

Annotated IEP with Distance Learning Considerations: Grade Three with 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 for 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 IEP's, 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:

Katy Langevin, Student Support Services, at Katy.Langevin@vermont.gov or 802.828.0415

Individualized Education Plan

School District: Agency of Education Supervisory Union **Annual Meeting Date:** 1/9/2020

IEP Case Manager: Phyllis Johnson

Effective date of Revision: 1/10/2020

Next 3-year Re-evaluation Date: 1/03/2022

Next Annual Review Date: 1/09/2021

Student/Child's Name: Kylie Jones

Date of Birth: 11/25/2010

Disability Category: Intellectual Disability

Child Count ID #: 0123456

School or Program: Agency Elementary

Grade Assigned: 3

Parent/Guardian: Debbie Jones

Telephone #: 802-111-1111

Address: 1 National Life Drive, Montpelier, VT

Initiation and Duration of the IEP:

1/11/2020 to 06/15/2020

08/31/2020 to 1/11/2021

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: Kylie Jones

Student (when appropriate)

Name: Luisa Smith

Local Education Agency (LEA) Representative

Name: Phyllis Johnson

Special Education Teacher or Service Provider

Name: Tammy Roberts

General Education Teacher

Name Phyllis Johnson

Individual who can interpret the instructional implications of evaluation results

Name: Phyllis Johnson

Individual who can conduct diagnostic Examinations (SLD requirement)

Others with knowledge of the child*

Position/Agency

Name: Heather Campbell

Speech Language Pathologist

Name: Cheryl Brown

Paraprofessional

Name:

***Including individuals for Part C Early Intervention or Post-Secondary Transition Planning**

Individualized Education Program

Present Levels of Educational and Functional Performance

Student Name: Kylie Jones

IEP Meeting Date: 1/09/2020

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)*

Kylie is a third-grade student at the Agency Elementary School and is receiving special education services as a student with Intellectual Disability and Emotional Disturbance. Kylie was recently admitted to the Hillsborough Retreat for assessment of her challenging behaviors. Due to a history of in utero and childhood neglect and abuse, Kylie was placed in state custody at 17 months old. She lived in two successive prior adoptive homes until being adopted by her current family at the age of three. To date, Kylie has been diagnosed with Post Traumatic Stress Disorder, Attention Deficit Hyperactive Disorder, Reactive Attachment, Mood Disorder and Unspecified Neurodevelopmental Disorder. Kylie has a history of developmental delays and difficulty functioning in mainstream classrooms. She currently has a Behavior Interventionist with her from Local County Mental Health. Kylie spends a majority of her academic school day in the resource room. She joins her same age peers for essential arts and class meetings when her behaviors are regulated. The team has determined that Kylie is in need of specialized instruction in the basic skill areas of speech and language, motor skills, reading, writing and math.

Questions for IEP team to Consider for Remote Education:

- What strategies will need to be used to address Kylie's stress and anxiety in this new learning environment?
- How will Kyle's ADHD and ASD affect her executive functioning skills? Will she need extra strategies and visuals to keep organized and manage her time effectively?
- Will a copy of visuals she already uses need to be created or sent home? Are there virtual versions that Kylie and her teachers can interact with together?
- How will we provide opportunities for Kyle to engage with her peers virtually?

Potential Plan for Remote Learning:

Kylie will access educational materials via her home computer and will access visuals using an iPad provided to her by the LEA. Kylie's father has agreed to provide her with redirection and guidance as she works. Kylie will switch from her paper and Velcro visual schedule to an iPad app that her teacher will be able to access via a shared account.

Kylie will attend a virtual morning meeting with her peers and her classroom teacher using the video conferencing platform on her computer. Her father will help facilitate access to these meetings. Kylie and her teacher will attend brief virtual check ins prior to morning meeting to go through the schedule and to help Kylie organize her work and time for the day.

Kylie will also participate in small group peer check ins with varied classmates once a week along with the rest of the class to facilitate peer interaction.

Cognitive Abilities: Due to Kylie's behavioral and attention challenges, administrations of standardized tests could not be completed. However, according to Kylie's Psychological evaluation by Clark Kent, Licensed Psychologist (Nov 2019), Kylie functions cognitively in the intellectually impaired range with some variable and relative strengths in visual motor tasks. Kylie meets clinical eligibility standards for Intellectual and Developmental Disability Services. Kylie's processing speed is noted to be in the below average range.

Math: Math is an area of difficulty for Kylie. She is working on single- and double-digit addition and subtraction using manipulatives. She is receiving specialized instruction in math and has corresponding goals and objectives. Present level statements for math are documented on the goal page.

Written Expression: Kylie is able to write short, simple sentences. With reminders, she puts spaces between her words and uses punctuation. She is receiving specialized instruction within this area and has corresponding goals and objectives. Present level statements for written expression are documented on the goal page.

