

## **Annotated IEP with Distance Learning Considerations: Grade One without Internet**

### **Purpose**

This document is intended to provide guidance to special educators in developing a potential remote learning plan for students on Individualized Education Program (IEPs). In accordance with 34 C.F.R. §300.324(a)(4), the Local Education Agency (LEA) and the parent may agree not to hold an IEP Team meeting for the purpose of making changes, and may instead develop a written document to amend or modify the child's current IEP. Further, 34 C.F.R. §300.324(a)(6) provides that changes to an IEP may be made by amending the IEP rather than by redrafting the entire IEP. The Agency of Education (AOE) interprets these two regulatory provisions to mean that the LEA, with parental agreement, may amend an IEP by creating a separate written document outlining the changes to the IEP, including but not limited to educational placement, mode of delivery of services, frequency, duration and service provider. The LEA is not required to redraft the entire IEP. However, upon the request of a parent, the LEA will be required to incorporate the amendments into a revised IEP.

The LEA is not required to redraft the IEP, but if the LEA, with parental agreement, chooses to update an IEP by creating a separate written document outlining the changes to the IEP as listed above, the following document may be used as process support for those changes.

### **Structure and Design**

This document is a fictional IEP annotated to include considerations and potential plans for remote learning. The blue boxes indicate questions that special educators may consider when designing for remote learning based on the information presented within the IEP document itself. The green boxes indicate potential plans that may be formed after making those considerations. The questions and considerations are meant to represent the process and are not necessarily an exhaustive list. Additional thoughts and questions may be posed by the IEP team. This document structure seeks to guide special educators through establishing remote learning for students with IEPs, but it is just one example of how that goal can be accomplished.

### **Contact Information:**

If you have questions about this document or would like additional information, please contact:  
Ana Kolbach, Student Support Services, at [Ana.Kolbach@vermont.gov](mailto:Ana.Kolbach@vermont.gov)

# Individualized Education Plan

**School District:** Agency of Education Supervisory Union    **Annual Meeting Date:** 3/9/2020

**IEP Case Manager:** Katy Smith

**Effective date of Revision:** 4/1/2020

**Next 3-year Re-evaluation Date:** 3/14/2022

**Next Annual Review Date:** 3/9/2021

**Student/Child's Name:** Jennie Jones

**Date of Birth:** 7/25/2013

**Disability Category:** Other Health Impairment

**Child Count ID #:** 6543210

**School or Program:** Agency Elementary

**Grade Assigned:** 1<sup>st</sup> Grade

**Parent/Guardian:** Debbie & John Jones

**Telephone #:** 802-111-1111

**Address:** 1 National Life Drive, Montpelier, Vermont

**Initiation and Duration of the IEP:**

03/09/2020 to 06/15/2020

08/24/2020 to 03/09/2021

**Initiation and Duration of Extended Year:**

\_ to \_

**IEP Team Members**

**Printed Name/Position/Agency (check box if in attendance)**

Name: Debbie and John Jones

Parent(s)/Guardian/Surrogate/Adult Student (circle one)

Name: Jennie Jones

Student (when appropriate)

Name: Betty Campbell

Local Education Agency (LEA) Representative

Name: Katy Smith

Special Education Teacher or Service Provider

Name: Chris Rogers

General Education Teacher

Name: Katy Smith

Individual who can interpret the instructional implications of evaluation results

Name: Katy Smith

Individual who can conduct diagnostic Examinations (SLD requirement)

**Others with Knowledge of the Child**

**Position/Agency**

Name: Tonya Turner

Speech Language Pathologist

Name:

Name:

## Individualized Education Program

### Present Levels of Educational and Functional Performance

**Student Name:** Jennie Jones

**IEP Meeting Date:** 3/9/2020

This section should provide a concise overview of student's current skills and serve as the basis of the student's program for the upcoming year. Describe the student's present levels of educational performance, including the student's functional performance, abilities, acquired skills and strengths relative to standards and/or grade level expectations. Briefly highlight how the disability affects the student's involvement and progress in the general curriculum or, for preschool children, participation in age appropriate activities. As appropriate, address the following areas.

**DISABILITY/IMPACT ON STUDENT LEARNING:** *(Identify the disability and areas of impact, e.g academic, social-emotional, behavioral)*

Jennie is a First-Grade student. Jennie underwent a comprehensive special education evaluation in May of 2019. She was found eligible for special education supports and services due to her diagnosis of AD/HD which meets the disability criteria for Other Health Impairment and a screening was completed by a speech and language pathologist and this demonstrated results sufficient for special education eligibility, specifically in the area of speech and language. Her disability was found to have adverse effect in the areas of basic reading skills, written expression and oral expression. Jennie also presents with social/emotional/behavioral deficits which impact her ability to access instruction in the classroom as well as her ability to develop and maintain positive relationships with her peers and adults.

