



Maine Unified Special Education Regulations (MUSER) IX.3.G.

## INDIVIDUALIZED EDUCATION PROGRAM (IEP)

**SAU or CDS Site:** School

**Date IEP Sent to Parent:**

### 1. CHILD INFORMATION

**Child's Name:** Student X

**Date of Birth:**

**Age:** 12

**School/Program:**

**Grade:** 5th

**Parent/Guardian name:**

**Child's Address:**

**City, State, ZIP:**

**Annual Date of IEP Meeting:** 5/10/2017

**Effective Date of IEP:** 5/20/2017

**Date of Next Annual IEP Meeting:**  
5/9/2018

**Date of Re-Evaluation:** 5/9/2019

**Date(s) of Amended IEP:**

**Case Manager:** Ross G.

**State Agency Client?**  YES  NO

### 2. DISABILITY

Autism

Deaf- Blindness

Deafness

Developmental Delay (3-5)

Developmental Delay (Kindergarten)

Emotional Disturbance

Hearing Impairment

Intellectual Disability

Visual Impairment (including Blindness)

Other Health Impairment

Orthopedic Impairment

Speech or Language Impairment

Specific Learning Disability

Traumatic Brain Injury

Multiple Disability (list concomitant disabilities)

**3. CONSIDERATIONS – INCLUDING SPECIAL FACTORS**

<p><b>A.</b> Concerns of the parents for enhancing the education of their child (MUSER IX.3.C.(1)(b)):</p> <p>Student X's parents are concerned with the fact that X can't make friends. They are worried about his education and want to see him like coming to school.</p>	
<p><b>B.</b> Does the child exhibit behavior that impedes the child's learning or that of others? (MUSER IX.3.C.(2)(a)) <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>Does the child need positive behavioral interventions and supports and other strategies to address the behavior? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p> <p><b>If yes, where is this addressed in the IEP?</b> Section 7 accommodations, present level, goals</p>	<p><b>C.</b> Does the child have limited English proficiency?(MUSER IX.3.C.(2)(b)) <input checked="" type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p> <p>Does the child have language needs due to limited English proficiency which must be addressed in the IEP? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p> <p><b>If yes, where is this addressed in the IEP?</b></p>
<p><b>D.</b> If the child is blind or visually impaired, does the child require instruction in Braille and the use of Braille? (MUSER IX.3.C.(2)(c)) <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p> <p>Does the child have a print disability that requires accessible educational materials (AEM) to access the curriculum? (MUSER IX.3.C.(2)(c)) <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p> <p><b>If yes, what type of accessible educational materials (AEM) does the child require?</b></p> <p><b>If yes, where is this addressed in the IEP?</b></p>	<p><b>E.</b> Does the child have communication needs? (MUSER IX.3.C.(2)(d)) <input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>Is the child deaf or hard of hearing? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p> <p><b>If yes, where is this addressed in the IEP?</b> Goals, accommodations</p>
<p><b>F.</b> Does the child need assistive technology devices and services? (MUSER IX.3.C.(2)(e)) <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p> <p><b>If yes, where is this addressed in the IEP?</b></p>	<p><b>G.</b> Does the child have academic needs? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p> <p><b>If yes, where is this addressed in the IEP?</b></p> <p>Goals and accommodations <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>Does the child have functional/developmental needs?</p> <p><b>If yes, where is this addressed in the IEP?</b> Goals and accommodations</p>

<b>SECONDARY TRANSITION</b>	
<p>Is the child in 9<sup>th</sup> grade or above? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p>	<p><b>If yes, Section 10 should be completed before completing the remainder of the IEP.</b></p>
<p>Is the child 16 or older? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p>	<p><b>If yes, Section 10 should be completed before completing the</b></p>

	<b>remainder of the IEP.</b>
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**4. RESULTS OF ALL INITIAL EVALUATIONS OR MOST RECENT EVALUATION OF THE CHILD.**

**Results of evaluations:**  
 KTEA Kaufman Test of Educational Achievement September 2016 (85-110 is average)

	Standard Scores	95% Confidence Interval	Percentile rank
<b>Reading Composite</b>	79	81-93%	6th
Reading Comprehension	80	75-85	9th
Letter/Word Recognition	78	72-83	7th
Reading fluency	78	72-83	7 <sup>th</sup>
	Standard Scores	95% Confidence Interval	Percentile Rank
<b>Writing Composite</b>	77	71-83	6 <sup>th</sup>
Written Expression	72	62-82	3
Spelling	81	76-86	10
	Standard Scores	95% Confidence Interval	Percentile Rank
<b>Math Composite</b>	92	81-93%	22
Math Concepts & applications	90	78-98%	21
Math Computation	98	81-93%	22

Gallistel Ellis Test of Decoding 2016: Phonic Structures: Closed Syllables with single consonants 80%, blends and Digraphs 65%, Silent e words with soft c and g 72%, vowel teams and vowel-r 73%, multi-syllable and irregular words 65%, nonsense syllables 58%. Due to the low score with nonsense syllables STUDENT X relies on sight memory rather than truly understanding how to decode syllable types.