Reading: Kylie reads at an instructional Level E (Fountas and Pinnell), which corresponds to the first grade presented reading skills. She is receiving specialized instruction in reading and has corresponding goals and objectives. Present level statements for written expression are documented on the goal page.

Oral Language: According to the Kaufman Test of Education Achievement – 3rd edition administered in 2019 by Speech and Language Pathologist, Heather Campbell, using age-based norms (appropriate because they do not rely on exposure to academic knowledge and skills that

are directly taught). Kylie's listening comprehension standard score of 51 place her in less than 1st percentile and her oral expression standard score of 62 places her in the 1st percentile. This is an area of difficulty for Kylie. She is receiving specialized instruction within this area and has corresponding goals and objectives.

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

Kylie is allergic to gluten, dairy, eggs and she has Celiac disease. She is taking the medication Strattera, which is giving her stomachaches. Kylie will be tested this month for Autism Spectrum Disorder.

Questions for IEP team to Consider for Remote Learning:

- How will Kylie's behavioral challenges affect her at home? What is the plan to handle changes in behavior?
- How will Kylie's attentional challenges affect her at home? What strategies can be put in place to support her?
- How can we use Kylie's visual motor strengths in remote learning?
- Is there any assistive technology that can support Kylie's attention challenges?
- What considerations should we put in place to help Kylie's processing speed during remote learning?

Potential Plan for Remote Learning:

With Kylie's relative strengths in visual motor tasks, Kylie can complete virtual tasks and assignments on a computer. Timed tasks and assignments will not be used due to Kylie's processing speed and the potential to cause unnecessary anxiety.

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

Kylie has a very supportive family. She is caring and notices when others are not well and expresses her concern. Her expressive communication is more concrete and clear than it has been in the past. Kylie enjoys basketball and swimming. She is flexible when expectations are laid out ahead of time and is willing to try new things. She is outgoing and likes to talk to peers and adults. She loves to be outside and working in a structured setting.

Questions for IEP team to Consider for Remote Learning:

- How can Kylie's supportive family help in remote learning?
- How can Kylie's interests be utilized in remote learning?
- What new things can Kylie try in remote learning that were not available to her in her classroom education?

- What are the expectations for Kylie during remote learning? How can we lay out these expectations for Kylie?
- How can we use Kylie's strengths to engage in peer conversations?
- What are Kylie's strengths at home? What information can Kylie's parents/family provide?

Potential Plan for Remote Learning:

A daily schedule will be made for Kylie that includes family time, outside time and learning time. This schedule will be posted in the house where Kylie can access it. Kylie should participate in 10-15 mins peer conversation 2 times per week through the virtual learning platform in coordination with Kylie's parents and teacher.

Kylie's parents will also receive training from the special educator to ensure they are able to support Kylie while her learning is primarily taking place at home.

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

Kylie needs a Behavioral Interventionist and consulting support. She needs a behavior plan with consistent implementation. Kylie needs individual transportation from home to school and back home again. She needs to learn independent task completion. Kylie benefits from adult support for social coaching and emotional regulation. Due to Kylie's cognitive abilities and the inconsistencies she shows in her acquisition and retention of skills, the team agrees Kylie needs a modified curriculum, including specialized instruction in motor skills, math, written expression, reading, and speech and language skills.

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)*

Kylie has a behavior plan provided through the Local County Mental Health. Kylie has recently been hospitalized at Hillsborough Retreat and missed several weeks of school.

Questions for IEP team to Consider for Remote Learning:

- How can Kylie's Behavioral Interventionist and consulting support be part of her remote learning?
- What would be included in a behavior plan for Kylie at home?
- Is there any assistive technology that can support Kylie's behavior plan?
- How can Kylie's family support her in learning independent task completion?
- What data should be collected about any behavioral changes that may give us insight into behavioral functions?

Potential Plan for Remote Learning:

Kylie needs a virtual consultation from her Behavioral Interventionist to support her remote learning, this virtual consultation will be provided via her online learning platform video conferencing. Kylie, Phyllis, Tammy and Kylie's family will work together on creating a behavioral plan that can be implemented at home to support her remote learning. They will use the behavior plan provided by Local County Mental Health as guidance for needs. Kylie's family will also support her learning independent task completion by allowing her time to complete portions of a task on her own before assisting her to the next step. When applicable, Kylie will be encouraged to complete an entire task on her own without help from her family. Phyllis will continue to provide social emotional coaching to Kylie through her online learning platform, and also through video conferencing when needed.