Concerns were expressed by family as well as staff in regards to Jennie's speech and language challenges, particularly with articulation. Clearer articulation will help Jennie be better able to express her needs. Jennie is managing to get most of her needs met, though the challenge is often intelligibility - that others may not understand her communicative intent.

**MEDICAL:** *(Health, vision, hearing or other medical issues)*

Jennie takes medication to manage the symptoms of her AD/HD. It does not appear at this time that there are additional medical issues affecting Jennie's school progress.

**STUDENT STRENGTHS:** *(Academic, social-emotional, personal interests, perceptual-motor, communication, environment)*

Academic: Math is an area of strength for Jennie.

Social-Emotional: Jennie is kind-hearted. She is hard working and wants to do her personal best. Jennie has reached the point that she can be held accountable for her actions and manage natural consequences.

Environment: Jennie demonstrates age appropriate stamina for academic tasks when she is working 1:1 with an adult or in a space outside of the classroom.

**STUDENT NEEDS:** *(Academic, social-emotional, perceptual-motor, communication, environment)*

Jennie continues to make gains developing awareness of articulation. Practice of tongue placement for /TH/ is slowly gaining more correct responses in a structured setting with a model. Some spontaneous productions of [g] are noticeable such as saying 'sugar'. Jennie is averaging 85% phrase level production of [k] with few models. There may be new skills (i.e. motor planning) needed for clearer articulation.

Academic: Literacy is Jennie's greatest area of academic need. Jennie's stamina for academic tasks in the classroom (without adult support) is minimal. The team feels that it will be critical to push her stamina for the classroom next school year.

Social-Emotional: At this time, Jennie does not appear interested in developing peer relationships or spending time in the classroom.

**OTHER CONSIDERATIONS:** *(Areas to consider that could enhance the child's education: safety/health; future, opportunity for additional student or family input, mobility, transportation, disability awareness, self-advocacy needs)*

In the Fall 2019, Jennie's IEP team should reconvene to develop behavior goals and services based on her needs as demonstrated by the behaviors observed in the first few weeks of the 2019-2020 school year.

**Questions for IEP team to Consider for Remote Learning:**

- How can we support Jennie's Reading, Writing and Oral Expression goals in remote learning?
- What social/emotional/behavioral supports will Jennie need in remote learning?
- How can Jennie develop and maintain positive relationships with her peers and adults in remote learning?
- How can we strengthen Jennie's stamina for academic tasks in the classroom (without adult support) in remote learning?
- How can remote learning help Jennie develop peer relationships?
- How will progress on goals and data be collected during remote learning?
- How can we support Jennie's learning with no Technology?
- What supports are need to Jennie's family for remote learning?

- What new things can Jennie try in remote learning that were not available to her in classroom education?
- How can Jennie's interests be utilized in remote learning? What are the expectations for Jennie during Remote learning? How can we express and check in with these expectations?

### **Potential Plan for Remote Learning:**

Jennie and family will take inventory of supplies in their home and what supplies may need to be sent from school to their home. The special educator will create and select learning opportunities connected to Jennie's current reality and home life. Counseling and training services will be provided to Jennie's family to help support her learning during remote learning. Activities provided by school staff will incorporate opportunities for Jennie to use transferable skills, especially communication, self-direction, and problem solving. Jennie's teachers will send home information that includes content represented through multiple modes (e.g., text, diagram, graphic organizers and illustrations). Teachers will telephone conference with Jennie and family to communicate clear expectations for assigned work.

Teachers and school staff will call Jennie and her families and caregivers in order to maintain relationships. The special educator will provide Jennie's family with sample schedules that are balanced between independent work and work supported by adults. Jennie will be sent home additional materials to support learning, organization and independence. Jennie's parents will access Vermont PBS Learning At-Home schedule and Jennie will access Vermont PBS Learning at home using the family TV and lessons will be sent home. All activities and materials completed by Jennie will be saved by Jennie's family and then given to the special educator monthly to use for progress monitoring and subsequent goal setting.

**Student Name:** Jennie Jones

**IEP Meeting Date:** 3/9/2020

### **Present Level of Educational/Functional Performance for the Area of:**

**Subject SE: Language – Communication**

### **Standardized Test Results:**

Speech and Language testing was completed by a speech and language pathologist during the EST (Educational Support Team) process. In order to qualify for special education in one area (speech and language) Jennie's testing results would need to demonstrate at least a 40% delay. Jennie's age at the time of testing was 5 years 3 months/63 months and a 40% delay age equivalent score would be 38 months - Jennie's age equivalent score was 32 months. Those results, demonstrating some significant challenges with articulation in particular, along with staff (from childcare) and family input appear to indicate need sufficient for special education eligibility.

