

## Form #5 - Individualized Education Program (IEP)

School district: Agency Supervisory UnionAnnual meeting date: 12/5/2023IEP case manager: Eliza McDonald

Effective date of revision: \_\_\_/\_\_\_/\_\_\_

Most recent evaluation date: 12/5/20233-year re-evaluation date: 12/4/2026Next annual review date: 12/4/2024Student/child's name: Wesley SchillingPrimary disability category: Traumatic Brain Injury

Secondary disability category: \_\_\_\_\_

Date of birth: 02/13/2010Child count ID #: 234567School or program: Agency Middle School Grade assigned: 8Parent/guardian: Joe and Lisa Schilling Telephone #: 802-528-5219Address: Montpelier, Vermont 05601Initiation and duration of the IEP: 12/6/2023 to 06/10/2024; 08/30/2024 to 12/5/2024

Initiation and duration of extended year: \_\_\_/\_\_\_/\_\_\_ to \_\_\_/\_\_\_/\_\_\_

### Contact Information:

If you have questions about this document or would like additional information, please contact:  
the [Special Education Monitoring Team](#).

## IEP Team Members

Name	Role / position	Check if in attendance:
Name: Joe and Lisa Schilling	Check one: <input checked="" type="checkbox"/> Parent(s) <input type="checkbox"/> Guardian <input type="checkbox"/> Surrogate <input type="checkbox"/> Adult student	<input checked="" type="checkbox"/>
Name: Wesley Schilling	Student (when appropriate)	<input type="checkbox"/>
Name: Stacy Beach	Local education agency (LEA) representative	<input checked="" type="checkbox"/>
Name: Eliza McDonald	Special Education Teacher or Service Provider	<input checked="" type="checkbox"/>
Name: Matt Stine	General Education Teacher	<input checked="" type="checkbox"/>
Name: Eliza McDonald	Individual who can interpret the instructional implications of evaluation results	<input checked="" type="checkbox"/>

## Others with Knowledge of the Child

Name	Role / position	Check if in Attendance
Name: Dr. Lynne	Primary Physician for the student	<input checked="" type="checkbox"/>
Name:		<input type="checkbox"/>
Name:		<input type="checkbox"/>
Name:		<input type="checkbox"/>
Name:		<input type="checkbox"/>
Name:		<input type="checkbox"/>

## Present Levels of Educational and Functional Performance

The following information was derived from: report data, documentation from classroom performance, observations, parent/student reports, and curriculum-based and standardized assessments, including State Assessments and Alternate Assessments results and student samples.

Disability / impact of student's disability on involvement and progress in the general education curriculum (identify the disability and areas of impact):

Wesley is an 8<sup>th</sup> grade student at Agency Middle School who suffered a head injury swimming in his pool in the summer of 2022. His pediatrician diagnosed Wesley with a Traumatic Brain Injury in August of 2022 and Wesley was evaluated for special education services in October 2022. Wesley was found eligible for special education services under the basic skill category of functional skills. Wesley's TBI impacts his working memory and his ability to initiate and withstand tasks in the general education curriculum. This impact is seen across skills areas (reading, writing, and math), and impacts his ability to make progress in the general education curriculum across content areas.

Please see evaluation report for full report on scores from 2023 evaluation.

Student strengths, including data as appropriate (academic, social-emotional, personal interests, perceptual-motor, communication, environment, behavioral, vocational/transitional, fine/gross motor, activities of daily living, other/nonacademic areas):

Wesley is friendly and athletic and has historically had an interest in learning. He is a problem solver and excels with hands on tasks and learning. When focused and provided with adequate supports, Wesley can access and accomplish grade level standards, content, and assignments. He loves learning about history and has shown an interest in how his TBI has impacted his work. He enjoys talking about his progress and seeing the gains he can make with the proper supports in place. When comfortable, he is his own best advocate.

Medical (health, vision, hearing, or other medical issues):

Wesley struggles with extended screen time and should have his glasses on throughout the day.

Student concerns/needs requiring specialized instruction based on pertinent data (academic, social-emotional, perceptual-motor, communication, environment, behavioral, vocational/transitional, fine/gross motor, activities of daily living, other/nonacademic areas):

Wesley's disability impacts his executive functioning skills, processing speed, and working memory. The impacts of his accident are still surfacing, and his programming will need to be adjusted as the impact is realized. Across content areas, Wesley struggles with organization, initiation and completion of tasks, and generalizing learned concepts across contents. Teachers should be regularly checking in with Wesley, ensuring his binder is organized, and providing task analysis/checklists to support his organization of his work. He requires specially designed instruction to review materials prior to class and to build his generalization of executive functioning skills across environments.