Present Level of Educational/Functional Performance for the Area of:**Subject SE: Motor Skills****Standardized Test Results:**

None at this time

Current Classroom Level of Educational Performance:

OT Input Jan 2020:

OT has focused on supporting the educational team's IEP goals and improving self-regulation skills and work behaviors. Kylie is happy to participate in OT and is always cooperative. She has success following her schedule and demonstrating positive behaviors with visual supports and incentives in place. Kylie benefits from self-regulation and mindfulness tools and strategies and needs to continue developing these skills. She has been very focused during some of the yoga exercises and is able to bring awareness to her breathing techniques. Occupational therapy has also addressed visual tracking, bilateral integration, and writing skills. Kylie has difficulty performing smooth visual pursuits to follow an object with her eyes in all visual planes. She is unable to separate head movements from eye movements. She also does not demonstrate convergence (eyes turning inward) consistently as an object is brought closer to her nose. Kylie's writing mechanics are also being addressed so that she can demonstrate correct letter formation, control her letter size and place letters on the writing lines using correct orientation.

Questions for IEP team to Consider for Remote Learning:

- What strategies are being used by Kylie's OT to reinforce the work they do together? If reinforcers are being used for motivation, will Kylie's parents have access to them and get instruction on when reinforcement is appropriate?
- Will Kylie and her parents need visuals to support correct form in any of her OT exercises?
- Are there exercises that need to be removed from her plan due to dangerousness of lack of professional supervision?
- Will Kylie need any OT support tools such as pencil grips, exercise bands or sensory brushes?
- Will Kylie need any assistive technology to do her OT work?
- Will Kylie need instruction on how to communicate virtually with her OT while doing OT exercises (position of body in front of webcam or distance from microphone to be heard)?
- How will progress towards goals be tracked? How will time be recorded?
- If OT is unable to provide services, what compensatory services should be considered?

Potential Plan for Remote Learning:

Kylie's OT sessions will be held virtually through the online learning platform. Kylie will need access to any instructional materials that are used in her OT sessions. The OT will send home a visual schedule with tasks Kylie will be performing each day. Complicated tasks will be broken down into a visual task analysis for her to reference. Exercises that are dangerous if done incorrectly will be excluded from Kylie's remote OT schedule. An adult will need to be present to help Kylie position herself in front of the camera during virtual OT sessions. If needed, Kylie's family will help maneuver her body during exercises and to keep her focused on the task. Kylie's OT will keep track of her progress by checking in with Kylie virtually. OT will send home raised line paper to help Kylie with letter size and placement of letters for writing. Kylie's family will file all of Kylie's work in a safe and secure system to later be submitted to the OT.

Grade Expectation for Educational/Functional Performance:

Kylie's deficits with bilateral integration, motor coordination and ocular motor skills may impact upon performance with reading, writing, copying skills, eye/hand coordination tasks, and fine motor/self-care tasks. Her sensory processing differences impact upon her sensory modulation and her ability to maintain self-regulation. This can lead to difficulty with demonstrating functional classroom behaviors and being available for learning.

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

Subject SE: Motor Skills

Vermont Standard - E3.3.1 Manipulate grade-appropriate tools and intricate materials with control and precision (e.g., cut and handle small pieces of paper to make a mosaic, keyboarding skills)

Goal 1: By February 2021, Kylie will demonstrate improved ocular motor skills, self care skills and visual motor skills for greater success with academic and written work and to increase independence in the school environment as measured in the objectives below as measured by observation, progress monitoring by OT, special education teacher, general education teacher

Observation/Demonstration by

3/20/2020 Progress: E

6/20/2020 Progress:

1/17/2021 Progress:

Objective 1.1: Kylie will improve her ocular motor control for greater success in reading, writing, copying and eye-hand coordination tasks by performing efficient visual tracking skills

by following a moving object in all directions of her visual field with smooth visual pursuits and convergence, and by dissociating head movements necessary for daily activities 75% of the time on 4 out of 5 observable opportunities.

Observation/Demonstration by

3/20/2020 Progress: E 6/20/2020 Progress: 1/17/2021 Progress:

Objective 1.2: By February 2021, to demonstrate functional dressing skills, Kylie will dress and undress herself, manipulate all clothing fasteners, and tie hers shoes independently across all settings 100% of the time.

Observation/Demonstration by

3/20/2020 Progress: E 6/20/2020 Progress: 1/17/2021 Progress:

Objective 1.3: By February 2021, Kylie's writing mechanics will demonstrate automaticity by forming all letters correctly without a visual model, uniformly spacing letters, words and/or sentences when writing, using correct orientation of letters to the writing lines and appropriate sizing 75% of the time on 4 out of 5 consecutive trials.