### **Current Classroom Level of Educational Performance:**

Jennie presents with speech and language difficulties which may impact her across academic settings. She continues to make gains developing awareness of articulation. Practice of tongue placement for TH is slowly gaining more correct responses in a structured setting with a model. Some spontaneous productions of [g] are noticeable such as saying 'sugar'. Jennie is averaging 85% phrase level production of [k] with few models

### **Current Classroom Level of Functional Performance:**

Jennie presents with strength in her receptive language skills as she can answer comprehension questions related to orally presented sentences and narratives. Expressively, Jennie experiences greater difficulty with formulating sentences and she struggles to generate stories with a clear beginning, middle and ending. Additionally, Jennie would benefit from direct instruction to improve her articulation skills as she exhibits difficulty with producing /l/ blends at the word level of speech. There may be new skills (i.e. motor planning) needed for clearer articulation.

### **Questions for IEP team to Consider for Remote Learning:**

- How can Jennie's access educational materials without a home computer?
- What visual aids will need to be sent to Jennie?
- How can Jennie's speech and language series be provided?
- What physical materials are needed for Jennie for her speech and language services?
- How can Jennie's family support her speech and language needs? How will data be collected? How will progress be monitored?

### **Potential Plan for Remote Learning:**

Jennie does not have access to the internet. Any communication must be done through the phone and materials will be sent through mail. The speech language pathologist will send home exercises and activities to support Jennie's communication goals. The speech and language pathologist will track progress through collected materials and phone conferences with Jennie and her parents. The speech/language pathologist will provide Jennie's parents with strategies for Jennie and additional instruction.

### **Grade Expectation for Educational/Functional Performance:**

Jennie presents with strength in her receptive language skills as she can answer comprehension questions related to orally presented sentences and narratives. Expressively, Jennie experiences greater difficulty with formulating sentences and she struggles to generate stories with a clear beginning, middle and ending. Additionally, Jennie would benefit from direct instruction to improve her articulation skills as she exhibits difficulty with producing /l/ blends at the word level of speech. There may be new skills (i.e. motor planning) needed for clearer articulation

## **Measurable annual goals, short-term Objectives, Benchmarks, Evaluation Procedures and Personnel Responsible**

### **Subject SE: Language – Communication**

CCSS.ELA-LITERACY.L.1.1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CCSS.ELA-LITERACY.L.1.1.B

Use common, proper, and possessive nouns.

CCSS.ELA-LITERACY.L.1.1.D

Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything).

**Goal 1:** Jennie will enhance her expressive language as demonstrated by her ability to produce grammatically correct sentences as demonstrated by SLP data collection, clinician probes, and observation.

Observation/Demonstration by

6/9/20 Progress:                       12/9/20 Progress:                       3/9/21 Progress:

Objective 1.1: During structured activities, Jennie will demonstrate the ability to use common nouns in speaking in 8 out of 10 trials on 3 separate occasions.

Observation/Demonstration by

6/9/20 Progress:                       12/9/20 Progress:                       3/9/21 Progress:

Objective 1.2:

During structured activities, Jennie will demonstrate the ability to use possessive nouns in speaking in 8 out of 10 trials on 3 separate occasions.

Observation/Demonstration by

6/9/20 Progress:                       12/9/20 Progress:                       3/9/21 Progress:

Objective 1.3: During structured activities, Jennie will demonstrate the ability to use proper nouns in speaking in 8 out of 10 trials on 3 separate occasions.

Observation/Demonstration by

6/9/20 Progress:                       12/9/20 Progress:                       3/9/21 Progress:

**Goal 2:** Jennie will improve her speech intelligibility (ability to be understood) through the acquisition of targeted speech sounds as demonstrated by data collection, clinician probes, and observation

Observation/Demonstration by

6/9/20 Progress:                       12/9/20 Progress:                       3/9/21 Progress:

Objective 2.1: During structured activities, Jennie will demonstrate the ability to use personal pronouns in speaking in 8 out of 10 trials on 3 separate occasions.

Observation/Demonstration by

6/9/20 Progress:                       12/9/20 Progress:                       3/9/21 Progress:

Objective 2.2: During structured activities, Jennie will demonstrate the ability to use possessive pronouns in speaking in 8 out of 10 trials on 3 separate occasions.

Observation/Demonstration by

6/9/20 Progress:                       12/9/20 Progress:                       3/9/21 Progress:

Objective 2.3: During structured activities, Jennie will demonstrate the ability to use indefinite pronouns in speaking in 8 out of 10 trials on 3 separate occasions.

Observation/Demonstration by

6/9/20 Progress:

12/9/20 Progress:

3/9/21 Progress:

Progress Review Dates Code: **A** – Achieved the goal/objective as written; **S** – Sufficient progress on objective is being made; likely to achieve this goal; **E** – Emerging progress on the objective, continuing to work towards the goal; **N** – Objective/goal not yet introduced.