Parent input (additional information the parents wish to share):

Parents were given a form 12 at the IEP meeting held on 11/1/2022. Parents declined additional input and communicated they were happy with the process. They asked that the IEP be finalized and implemented as soon as possible, with a check in after six weeks.

Other considerations (areas to consider that could enhance the child's education: safety/health; future, opportunity for additional student input, mobility, transportation, disability awareness, self-advocacy needs):

Wesley does receive regular medical care related to his injury and TBI. Wesley's parents will keep the team up to date regarding Wesley's potential medical needs.

## Goal Section

### Present Level of Educational/Functional Performance:

Area:

#### Executive Functioning

Standardized test results: Student was assessed with BRIEF and BASC assessment during 2023 evaluation. Scores indicated clinically significant deficits in working memory and attention, particularly as it relates to his work completion and ability to attend to lengthier assignments.

Current Classroom Level of Educational Performance: Wesley currently is missing most of his assignments from all content areas. He struggles to keep organized in class and access work without support. He is impacted by the distractions in class as well that can sometimes cause behaviors.

Current Classroom Level of Functional Performance: Wesley needs tasks broken down into chunks with support from teachers and classroom aids to access. While he often understands the academics, his functional skills are adversely impacted by his working memory and attention needs.

Grade Expectation for Educational / Functional Performance: Eighth graders are typically completing much of their work independently and in environments with other students.

### **Measurable annual goals linked to the Present Level of Performance, short-term Objectives linked to achieving progress toward Annual Goal, Evaluation Procedures, Performance Criteria, and Personnel Responsible:**

Goal 1: By October 2023, Wesley will independently monitor his work completion using task analysis, a checklist, or another organizational format as selected by his classroom teacher to support the directions, and Wesley will submit work without reminders in five consecutive opportunities, as measured by observational data collected by the paraeducator under the direction of the special educator.

Evaluation Procedure: Observational Data

Performance Criteria: 5 consecutive opportunities without prompting

Objective 1: By January 2023, Wesley will repeat verbal directions with no more than three steps with 80% accuracy in 4 out of 5 opportunities as measured by informal data collection collected by the special education teacher.

Evaluation Procedure: Observational Data

Performance Criteria: 4 out of 5 trials

Objective 2: By March 2023, Wesley will follow classroom procedures for turning in an assignment in 4 out of 5 opportunities as measured by data collected by the paraeducator under the direction of the special education teacher.

Evaluation Procedure: Teacher created data collection tool

Performance Criteria: 4 out of 5 opportunities

Objective 3: By June 2023, Wesley will utilize visual aids without reminders in 4 out of 5 opportunities as measured by observational data collected by the paraeducator under the direction of the special education teacher.

Evaluation Procedure: Teacher created data collection tool

Performance Criteria: 4 out of 5 opportunities

Progress Report (Using Progress Reporting Key):

01/30 /23 Progress: \_\_\_\_\_

03/30/23 Progress: \_\_\_\_\_

06/15/23 Progress: \_\_\_\_\_

10/30/23 Progress: \_\_\_\_\_

\_\_/\_\_/\_\_ Progress: \_\_\_\_\_

Area:

Behavior

Standardized test results: N/A

Current Classroom Level of Educational Performance: Wesley spends about 45% of his day out of class and averages 20 minutes of work during that time. His time spent out of class significantly impacts his ability to keep up with the general content.

Current Classroom Level of Functional Performance: Wesley needs a variety of accommodations to support his classroom level functional performance. Teachers should be in tune with his list of accommodations and diligently providing those across settings.

Grade Expectation for Educational / Functional Performance: Students in eighth grade are expected to complete assigned tasks, even during scheduled breaks.

**Measurable annual goals linked to the Present Level of Performance, short-term Objectives linked to achieving progress toward Annual Goal, Evaluation Procedures, Performance Criteria, and Personnel Responsible:**

Goal 1: By October 2023, Wesley will attend to tasks for a duration of thirty minutes with no more than one prompt to stay on task, as measured by data collected by the paraeducator and special education teacher.

Evaluation Procedure: Data collection

Performance Criteria: A duration of 30 minutes with 1 prompt

Objective 1: By January 2023, when given an independent work task as part of a daily routine, Wesley will begin the activities with no additional prompting and signal to the teacher that the tasks have been completed, in 4 out of 5 observable opportunities, as measured by the special education teacher and general education teacher.

Evaluation Procedure: Data collection

Performance Criteria: 4 out of 5 observations

Objective 2: By March 2023, Wesley will organize the materials he needs to begin an assignment in 4 out of 5 observable opportunities, as measured by the special education teacher and general education teacher.