Observation/Demonstration by

3/20/2020 Progress: E 6/20/2020 Progress: 1/17/2021 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: Language - Communication

Standardized Test Results:

1. Kaufman Test of Educational Achievement - 3rd edition
2. Age based norms: (appropriate because they do not rely on exposure to academic knowledge and skills that are directly taught)
3. Listening Comprehension: Standard Score 51 less than 1st percentile
4. Oral Expression: Standard Score 62 1st percentile

Current Classroom Level of Educational Performance:

Kylie's 3rd grade homeroom teacher reports that Kylie's motivation to be a part of morning meeting with her peers each day is high. Given the highly structured activities and her motivation, her participation to contribute to the meeting is excellent (support from her 1:1 is present).

Given the Visualization and Verbalization program in the speech/language room, Kylie is able to attend to short, simple stories when she is in the "green zone". She can recall the images, sentence by sentence, given moderate language support. Her ability to summarize each image into one word is good to excellent and a strength of hers. Given language and fluency support (for easy speech), she is able to answer higher order thinking questions (inferencing, predicting, identifying main idea).

Current Classroom Level of Functional Performance:

Kylie's weak attention markedly impacts her listening comprehension. Her speech dysfluency and impaired language skills greatly impact her ability to be an effective communicator.

Grade Expectation for Educational/Functional Performance:

CC.3.L.3 - Knowledge of Language: Use knowledge of language and its conventions when writing, speaking, reading, or listening.

CC.3.L.4.a - Vocabulary Acquisition and Use: Use sentence-level context as a clue to the meaning of a word or phrase.

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

Subject SE: Language - Communication

Vermont Standard - 1.15 Students use verbal and nonverbal skills to express themselves effectively.

Vermont Standard - 1.13 Students listen actively and respond to communications.

Goal 1: By the annual review date, Kylie will use slow, soft, smooth (fluent) speech during a communication exchange with a variety of partners, in a variety of settings with 75% accuracy as measured by data collection by SLP and teacher/paraprofessional report.

Observation/Demonstration by

3/20/2020 Progress: E 6/20/2020 Progress: 1/17/2021 Progress

Objective 1.1: Given a model and visual/verbal cues in the speech/language room, Kylie will use fluent speech at sentence level with 80% accuracy.

Observation/Demonstration by

3/20/2020 Progress: E 6/20/2020 Progress: 1/17/2021 Progress:

Objective 1.2: Kylie will independently use fluent speech at sentence level with 80% accuracy.

Observation/Demonstration by

3/20/2020 Progress: N 6/20/2020 Progress: 1/17/2021 Progress:

Objective 1.3: Given a model and visual/verbal cues in the speech/language room, Kylie will use fluent speech at multiple sentence level with 80% accuracy.

Observation/Demonstration by

3/20/2020 Progress: N 6/20/2020 Progress: 1/17/2021 Progress:

Objective 1.4: Kylie will independently use fluent speech at multiple sentence level with 80% accuracy.

Observation/Demonstration by

3/20/2020 Progress: E 6/20/2020 Progress: 1/17/2021 Progress:

Goal 2: By the annual review date, Kylie will use a visualization strategy to recall stories and answer higher order thinking questions when stories are read aloud to him with 85% accuracy as measured by data collection and observation.

Observation/Demonstration by

3/20/2020 Progress: E 6/20/2020 Progress: 1/17/2021 Progress:

Objective 2.1: Given increasingly complex stories read aloud to him and given minimal prompts, Kylie will use a visualization strategy to recall the story with 85% accuracy.

Observation/Demonstration by

3/20/2020 Progress: E 6/20/2020 Progress: 1/17/2021 Progress:

Objective 2.2: Given increasingly complex stories read aloud to him and given minimal to moderate prompts, Kylie will answer higher order thinking questions with 85% accuracy by June 2020.

Observation/Demonstration by

3/20/2020 Progress: E 6/20/2020 Progress: 1/17/2021 Progress:

Objective 2.3: Given increasingly complex stories read aloud to him, Kylie will independently use a visualization strategy to recall the story with 85% accuracy by February 2021.

Observation/Demonstration by

3/20/2020 Progress: E 6/20/2020 Progress: 1/17/2021 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: Behavior and Safety**

Standardized Test Results:

None available.

Current Classroom Level of Educational Performance:

Kylie requires adult prompts to stay on task and remain focused. When asked to play by herself, she either sits and watches the clock without playing until the time given is up, or she tries to get adult attention. During this time, staff is working on having her play independently.

Current Classroom Level of Functional Performance:

Kylie currently engages in unsafe behaviors when asked to do tasks independently. She requires intense supervision as she demonstrates unsafe behaviors when left alone.

Questions for IEP team to Consider for Remote Learning:

- How can the Behavior interventionist track the changes in behaviors between home and school environment?
- What will need to be provided to Kylie’s family to help track, implement and reinforce behaviors?
- What new stressor may Kylie have in remote learning?
- What tools or strategies does Kylie know that she can use in remote learning?
- What virtual applications or programs may help in self-regulating for Kylie?
- What school norms or activities may Kylie miss in remote learning? How can those norms or activities translate to remote learning?