## **Present Level of Educational/Functional Performance for the Area of:**

### **Subject SE: Reading**

#### **Standardized Test Results:**

Woodcock-Johnson Tests of Achievement - Fourth Edition (WJ-IV)  
Basic Reading Skills, Standard Score - 78 (75-80), Percentile Rank - 7th (5th-9th)

#### **Current Classroom Level of Educational Performance:**

On the most recent high-frequency words assessment administered in May of 2019, Jennie was able to read 39 out of 150 first grade high-frequency words. The grade-level expectation for the end of first grade is 140-150 words. On the most recent Fountas and Pinnell Benchmark Reading assessment administered in May of 2019, Jennie was determined to be a pre-reader.

#### **Current Classroom Level of Functional Performance:**

Jennie understands the left-right directionality of text and she can use pictures to guess the words in a text. However, Jennie is missing 1:1 correspondence when reading and she cannot reliably isolate and blend sounds to make words. Jennie's difficulties in the area of reading impact her across content areas and academic settings.

#### **Grade Expectation for Educational/Functional Performance:**

CC.1.R.F.3.b - Phonics and Word Recognition: Decode regularly spelled one-syllable words.

CC.1.R.F.3.g - Phonics and Word Recognition: Recognize and read grade-appropriate irregularly spelled words.

CC.1.R.F.4 - Read with sufficient accuracy and fluency to support comprehension.

CC.1.R.F.2 - Phonological Awareness: Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

#### **Questions for IEP team to Consider for Remote Learning:**

- How will basic reading goals be tracked?
- How will Jennie access books?
- How will Jennie access lessons around reading?
- How will data be collected and progress monitored?

#### **Potential Plan for Remote Learning:**

Jennie does not have access to the internet. Any communication must be done through the phone and materials will be sent through mail. Jennie will be sent paper and physical books along with additional materials for learning. Jennie will be sent audio books with a CD/CD player and headphones. Jennie will also be given a tape recorder that she will use to record herself reading aloud for 15 minutes each day. These 15 minutes can be recorded in intervals. These recordings will be used to help her check for understanding and accuracy and track her

reading goals. Activities will be sent that are at her independent level, so Jennie can practice the skills she already knows. These activities should also build her independence and self-esteem. Additional assignments will be sent home that are at her instructional level to challenge Jennie and to move forward her academic skills. The special educator will track progress through collected materials and phone conferences with Jennie. The special education teacher will provide Jennie's parents with strategies and instruction on how to best support Jennie.

## Measurable annual goals, short-term Objectives, Benchmarks, Evaluation Procedures and Personnel Responsible

### Subject SE: Reading

CCSS.ELA-LITERACY.RF.1.4

Read with sufficient accuracy and fluency to support comprehension.

Vermont Standard - 1.1 Students use a variety of strategies to help them read.

**Goal 1:** Jennie will develop all necessary pre-reading skills and improve her instructional reading level as demonstrated by Benchmark Reading Assessment System

Observation/Demonstration by

6/9/20 Progress:

12/9/20 Progress:

3/9/21 Progress:

Objective 1.1: By March 2021 when presented with text Jennie will demonstrate the ability to read the entire text with 1:1 correspondence and with 90% accuracy or greater.

Observation/Demonstration by

6/9/20 Progress:

12/9/20 Progress:

3/9/21 Progress:

Objective 1.2: By March 2021, when presented with text that meets the October of 1st grade expectation (Fountas and Pinnell level E), Jennie will read the text with 90% accuracy or greater.

Observation/Demonstration by

6/9/20 Progress:

12/9/20 Progress:

3/9/21 Progress:

**Goal 2:** Jennie will increase her fluency with high-frequency words as measured by high-frequency words assessment

Observation/Demonstration by

6/9/20 Progress:

12/9/20 Progress:

3/9/21 Progress:

Objective 2.1: By March 2021, when presented with a list of 210 second grade high-frequency words, Jennie will accurately read 75 out of 210 words.

Observation/Demonstration by

6/9/20 Progress:

12/9/20 Progress:

3/9/21 Progress:

Objective 2.2: By March 2021, when presented with a list of 210 second grade high-frequency words, Jennie will accurately read 110 out of 210 words.

Observation/Demonstration by

6/9/20 Progress:

12/9/20 Progress:

3/9/21 Progress:

Objective 2.3: By March 2021, when presented with a list of 210 second grade high-frequency words, Jennie will accurately read 150 out of 210 words.

Observation/Demonstration by

6/9/20 Progress:

12/9/20 Progress:

3/9/21 Progress:

**Goal 3:** Jennie will improve her ability to delete and manipulate sounds within words as measured by phonological probes/prompts.

Observation/Demonstration by

6/9/20 Progress:

12/9/20 Progress:

3/9/21 Progress:

Objective 3.1: By March 2021, when orally presented with a series of 10 prompts (given one at a time) requiring the deletion or substitution of beginning or ending sounds to generate new words (e.g. say “farm” without /f/, say “Mike” without /k/) Jennie will provide a correct response for 9 out of 10 prompts.

