction.

IEP State and District Test Participation

Student: Salvador Dali Date of birth: 5/11/1991 Student ID: 123456789 IEP date: 10/1/2004

PARTICIPATION IN DISTRICT TESTING

The student will participate with no accommodations in the following areas: Reading Writing Math
 The student will participate with accommodations in the following areas: Reading Writing Math
 The student will take an out-of-level test: Reading level: 5th grade Writing level: 4th grade Math level: _____
 The student will not participate because of private school placement District testing is not age appropriate:
 Additional information: _____

PARTICIPATION IN STATE TESTING

The student will participate with no accommodations in the following areas: Reading Writing Math
 The student will participate with accommodations in the following areas: Reading Writing Math
 The student will participate in an alternate assessment in the following areas: Reading Writing Math
 Check if State testing is not age appropriate:
 Additional information: _____

ALTERNATE ASSESSMENT ELIGIBILITY CRITERIA

(Alternate Assessment Eligibility Criteria Form 1 must be completed if the student will be considered for alternate assessments.)

Results of Alternate Assessment Eligibility Criteria Form I, if applicable:

- Yes** **No** This student meets the definition of *significant cognitive disability* (SCD).
 Yes **No** The IEP team determined that this student will take the **Level I** alternate assessment.
 Yes **No** The IEP team determined that this student will take the **Level II** alternate assessment.

Additional information: _____

STATE TESTING ACCOMMODATIONS

Under "State Test" indicate content area(s) in which accommodation is needed. (Reading, Math, Writing)

Standard accommodations:	State Test
Extended test sessions over multiple days (A)	Reading, Writing
Frequent breaks during testing (A, NRT)	Reading, Writing, Math
Provide preferential seating (A)	Reading, Writing, Math
Non-standard accommodations:	State Test
Provide a spell- or grammar-checking device for the writing test (A)	Writing

Additional information: _____

IEP Transition Needs & Services - 1

Student: Salvador Dali Date of birth: 5/11/1990 Student ID: 123456789 IEP date: 10/1/2004

THE STUDENT'S POSTSECONDARY GOALS

Training:

Attend a vocational/trade school

Education:

Attend a two-year community college

Employment:

Become a chef or graphic designer

Independent living skills, if appropriate:

Not applicable

COURSES OF STUDY

School year: 2005-06

Required high school academic subjects: English 1-2, Science Processes 1-2, P.E., Beginning Algebra1-2

Electives: Art, Drafting

School year: 2006-07

Required high school academic subjects: English 3-4, Biology, Intermediate Algebra1-2

Electives: Culinary Arts, Keyboarding, Weight Lifting

School year: 2007-08

Required high school academic subjects: English 5-6, World History 1-2, Geometry1-2

Electives: Introduction to Computers, Car Care

School year: 2008-09

Required high school academic subjects: English 7-8, U.S. Government, Economics, Calculus 1-2

Electives: Cooperative Learning (6 credits)

GRADUATION REQUIREMENTS

Selected option:

A regular diploma using standard district graduation requirements.

Specify the student's graduation plan if modified graduation requirements are needed:

(Graduation with a regular diploma is a change of placement that ends the district's obligation to provide educational services.)

TRANSFER OF PARENTAL RIGHTS

Yes No Have the student and parents been notified no later than the student's 17th birthday of the rights under IDEA that will transfer to the student upon reaching the age of majority (age 18)? (Notice of the transfer of rights is required except for a disabled student whose rights remain with a court-appointed guardian.)

IEP Transition Needs & Services - 2

Student: Salvador Dali Date of birth: 5/11/1990 Student ID: 123456789 IEP date: 10/1/2004

TRANSITION ACTIVITIES

Postsecondary education:

Prepare for attending a two-year community college

Vocational training:

Explore trade apprenticeship programs

Explore/seek funding for vocational/trade schools

Integrated employment (including supported employment):

Explore elective classes that support my career goals

Explore available career exploration and development services

Continuing and adult education:

Not needed

Adult services:

Not needed

Independent living:

Not needed

Additional activities:**Community participation:**

Independently take a driver's education class

Explore joining a community recreation facility

Explore joining a club

Instruction:

Collect information about postsecondary education options

Learn about the rights provided by Section 504 and the ADA

Learn about supports for disabled students at colleges/universities

Related services:

Not needed

Community experiences:

Participate independently in activities I enjoy

Participate at community parks and recreation facilities

Participate in activities with my family & friends

Daily living skills:

Work on improving social skills with community support

Work on developing effective coping strategies

Work on anger management

Functional vocational evaluation:

Take a career exploration test or inventory

INTERAGENCY RESPONSIBILITIES OR LINKAGES, IF APPROPRIATE