Potential Plan for Remote Learning:

Behavior services will be delivered virtually. Kylie’s family will need tracking tools such as charts and language about the specific, observable and measurable behavior that they are tracking. These tracking tools will be provided by the Behavior Interventionist (BI). With instruction and support from the BI, Kylie’s family will need to track behaviors and to implement behavior interventions as instructed. Kylie’s family will also be provided with reinforcers, along with instructions about prompting and fading. Kylie’s family will be briefed on extinction bursts and should be frequently connecting with the behavioral interventionist to share progress notes. The behavior interventionist will track progress through brief check ins with family and virtual meetings with Kylie.

Grade Expectation for Educational/Functional Performance:

HPE.1.0 - Exhibit responsible personal and social behaviors that respects self and others.

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

Subject SE: Behavior and Safety

Vermont Standard - E1.3.1 Engage in, negotiate, develop and organize games with rules

Goal 1: Behavior and Safety

Kylie will play independently without any adult assistance for 15 minutes by annual review as measured by observations, BI data

Observation/Demonstration by

3/20/2020 Progress: E 6/20/2020 Progress: 1/17/2021 Progress:

Objective 1.1: When given a choice activity (Legos, cars, puzzles, etc.), Kylie will play independently without any adult assistance for 5 minutes.

Observation/Demonstration by

3/20/2020 Progress: A 6/20/2020 Progress: 1/17/2021 Progress:

Objective 1.2: When given a choice activity (Legos, cars, puzzles, etc.), Kylie will play independently without any adult assistance for 10 minutes.

Observation/Demonstration by

3/20/2020 Progress: S 6/20/2020 Progress: 1/17/2021 Progress:

Objective 1.3: When given a choice activity (Legos, cars, puzzles, etc.), Kylie will play independently without any adult assistance for 15 minutes.

Observation/Demonstration by

3/20/2020 Progress: E 6/20/2020 Progress: 1/17/2021 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: Basic Reading

Standardized Test Results:

1. Wechsler Individual Achievement Test

Current Classroom Level of Educational Performance:

Kylie reads in a group with one other student. She is currently reading at an instructional level E, which is the beginning of first grade. She is able to read books at her level with accuracy, fluency and comprehension when she is able to focus.

Current Classroom Level of Functional Performance:

Kylie's reading skill deficits cause her to dislike and avoid reading. She is unable to enjoy reading as an independent leisure activity. Work that involves reading can frustrate Kylie, causing her behaviors to escalate.

Grade Expectation for Educational/Functional Performance:

CC.3.R.I.8 - Integration of Knowledge and Ideas: Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).

CC.3.R.L.10 - Range of Reading and Complexity of Text: 10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently.

Questions for IEP team to Consider for Remote Learning:

- How will basic reading goals be tracked?
- Due to struggles with executive functioning will Kylie need extra support checking her reading for accuracy?
- How will Kylie access books? Will virtual text be sufficient?

Potential Plan for Remote Learning:

Kylie will record herself reading aloud for 15 minutes each day, these 15 minutes can be recorded in intervals, this recording will be sent to her special educator through the online learning platform. This recording will be used to help her check for understanding and accuracy. Kylie will be assigned two on-level book a week which will be sent to her mother virtually and printed at home. She will also be assigned a book one level higher to listen to

(using a read aloud program) and respond to reflection questions on weekly. The special educator will track progress through virtual meetings on the online learning platform.

Measurable Annual Goals, Short-term Objectives, Benchmarks, Evaluation Procedures and Personnel Responsible

Subject SE: Basic Reading

Vermont Standard - E5.2b.1 Children demonstrate knowledge of the key ideas and details of stories read to them and which they read, the craft and structure of literature, the ability to integrate knowledge and ideas, and to read a range of text with text complexity appropriate to their grade level.

Goal 1: Given a short story read aloud by the student and picture cards, Kylie will sequence up to four events in the order in which they occurred to retell the story with 80% accuracy in 4 out of 5 opportunities by annual review as measured by teacher observation, BI data

Observation/Demonstration by

3/20/2020 Progress: S 6/20/2020 Progress: 1/17/2021 Progress:

Objective 1.1: After listening to a story, when given three pictures to sequence, Kylie will move the pictures in the correct order of first, next, last, with 80% accuracy, in 4 out of 5 opportunities.

Observation/Demonstration by

3/20/2020 Progress: A 6/20/2020 Progress: 1/17/2021 Progress:

Objective 1.2: Given a short story read aloud by the student and picture cards, Kylie will sequence up to four events in the order in which they occurred to retell the story, independently choosing the first and last events and choosing the middle events with support, with 80% accuracy, in 4 out of 5 opportunities.