Observation/Demonstration by

6/9/20 Progress:

12/9/20 Progress:

3/9/21 Progress:

Objective 3.2: By March 2021, when orally presented with a series of 10 prompts (given one at a time) requiring the substitution of medial vowel sounds to generate new words (e.g. change the /#/ in “cat” to /#/, change the /#/ in “top” to /#/) Jennie will provide a correct response for 9 out of 10 prompts.

Observation/Demonstration by

6/9/20 Progress:

12/9/20 Progress:

3/9/21 Progress:

Objective 3.3: By March 2021, when orally presented with a series of 10 prompts (given one at a time) requiring the substitution or deletion of consonant sounds within a word to generate a new word (e.g. “powder” without /d/ or “splat” without /l/) Jennie will provide a correct response for 9 out of 10 prompts.

Observation/Demonstration by

6/9/20 Progress:

12/9/20 Progress:

3/9/21 Progress:

Progress Review Dates Code: **A** – Achieved the goal/objective as written; **S** – Sufficient progress on objective is being made; likely to achieve this goal; **E** – Emerging progress on the objective, continuing to work towards the goal; **N** – Objective/goal not yet introduced.

## **Present Level of Educational/Functional Performance for the Area of:**

### **Subject SE: Writing**

#### **Standardized Test Results:**

Woodcock-Johnson Tests of Achievement - Fourth Edition (WJ-IV)

Written Expression, Standard Score - 78 (71-85), Percentile Rank - 7th (3rd-16th)

#### **Current Classroom Level of Educational Performance:**

Jennie achieved the following scores on the On-Demand writing assessment administered during first grade. A score of 1 indicates that the skill was not observed, 2 demonstrates skills that are progressing towards the standards, 3 is meeting the expectations, and 4 indicates skills that exceed the grade-level standards. Fall/Narrative, Ideas/Content - 2 out of 4, Organization - 2 out of 4, Conventions - 1 out of 4. Winter/Informational, Ideas/Content - 2 out of 4, Organization - 2 out of 4, Word Choice - 2 out of 4, Sentence Fluency - 2 out of 4, Conventions - 1 out of 4, Voice - 2 out of 4. Jennie received 1:1 support and a scribe for both assessments listed above. Jennie demonstrated the ability to generate ideas and organize them but she was unable to independently get any of her ideas onto the paper.

#### **Current Classroom Level of Functional Performance:**

Classroom work samples indicate that at this time, Jennie is not able to produce any independent writing work that meets the grade level expectations. She has difficulty understanding many concepts of print (e.g. differentiating between a letter, a word, or a sentence), remembering letter-sound correspondence and using invented spelling to write words.

#### **Questions for IEP team to Consider for Remote Learning:**

- How will basic writing goals be tracked?
- How will Jennie access materials for writing?
- How will data be collected and progress monitored?
- How will Jennie access lessons for writing?
- What assistance does Jennie need for independent writing?

#### **Potential Plan for Remote Learning:**

Jennie does not have access to the internet. Any communication must be done through the phone and materials will be sent through mail. Independent activities will be sent home. These activities will be at her independent level, so that Jennie can practice the skills she already knows. Independent activities will also build Jennie's independence and self-esteem. Teachers will also send additional assignments that are at her instructional level to challenge Jennie and to move her forward in her academic skills. Jennie will have teachers as pen pals to whom she will write back and forth. School will supply Jennie and her family with supplies to send and

receive assignments and letters. Pre-writing practice sheets and a calendar journal will be sent home to support routine and writing. The special educator will track progress through collected materials and phone conferences with Jennie.

**Grade Expectation for Educational/Functional Performance:**

CC.1.L.1 - Conventions of Standard English: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CC.1.L.2 - Conventions of Standard English: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

**Measurable annual goals, short-term Objectives, Benchmarks, Evaluation Procedures and Personnel Responsible**

**Subject SE: Writing**

CCSS.ELA-LITERACY.W.1.5 With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.

Vermont Standard - 1.6 Students' independent writing demonstrates command of appropriate English conventions, including grammar, usage, and mechanics.

**Goal 1:** Jennie will improve her ability to write grammatically correct sentences that incorporate target words as measured by student work samples.

Observation/Demonstration by

6/9/20 Progress:                       12/9/20 Progress:                       3/9/21 Progress:

Objective 1.1: By March 2021, when presented with a series of 5 target words, presented one at a time, Jennie will independently produce a grammatically correct sentence that incorporates the target word. With a mild level of adult support, Jennie will then work with a teacher to record her sentence on paper. Her performance will meet the above criteria for 4 out of 5 words presented.

Observation/Demonstration by

6/9/20 Progress:                       12/9/20 Progress:                       3/9/21 Progress:

Objective 1.2: By March 2021, when presented with a series of 5 pairs of target words (e.g. "boy" and "store" or "went" and "today"), Jennie will produce a grammatically correct sentence that incorporates the pair of target words. She will then independently record her sentence on paper. Her performance will meet the above criteria for 4 out of 5 pairs of words presented.