Evaluation Procedure: Data collection

Performance Criteria: 4 out of 5 observations

Progress Report (Using Progress Reporting Key):

01/30 /23 Progress: \_\_\_\_\_

03/30/23 Progress: \_\_\_\_\_

06/15/23 Progress: \_\_\_\_\_

10/30/23 Progress: \_\_\_\_\_

\_\_/\_\_/\_\_ Progress: \_\_\_\_\_

Progress Reporting Key:

A – Achieved the goal/objective as written

S – Sufficient progress on the 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.

U – Insufficient progress on the objective is being made, unlikely to achieve this goal

O – Other (specify): \_\_\_\_\_

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

The primary plan for this student is:	Check box:
Fully in-person	<input checked="" type="checkbox"/>
Remote and in-person hybrid	<input type="checkbox"/>
Fully remote	<input type="checkbox"/>
Other	<input type="checkbox"/>

The contingency plan* for this student is:	Check box:
Fully in-person	<input type="checkbox"/>
Remote and in-person hybrid	<input type="checkbox"/>
Fully remote	<input type="checkbox"/>
Other	<input type="checkbox"/>

\*Contingency plan applies to situations in which a typical, in-school day is not possible or appropriate, for example, due to school closure or natural disaster. Contingency plans provide an IEP team decision regarding how to meet the student's need(s) when decisions by a school and/or district prevent a typical, in-school day from occurring. Contingency plans are not to be used for situations in which staff are unavailable to ensure IEP service provisions.

### Special Education Services

Special Education Services	Initial Date	End Date	Frequency	Time	Location	Service Delivery	Provider	Group Size
Executive Functioning	12/5/2023 08/30/2024	6/10/2024 12/4/2024	5x per 2 weeks	30 minutes	Resource Room		Special Educator	1:1
In class support	12/5/2023 08/30/2024	6/10/2024 12/4/2024	Daily	30 minutes	General Education		Paraeducator	Small group
Case Management	12/5/2023 08/30/2024	6/10/2024 12/4/2024	Monthly	30 minutes	Special Education Office		Special Educator	1:1



### Remote/Hybrid Learning Services

Remote Learning Services	Initial Date	End Date	Frequency	Time	Location	Service Delivery	Provider	Group Size
Executive Functioning Skills	12/5/2023 08/30/2024	6/10/2024 12/4/2024	2x weekly	30 minutes	Virtual	??	Special Educator	1:1
Consultation	12/5/2023 08/30/2024	6/10/2024 12/4/2024	2x monthly	30 minutes	General Education		Special Educator and General Educator	1:1
Case Management	12/5/2023 08/30/2024	6/10/2024 12/4/2024	Monthly	30 minutes	Special Education Office		Special Educator	1:1

Note: Service delivery refers to a description of instructional service delivery such as, but not limited to: small group, one-on-one, co-taught class, etc.

**Parental Consent to Bill Medicaid:**

Release of information to the Agency of Education and Human Services personnel charged with processing Medicaid billing for 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.

Joe and Lisa Schilling

12/5/2023

Name (printed)

Date

Joe and Lisa Schilling

Signature

## Individualized Education Program: Educational Environment/Placement

Student Name: Wesley Schilling

IEP Meeting Date: 11/1/2022

The IEP team must address each of the following for all placement options:

- Possible advantages for the student
- Possible disadvantages or potential harmful effects on the student or on the quality of services needed
- Modifications/supplementary aids and services considered to reduce possible disadvantages to the student

Placement options considered	Selected	Percentage (%)	Summarize discussion regarding placement options
General education classroom	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	At least 80% of the time	Wesley learns adequately with his peers with the proper supports in place to support his accessibility to the academic content.
Resource or related services room	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Less than 20% of the time	Wesley needs individualized support with his organization and overall executive functioning.
Special education classroom	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No		This option was not considered by the team.
Separate day school – public or private	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No		This option was not considered by the team.
Hospital / homebound	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No		This option was not considered by the team.
Residential facility	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No		This option was not considered by the team.

Note: A regular class, or general education classroom, is a program that includes a majority (at least 50 percent) of children without disabilities (i.e., children without IEPs). A special education classroom is a self-contained classroom separate from a general education classroom where students receive their specially designed instruction for the majority of the day.

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

Wesley's services and accommodations are designed to increase his accessibility and progress in the general education setting. The team will be meeting regularly to monitor his progress and

develop supports that ensure he has access. He has access to a breakout room whenever needed and data will be monitored to measure how often Wesley is missing class.