Observation/Demonstration by

3/20/2020 Progress: S 6/20/2020 Progress: 1/17/2021 Progress:

Objective 1.3: Given a short story read aloud by the student and picture cards, Kylie will independently sequence up to four events in the order in which they occurred, to retell the story with 80% accuracy in 4 out of 5 opportunities.

Observation/Demonstration by

3/20/2020 Progress: S 6/20/2020 Progress: 1/17/2021 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: Basic Math

Standardized Test Results:

1. Wechsler Individual Achievement Test

Current Classroom Level of Educational Performance:

Kylie knows when to add and when to subtract when doing simple word problems. She can follow simple steps to solve word problems. Kylie can count to 100 by 10's. When counting by 1's to 100, she often loses focus at around 60, making it difficult to consistently get data for this skill. She is working on money skills, and how to tell if she has enough money to buy an item.

Current Classroom Level of Functional Performance:

Kylie goes shopping for her life skills program. She does not recognize the value of money. She is unable to know if she has enough money to buy the items she needs to buy, making her dependent on those around her to be honest and to not take advantage of her.

Questions for IEP team to Consider for Remote Learning:

- How will Math goals be tracked?
- What supports will be needed to check Kylie's work for understanding?
- Does Kylie have everything she needs including instructions for the virtual platform?
- What changes will be made to address Kylie's unique needs
- How do we ensure Kylie's access to the general education curriculum?
- What supplementary materials will Kylie need to go along with virtual learning?
- What data collections processes will need to be to parents to ensure they are able to monitor progress of IEP goals

Potential Plan for Remote Learning:

Math instruction will be delivered by the online learning platform. In order to math instruction virtually Kylie must have access to the materials needed. The general education teacher and/or special education will send pre-made visuals and instructional material to help support Kylie in remote learning. Kylie will be sent a 100's number chart and calculator along with any math manipulatives to her home to support remote learning. Kylie will be sent paper money and coins to help support her progress on her money skills. The special educator will track progress through virtual meetings on the online learning platform.

Grade Expectation for Educational/Functional Performance:

CCSS.MATH.CONTENT.3.NF.A.1

Understand a fraction $1/b$ as the quantity formed by 1 part when a whole is partitioned into b equal parts; understand a fraction a/b as the quantity formed by a parts of size $1/b$.

CCSS.MATH.CONTENT.3.NF.A.1

Understand a fraction $1/b$ as the quantity formed by 1 part when a whole is partitioned into b equal parts; understand a fraction a/b as the quantity formed by a parts of size $1/b$.

CCSS.MATH.CONTENT.3.NBT.A.2

Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.

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

Subject SE: Basic Math

CCSS.MATH.CONTENT.3.OA.D.8

Solve two-step word problems using the four operations. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.

Goal 1: Given a total amount of money (dollars up to ten dollars), along with visuals with prices of items that can be purchased at the store and a calculator, Kylie will total the amount of money needed to buy the items and verbally say if she has enough money to make the purchase with 90% accuracy as measured by observation, BI data

Observation/Demonstration by

3/20/2020 Progress: E 6/20/2020 Progress: 1/17/2021 Progress:

Objective 1.1: Given pictures of items with prices, Kylie will use a calculator to correctly add the prices for two items with 80 % accuracy in four out of five trials.

Observation/Demonstration by

3/20/2020 Progress: S 6/20/2020 Progress: 1/17/2021 Progress:

Objective 1.2: Given a total amount of money up to five dollars and pictures of items with prices, Kylie will use a calculator to correctly add the prices of two items and say if she has enough money to buy the items with 80% accuracy in four out of five trials.

Observation/Demonstration by

3/20/2020 Progress: E 6/20/2020 Progress: 1/17/2021 Progress:

Objective 1.3: Given a total amount of money up to ten dollars and pictures of items with prices, Kylie will use a calculator to correctly add the prices of three items and say if she has enough money to buy the items with 80% accuracy in four out of five trials.

Observation/Demonstration by

3/20/2020 Progress: E 6/20/2020 Progress: 1/17/2021 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: Kylie Jones

IEP Meeting Date: 1/09/2020

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 is the best form of communication for Case Management? Does Kylie's family have access to email, online learning platform or phone?