Observation/Demonstration by

6/9/20 Progress:

12/9/20 Progress:

3/9/21 Progress:

Objective 1.3: By June 2020, when presented with two simple sentences (e.g. "The cat is hungry." "The cat is grey.") Jennie will combine the two sentences into one that includes all of the essential information (e.g. "The grey cat is hungry.") Her performance will meet the above criteria for 4 out of 5 pairs of sentences presented.

Observation/Demonstration by

6/9/20 Progress:

12/9/20 Progress:

3/9/21 Progress:

**Goal 2:** Jennie will accurately spell words containing increasingly complex spelling patterns as measured by spelling probes/inventories.

Observation/Demonstration by

6/9/20 Progress:

12/9/20 Progress:

3/9/21 Progress:

Objective 2.1: By March 2021, when a teacher dictates a series of 10 words containing consonant digraphs in combination with short vowels (e.g. shop, when, sash, etc.), Jennie will spell 9 out of 10 words correctly as measured across two consecutive trials.

Observation/Demonstration by

6/9/20 Progress:

12/9/20 Progress:

3/9/21 Progress:

Objective 2.2: By March 2021, when a teacher dictates a series of 10 words containing consonant blends in combination with short vowels and digraphs (e.g. broth, slack, shock, etc.), Jennie will spell 9 out of 10 words correctly as measured across two consecutive trials.

Observation/Demonstration by

6/9/20 Progress:

12/9/20 Progress:

3/9/21 Progress:

Objective 2.3: By June 2020, when a teacher dictates a series of 10 words containing consonant blends and/or digraphs within words that contain "silent e" and short vowels (e.g. grape, tribe, slick, clip, etc.) Jennie will spell 9 out of 10 words correctly as measured across two consecutive trials

Observation/Demonstration by

6/9/20 Progress:

12/9/20 Progress:

3/9/21 Progress:

Progress Review Dates Code: **A** – Achieved the goal/objective as written; **S** – Sufficient progress on objective is being made; likely to achieve this goal; **E** – Emerging progress on the objective, continuing to work towards the goal; **N** – Objective/goal not yet introduced

# Individualized Education Program

## Special Education Services, Related Services, Consent to Bill Medicaid

Student Name: Jennie Jones

IEP Meeting Date: 3/9/2020

### Questions for IEP team to Consider for Remote Learning:

- How will Special Education and Related Services be provided during Remote learning?
- How will providers document services that are and are not provided?
- What form of communication for Case Management will work best for Jennie, her family and the special educator?

#### Special Education Services: Case Management

<b>Initial Date:</b> 3/9/2020	<b>Frequency:</b> Weekly <b>Time:</b> 15 minutes	<b>Location:</b> Office <b>Provider:</b> Special Educator	<b>Group Size:</b> 1:1
<b>End Date:</b> 06/15/2020			

#### Special Education Services: Reading Writing

<b>Initial Date:</b> 3/9/2020	<b>Frequency:</b> Weekly <b>Time:</b> 20 minutes	<b>Location:</b> In or Out of Class <b>Provider:</b> Special Educator	<b>Group Size:</b> Sm. Group
<b>End Date:</b> 06/15/2020			

#### Special Education Services: Reading

<b>Initial Date:</b> 3/9/2020	<b>Frequency:</b> Weekly <b>Time:</b> 20 minutes	<b>Location:</b> In or Out of Class <b>Provider:</b> : Special Educator	<b>Group Size:</b> Sm. Group
<b>End Date:</b> 06/15/2020			

#### Special Education Services: Writing

<b>Initial Date:</b> 3/9/2020	<b>Frequency:</b> Weekly <b>Time:</b> 20 minutes	<b>Location:</b> In or Out of Class <b>Provider:</b> Paraprofessional Educator	<b>Group Size:</b> Sm. Group
<b>End Date:</b> 06/15/2020			

#### Special Education Services: Reading

<b>Initial Date:</b> 3/9/2020	<b>Frequency:</b> Daily <b>Time:</b> 20 minutes	<b>Location:</b> In or Out of Class <b>Provider:</b> Paraprofessional	<b>Group Size:</b> Sm. Group
<b>End Date:</b> 06/15/2020			

**Potential Plan for Special Education Services: Case Management**

**Initial Date:** 3/9/2020      **Frequency:** Weekly      **Provider:** Special Educator      **Group Size:** 1:1  
**Time:** 15 minutes  
**End Date:** 06/15/2020      **Location:** Phone Conference

**Potential Plan for Special Education Services: Writing**

**Initial Date:** 3/9/2020      **Frequency:** Weekly      **Provider:** Special Educator      **Group Size:** 1:1  
**Time:** 20 minutes  
**End Date:** 06/15/2020      **Location:** Phone Conference