If the student cannot participate full-time with non-disabled children in the general education class, extracurricular, or other non-academic activities, provide a detailed explanation for this removal and explain why full participation is not appropriate:

Wesley is in need of support with organization and overall executive functioning. Wesley will receive 1:1 support to build his executive functioning skills. In addition to this, Wesley will continue to participate in a morning homework club during homeroom as well as having paraeducator support for 30 minutes daily during math and reading.

If a shortened day is chosen, is there documentation to justify the need in order to meet the education, medical, or emotional needs of the student?

Yes  No  N/A

If the student is placed in an independent school, is the student's IEP designed to facilitate reintegration into a local LEA placement?

Yes  No  N/A

If the student is placed in a residential facility, is the student's IEP designed to facilitate reintegration into a local LEA placement? Note: When the student's placement is a residential placement, pursuant to Rule 2366.9, the student's IEP shall contain annual goals and short-term objectives or benchmarks designed to reintegrate the student into a local LEA placement, and a description of how they will lead to reintegration.

Yes  No  N/A

## **Program Accommodations and Modifications - INCLUDING NONACADEMIC AND EXTRACURRICULAR ACTIVITIES/COLLABORATION/SUPPORT FOR SCHOOL PERSONNEL**

Student Name: Wesley Schilling

IEP Meeting Date: 12/5/2023

Note: Applicable for the student, school personnel, and parents, as well as other options considered by the IEP team.

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

Academics: Extended time, regular check ins from classroom para, pre-teach information and make connections across concepts, use visual aids to support encoding, reduce the volume of work (quality vs. quantity), use graphic organizers and visual supports across concepts, provide checklists and verbal opportunities to repeat directions, allow use of reference tools (dictionaries, flow charts, etc.), simplify instructions, break instruction down into discrete tasks

Sites/Activities Where Required and Duration: Across all academic settings

Non-Academics: Access to the resource room or other alternative setting as needed, binder check ins, homework club when available

Sites/Activities Where Required and Duration: As needed across nonacademic settings

In-person classroom environment: See above

Sites/Activities Where Required and Duration: Separate setting, small group

Remote and in-person hybrid environment: Extended time, weekly check in emails, shortened assignments across curriculum, weekly consult with parents, weekly group homework support

Sites/Activities Where Required and Duration: Remote and/or hybrid environment

### English Language Proficiency Services (if applicable)

- Student has been screened on \_\_\_\_ and qualifies for English language services, and:
  - is enrolled English language services.
  - is not enrolled in English language services.
- Student met exit criteria on \_\_\_\_/\_\_\_\_/\_\_\_\_ and will no longer be English language services

### Accessible Instructional Materials

- The IEP team has determined that the student is eligible for the support of accessible instructional materials which have met the National Instructional Materials Accessibility Standards for print disabilities.

**Identify the supports that will be provided for school personnel and parents to implement the IEP:** \_\_\_\_\_

---

Note: When specifying required supports for personnel to implement this IEP, include the specific supports required, how often they are to be provided (frequency), and for how long (duration)

### State-Level Assessments

- The team has determined that the student will be taking the grade-level state assessment with no accommodations, modifications, or supplementary aids.
- The team has determined that the student will be taking the grade-level state assessment with the approved accommodations and/or approved supports identified below. Allowable accommodations vary according to the construct being measured.
- The student's general education teacher, educational team, or special educator 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). By checking the appropriate box below, the district attests that the parents have been informed of any consequences associated with participation in an alternate assessment. Check all that apply:
  - State alternate assessment English language arts (grades 3-9)
  - State alternate assessment math (grades 3-9)
  - State alternate assessment science (grades 5, 8, 11)

Statement as to why the grade-level state assessment or part of the assessment (with or without accommodations) is not appropriate for the child: \_\_\_\_\_

## English Language Proficiency Assessment (if applicable, check all that apply)

The student will take the:

- State English language proficiency assessment
- State English language proficiency assessment with accommodations
- State alternate English proficiency assessment

Statement as to why the state English language proficiency assessment (with or without accommodations) is not appropriate for the child: Student requires a separate setting to minimize distractions and extended time to respond.

The student will take the state English language proficiency assessment or alternate English proficiency assessment with the following domain exemption(s):

- Reading
- Writing
- Listening
- Speaking

A statement as to why the domain(s) is/are not appropriate for the child: \_\_\_\_\_

Student met exit criteria on \_\_\_/\_\_\_/\_\_\_ and will no longer be taking English language proficiency assessment (with or without accommodations) or alternate English proficiency assessment.

### Accommodations/Accessibility Supports for Assessments

Approved assessment supports are located within state assessment manuals. Approved assessment accommodations may not be inclusive of all instructional accommodations and/or supports.

Identify the accommodations, accessibility supports, and supplementary aids and services needed to participate in national, state, district-wide, and school assessments: Separate setting and simplified test directions.