Special Education Services: Case Management		
Initial Date: 8/3/20	Time: 30 minutes	Provider: Special
End Date: 1/10/21	Location: Resource	Educator
Frequency: Weekly	Room	Group Size: 1:1

Special Education Services: Consultation		
Initial Date: 8/3/20	Time: 240 minutes	Provider: Behavior
End Date: 1/10/21	Location: Resource	Consultant
Frequency: Daily	Room	Group Size: 1:1

Special Education Services: Social Emotional and Academic Support		
Initial Date: 8/3/20	Location: Resource	Provider: Behavior
End Date: 1/10/21	Room or Teacher's	Intervention
Frequency: Weekly	Room	Specialist
Time: 420 minutes		Group Size: 1:1

Special Education Services: Reading Instruction			
Initial Date: 8/3/20	Time: 30 minutes	Provider: Special	Group Size: Sm.
End Date: 1/10/21	Location: Resource	Educator	Group
Frequency: Daily	Room		

Special Education Services: Transportation			
Initial Date: 8/3/20	Time: 25 minutes	Provider: Behavior	Group Size: 1:1
End Date: 1/10/21	Location: BI Car	Intervention	
Frequency: Weekly		Specialist	

Special Education Services : Math Instruction		
Initial Date: 8/3/20	Location: Resource	Provider:
End Date: 1/10/21	Room or Teacher's	Paraprofessional
Frequency: Weekly	Room	Group Size: Sm.
Time: 20 minutes		Group

Related Services: Speech Language

Initial Date: 8/3/20
End Date: 1/10/21
Frequency: Weekly

Time: 30 minutes
Location: Speech/
Language Room

Provider: Sp. Lang.
Pathologist

Group Size: 1:1

Related Services: Occupational Therapy

Initial Date: 8/3/20
End Date: 1/10/21
Frequency: Weekly

Time: 30 minutes
Location: Resource
Room

Provider:
Occupational
Therapist

Group Size: Sm.
Group

Potential Plan for Related Services: Case Management

Initial Date: 2/11/20
End Date: 6/5/20

Frequency: Weekly
Time: 30 minutes

Location: Online
Conferencing
Platform or Phone

Provider: Special
Educator **Group**
Size: 1:1

Potential Plan for Related Services: Consultation

Initial Date: 2/11/20
End Date: 6/5/20

Frequency: Daily
Time: 240 minutes

Location: Online
Conferencing
Platform or Phone

Provider: Behavior
Consultant
Group Size: 1:1

Potential Plan for Related Services: Social Emotional and Academic Support

Initial Date: 2/11/20
End Date: 6/5/20
Frequency: Weekly
Time: 420 minutes

Location: Online
Conferencing
Platform or Phone

Provider: Behavior
Intervention
Specialist
Group Size: 1:1

Potential Plan for Related Services: Reading Instruction

Initial Date: 2/11/20
End Date: 6/5/20
Frequency: Daily
Time: 30 minutes

Location: Online
Conferencing
Platform or Phone

Provider: Special
Education Teacher
Group Size: Sm.
Group

Potential Plan for Related Services: Math Instruction

Initial Date: 2/11/20
End Date: 6/5/20
Frequency: Weekly
Time: 20 minutes

Location: Online
Conferencing
Platform or Phone

Provider:
Paraprofessional
Group Size: Sm.
Group

Potential Plan for Related Services: Parent Training

Initial Date: 2/11/20
End Date: 6/5/20

Frequency: 2x
Weekly
Time: 30 minutes

Location: Online
Conferencing
Platform or Phone

Provider: Special
Education Teacher
Group Size: 1:1

Potential Plan for Transition Services: Speech Language

Initial Date: 2/11/20
End Date: 6/5/20
Frequency: Weekly

Time: 30 minutes
Location: Online
Learning Platform

Provider: Sp. Lang.
Pathologist
Group Size: 1:1

Potential Plan for Transition Services: Occupational Therapy

Initial Date: 2/11/20	Time: 30 minutes	Provider:	Group Size: Sm.
End Date: 6/5/20	Location: Online	Occupational	Group
Frequency: Weekly	Learning Platform	Therapist	

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 the 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: Kylie Jones

IEP Meeting Date: 1/09/2020

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:

Kylie receives the majority of her special education instruction and related services outside of the classroom. We are gradually adding more small-group instruction in the classroom. She is supported by a Behavioral Interventionist from Local County Mental Health who provides direct instruction and behavioral support throughout the school day unless she is with the Speech Language Pathologist, Occupational Therapist or Special Educator. With the support of the BI, Kylie participates in essential arts classes. Special education and related services are delivered in 1:1 and small group settings outside of the classroom. Kylie's BI also provides transportation to and from her home to school.

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

Kylie requires a distraction-free environment and alternative instructional curriculum and approaches. Her disabilities adversely affect her acquisition of basic skills.

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^o
- 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:

100s number table (math): A paper-based table listing numbers from 1–100 available from Smarter Balanced for reference.

Breaks: Breaks may be given at predetermined intervals or after completion of sections of the assessment for students taking a paper-based test. Sometimes students are allowed to take breaks when individually needed to reduce cognitive fatigue when they experience heavy assessment demands. The use of the universal tool may result in the student needing additional overall time to complete the assessment. The number of items per session can be flexibly defined based on the student's need. Breaks of more than 20 minutes will prevent the student from returning to items already attempted by the student. The use of the universal tool may result in the student needing additional overall time to complete the assessment.