**Potential Plan for Special Education Services: Reading**

**Initial Date:** 3/9/2020      **Frequency:** Weekly      **Provider:** Special Educator      **Group Size:** 1:1  
**Time:** 20 minutes  
**End Date:** 06/15/2020      **Location:** Phone Conference

**Potential Plan for Special Education Services: Writing**

**Initial Date:** 3/9/2020      **Frequency:** Weekly      **Provider:** Paraprofessional      **Group Size:** 1:1  
**Time:** 20 minutes  
**End Date:** 06/15/2020      **Location:** Phone Conference

**Potential Plan for Special Education Services: Reading**

**Initial Date:** 3/9/2020      **Frequency:** Weekly      **Provider:** Paraprofessional      **Group Size:** 1:1  
**Time:** 20 minutes  
**End Date:** 06/15/2020      **Location:** Phone Conference

**Special Education Services Case Management**

**Initial Date:** 8/24/20      **Time:** 15 minutes      **Location:** Office      **Group Size:** 1:1  
**End Date:** 3/9/21      **Provider:** Special Educator  
**Frequency:** Weekly

**Special Education Services: Writing**

**Initial Date:** 8/24/20      **Time:** 20 minutes      **Provider:** Special Educator      **Group Size:** Sm. Group  
**End Date:** 3/9/21      **Location:** In and out of Classroom  
**Frequency:** Weekly

**Special Education Services: Reading**

**Initial Date:** 8/24/20      **Time:** 20 minutes      **Provider:** Special Educator      **Group Size:** Sm. Group  
**End Date:** 3/9/21      **Location:** In and out of Classroom  
**Frequency:** Weekly

**Special Education Services: Writing**

**Initial Date:** 8/24/20      **Time:** 20 minutes      **Provider:** Special Educator      **Group Size:** Sm. Group  
**End Date:** 3/9/21      **Location:** In and out of Classroom  
**Frequency:** Weekly

**Special Education Services: Reading**

<b>Initial Date:</b> 8/24/20	<b>Time:</b> 20 minutes	<b>Provider:</b> Special Educator	<b>Group Size:</b> Sm. Group
<b>End Date:</b> 3/9/21	<b>Location:</b> In and out of Classroom		
<b>Frequency:</b> Weekly			

**Related Services: Speech Language**

<b>Initial Date:</b> 8/24/20	<b>Location:</b> Speech/Language Room	<b>Provider:</b> Speech Language Pathologist	<b>Group Size:</b> 1:1
<b>End Date:</b> 3/9/21			
<b>Frequency:</b> Weekly			
<b>Time:</b> 30 minutes			

**Potential Plan for Special Education Services: Case Management**

<b>Initial Date:</b> 8/24/20	<b>Time:</b> 15 minutes	<b>Provider:</b> Special Educator	<b>Group Size:</b> 1:1
<b>End Date:</b> 3/9/21	<b>Location:</b> Phone Conference		
<b>Frequency:</b> Weekly			

**Potential Plan for Special Education Services: Writing**

<b>Initial Date:</b> 8/24/20	<b>Time:</b> 20 minutes	<b>Provider:</b> Special Educator	<b>Group Size:</b> 1:1
<b>End Date:</b> 3/9/21	<b>Location:</b> Phone Conference		
<b>Frequency:</b> Weekly			

**Potential Plan for Special Education Services: Reading**

<b>Initial Date:</b> 8/24/20	<b>Time:</b> 20 minutes	<b>Provider:</b> Special Educator	<b>Group Size:</b> 1:1
<b>End Date:</b> 3/9/21	<b>Location:</b> Phone Conference		
<b>Frequency:</b> Weekly			

**Potential Plan for Special Education Services: Writing**

<b>Initial Date:</b> 8/24/20	<b>Time:</b> 20 minutes	<b>Provider:</b> Paraprofessional	<b>Group Size:</b> 1:1
<b>End Date:</b> 3/9/21	<b>Location:</b> Phone Conference		
<b>Frequency:</b> Weekly			

**Potential Plan for Special Education Services: Reading**

<b>Initial Date:</b> 8/24/20	<b>Time:</b> 20 minutes	<b>Provider:</b> Paraprofessional	<b>Group Size:</b> 1:1
<b>End Date:</b> 3/9/21	<b>Location:</b> Phone Conference		
<b>Frequency:</b> Weekly			

**Potential Plan for Related Services: Speech Language**

<b>Initial Date:</b> 8/24/20	<b>Time:</b> 30 minutes	<b>Provider:</b> Speech Language Pathologist	<b>Group Size:</b> 1:1
<b>End Date:</b> 3/9/21	<b>Location:</b> Phone Conference		
<b>Frequency:</b> Weekly			

**Parental Consent to Bill Medicaid:** For parents and legal guardians who have signed a Release of Information form, the school district is authorized to bill Medicaid for the services listed in this Individualized Education Program and to release any necessary special education records to a physician/nurse practitioner in order for them to reach a determination that the services are medically necessary. Release of information is also granted to Agency of Education and Human Services personnel charged with processing Medicaid billing for those IEP services that are also considered medical services under Vermont Medicaid rules. This consent will remain in effect until consent is revoked or until the student reaches the age of 18 (at which time consent must be obtained from the student) or when the

student graduates. Refusal to consent does not affect the school district's responsibility to provide these services to the student at no cost to the family. I understand that I may revoke consent at any time and when I revoke consent it will apply to billing for any services from that date forward.