Calculator: A non-embedded calculator for students needing a special calculator, such as a braille calculator or a talking calculator, currently unavailable within the assessment platform. Calculator is available only for designated calculator items, grades 6 and above.

Multiplication table: A paper-based single digit (1-9) multiplication table will be available from Smarter Balanced for reference. Permitted for grade 4 and above math items for students with a documented and persistent calculation disability (i.e., dyscalculia).

Other: Follow the behavior plan in all settings. Kylie has a modified curriculum with alternative instruction and approaches. Kylie benefits from a multisensory approach to instruction rather than a traditional style that has too much language and requires staying in her seat. Kylie should use the bathroom in the nurse's office with supervision, leaving the door open a crack and listening to make sure she is only using it for its intended purpose. Kylie has multiple allergies/food sensitivities that cause behavior reactions. All fruits and vegetables are safe for him to eat. She cannot be allowed to eat other people's food. If there are special occasions at school, family will provide a frozen fruit treat. Access to sensory tools and sensory space. Access to apps on an iPad for calming and worries and gaining self-awareness of thoughts and actions. (Headspace, Smiling Mind, BellyBio, etc.)

Read aloud (ELA reading passages): Text is read aloud to the student via an external screen reader or by a trained and qualified human reader who follows the administration guidelines provided in the Smarter Balanced Test Administration Manual and Read Aloud Guidelines. All or portions of the content may be read aloud. Members can refer to the Guidelines for Choosing the Read Aloud Accommodation when deciding if the accommodation is appropriate for a student.

Read aloud (math & ELA, not reading): Text is read aloud to the student by a trained and qualified human reader who follows the administration guidelines provided in the Smarter Balanced Test Administration Manual and Read Aloud Protocol (see Appendix D). All or portions of the content may be read aloud.

Scribe (all except ELA perf. task full write): Students dictate their responses to a human who records verbatim what they dictate. The scribe must be trained and qualified, and must follow the administration guidelines provided in the Smarter Balanced Test Administration Manual.

Scribe (for ELA perf. task full write) Students dictate their responses to a human who records verbatim what they dictate. The scribe must be trained and qualified, and must follow the administration guidelines provided in the Smarter Balanced Test Administration Manual.

Separate setting: Test location is altered so that the student is tested in a setting different from that made available for most students.

Simplified test directions: The test administrator simplifies or paraphrases the test directions found in the test administration manual according to the Simplified Test Directions guidelines.

Text-to-speech (ELA reading): Text is read aloud to the student via embedded text-to-speech technology. The student is able to control the speed as well as raise or lower the volume of the voice via a volume control.

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

Student Name: Kylie Jones

IEP Meeting Date: 1/09/2020

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

Assistive Technology:

100s number table (math): A paper-based table listing numbers from 1–100

Breaks: Breaks may be given at predetermined intervals or after completion of activities or tasks.

Calculator:

Multiplication table: A paper-based single digit (1-9) multiplication table

Other: Follow the behavior plan in all settings. Kylie has a modified curriculum with alternative instruction and approaches. Kylie benefits from a multisensory approach to instruction rather than a traditional style that has too much language and requires staying in her seat. Kylie should use the bathroom in the nurse's office with supervision, leaving the door open a crack and listening to make sure she is only using it for its intended purpose. Kylie has multiple allergies/food sensitivities that cause behavior reactions. All fruits and vegetables are safe for her to eat. She cannot be allowed to eat other people's food. If there are special occasions at school, family will provide a frozen fruit treat. Access to sensory tools and sensory space. Access to apps on an iPad for calming and worries and gaining self-awareness of thoughts and actions.

Services:

Potential Plan for Remote Learning:

Kylie's mother will supervise her bathroom usage. All Kylie's food will be provided by her parents.

Accommodations:

1. Read aloud (ELA reading passages): Text is read aloud to the student via an external screen reader or by a trained and qualified human reader.
2. Read aloud (math & ELA, not reading): Text is read aloud to the student by a trained and qualified human reader.
3. Scribe (all except ELA perf. task full write): Students dictate their responses to a human who records verbatim what they dictate.
4. Scribe (for ELA perf. task full write) Students dictate their responses to a human who records verbatim what they dictate.

5. Simplified directions: An adult simplifies or paraphrases the directions.
6. Text-to-speech (ELA reading): Text is read aloud to the student via embedded text-to-speech technology. The student is able to control the speed as well as raise or lower the volume of the voice via a volume control.

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:

Kylie's teachers and BI will be provided with a copy of classroom accommodations and behavior plan. Teachers will have frequent check ins with the case manager to assess progress and discuss necessary curriculum modifications.

Local County Mental Health case manager will also provide frequent check ins.

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

Kylie may return to the hospital if an appropriate assessment bed becomes available for assessment of her behavior and medications.