# Individualized Education Program

## Educational Environment/Placement, Accommodations/Modifications for Assessments

Student Name: Jennie Jones

IEP Meeting Date: 3/9/2020

### If the student cannot participate full-time with non-disabled children in the general education class, extracurricular or other non-academic activities explain why full participation is not possible:

The time that Jennie will not participate in the regular general education classroom is during her speech and language services.

### Description of the student/child's educational environment/placement:

Jennie is to stay within the Regular Class 80% of the time except during times in which she is pulled out for speech language services.

### The general characteristics of the student/child's educational environment/placement (check one, ages 6-21):

- Inside regular class at least 80% of the time
- Inside regular class 40% to 79% of the time
- Inside regular class less than 40% of the time
- Separate day school – public or private
- Residential facility
- Homebound/Hospital

### The general characteristics of the child's educational environment/placement (ages 3-5):

- Child is attending a regular early childhood program 10 or more hours per week.
  - and receives at least 50% of their special education services in the regular early childhood program
  - and receives at least 50% of their special education services in some other location
- Child is attending a regular early childhood program less than 10 hours per week
  - and receives at least 50% of their special education services in the regular early childhood program
  - and receives at least 50% of their special education services in some other location
- Child is not attending a regular early childhood program and receives special education services in:
  - a separate special class
  - a separate school
  - a residential facility
  - their home

the service provider's location or another location

### **Accommodations, Modifications and Supplementary Aids**

#### **State-level assessment (please check appropriate box or boxes):**

The team has determined that the student will be taking the on-level State assessment with no accommodations, modifications or supplementary aids.

The team has determined that the student will be taking the on-level State assessment with the approved accommodations, modifications or supplementary aids identified below.

The student's educational team has completed the required eligibility form(s) and has determined that the student will participate in the alternate assessment based on alternate achievement standards (AA-AAS). Check all that apply.

English Language Arts (grades 3-8, 11)

Mathematics (grades 3-8, 11)

Science (grades 5, 8, 11)

Physical Education (grades 4,7, 9)

**Identify the accommodations, modifications and supplementary aids and services needed to participate in national, state, district-wide, and school assessments:**

### **Testing/Assessments**

1. Jennie should work in a small group or 1:1 setting to complete assessments.
2. Jennie should be permitted to take short, supervised breaks during assessments.

## **Program Modifications/Supports for the Student, School Personnel and Parents as well as Other Options Considered by the IEP Team**

Student Name: Jennie Jones

IEP Meeting Date: 3/9/2020

**Identify other accommodations, modifications, or supplementary aids (such as extended time, assistive technology, peer tutors) and services needed for the student:**

### **Academics:**

1. Directions and non-decoding assessment material should be read aloud.
2. Teach and use graphic organizers to support reading and writing tasks.

### **Classroom Environment:**

1. Use visuals as necessary to represent daily schedule, task expectations, routines, etc.
2. Allow access to tools such as noise cancelling headphones to help her remain regulated in the classroom.
3. Provide access to timers to facilitate transitions and provide adult support as needed to aid transitions as well.
4. Provide Jennie with opportunities for positive choices such as allowing her to choose the order in which she completes given tasks.
5. Jennie should have access to a space outside of the classroom for breaks or when she is unsuccessful in the classroom.
6. Jennie's team should consider implementing a positive reinforcement/token system plan.

The IEP Team has determined that the student is eligible for the supports of Accessible Instructional Materials which have met the National Instructional Materials Accessibility Standards for print disabilities.

**Identify the program modifications or supports that will be provided for school personnel and parents to implement the IEP:**

### **Questions for IEP team to Consider for Remote Learning:**

- What parent counseling and training may be needed to help support Jennie and her family?

### **Potential Plan for Remote Learning:**

Teachers and support staff will provide Jennie's family with information about child development. Jennie's parents will be provided with resources to gain skills needed to support Jennie's IEP goals and objectives at home. The school will also provide contact information about parent support groups and other potential sources of information or support outside of the school system.

Consultation will be provided the Speech/Language Pathologist as needed.

**Other Options Considered (include reasons why they were not included):**

No other options considered at this time as least restrictive environment in regards to placement are currently being fulfilled.