**Intellectual testing** *Wechsler Intelligence Scale for Children WISC IV 2016* indicates intact cognitive functioning with a general abilities index of 87, 19<sup>th</sup> percentile. STUDENT X performs in the average range for verbal comprehension 92 and visual spatial 100, with low average range for fluid reasoning 89, working memory 88, and processing speed 86. STUDENT X continues to exhibit deficits in verbal and visual memory as well as attention/concentration tasks requiring these skills. He performs in the low average range for verbal memory 82 and visual memory 85, with low attention/concentration 79 and general memory index 85. STUDENT X has difficulty with tasks requiring rote memorization, recall of previously presented information and material that is presented visually for later consideration.

**5. FOR CHILDREN AGES 3-5 ONLY (CDS) DO NOT PRINT FOR K-12 CHILDREN****DEVELOPMENTAL PERFORMANCE (MUSER IX.3.C.(1)(c))**

Developmental performance (ages 3 to 5) refers to how the child is performing developmentally (comparable to same age/grade peers) in physical, cognitive, communicative, social, emotional and/or adaptive areas. Performance must be addressed in either academic or functional performance in A or B below.

**6. FOR K-12 ONLY****DO NOT PRINT FOR CHILDREN AGE 3-5****MEASURABLE ANNUAL GOAL(S) (MUSER IX.3.A.(1)(b)&(c))**

**A. Academic Performance** - Academic performance refers to a child's ability to perform age appropriate (comparable to same age/grade peers) tasks and demonstrate appropriate skills in reading, writing, listening, speaking, and mathematical problem solving in the school environment.

**Strengths:** Student X has strengths in mathematics, specifically when solving problems. He is a student who "sees" numbers and doesn't often need to figure it out on paper.

**Needs:**

**Decoding**

- Difficulty with decoding and has poor word recognition
- Difficulty with applying grade-level phonics and word analysis skills to decode unfamiliar words

**Fluency**

- Difficulty with fluent reading, automatic word recognition and lacks skills to sound out unfamiliar words

**Comprehension**

- Difficulty with reading comprehension, cannot perform reading tasks at grade level
- Difficulty with monitoring his reading for meaning

**Writing**

- Difficulty with written expression, writing paragraphs, organization and logical sequence

**Present Levels of Academic Performance (MUSER IX.3.A.(1)(a)(i)&(ii)):**

*Student X is a 5<sup>th</sup> grade student who is decoding at a 3<sup>rd</sup> grade level. He is reading fluently at a 3<sup>rd</sup> grade level and comprehension is also two years below grade level.*

Student X does not have the skills to *decode* unfamiliar words; he is a dysfluent reader who often makes frequent mistakes, he has poor word recognition, will often skip words, and substitute similar-appearing words.

Student X is not a *fluent* reader. He is able to read 96 words per minute when given a 3<sup>rd</sup> grade reading passage and is currently working on increasing his ability to read sentences/paragraph's fluently. Student X is currently able to read 96 words a minute with 6 errors when given a 3rd grade passage.

Student X's comprehension is affected due to his inability to explain the meaning of the story and draw inferences. When in class, if he is called on to answer questions he does not do so willingly. Informal testing identified that he is able to answer on average 50% of the comprehension questions. He has been working hard to identify the who, what, when, where, why and how of each passage that he is reading. He has increased his ability to identify the main idea from a single sentence level to 2 sentences.

*Student X is a 5th grade student performing at a 3rd grade level in writing.*

With the use of graphic organizers student X is able to respond to most parts of the prompt and organize his information in a clear manner. He is able to use linking words and phrases at a 3<sup>rd</sup> grade level when connecting opinion and reasons. His development of the topic is limited and he is not able to expand on his ideas beyond the 3<sup>rd</sup> grade writing rubric. Some of his sentence structures are grammatically awkward, but when guided he writes in complete sentences.

**How the child's disability affects the child's involvement and progress in the general education curriculum.**

Student X's processing difficulties, weak memory, and deficits in reading development skills specifically in decoding, fluency and comprehension are making it difficult for him to participate in tasks and activities that are on grade level.

**Measurable Goal** (MUSER IX.3.A.(1)(b)&(c))

By 5/10/2018, given specially designed instruction and multiple opportunities to practice, student X will know and be able to apply 4<sup>th</sup> grade-level phonics and word analysis skills in decoding unfamiliar multi-syllabic words, with at least 80% accuracy, as measured by informal assessments, teacher observation records, and progress monitoring data. (CCSS:RL 4.4)

**Objective(s)** required?  Yes  No

By date, given service, child's name will skill as measured by evidence.

**Progress:**

**Measurable Goal** (MUSER IX.3.A.(1)(b)&(c))

By 5/10/2017, given specially designed instruction in guided reading and fluency, X will read with sufficient accuracy, rate and expression to support comprehension and use context (syntax, visual and meaning) to confirm or self-correct word recognition and understanding, rereading as necessary with 95% accuracy as measured by formal and informal reading assessments such as teacher running records. (CCSS: ELA Literacy RF 4.4).

**Objective(s)** required?  Yes  No

By date, given service, child's name will skill as measured by evidence.

**Progress:**

**Measurable Goal** (MUSER IX.3.A.(1)(b)&(c))

**Progress:**

<p>By 5/10, 2017, given small group instruction and instructional level literature passages, student X will read closely to determine what the text says explicitly and make logical inferences from it citing specific textual evidence with 85 % accuracy as measured by teacher observation records, formal and informal reading assessments, and progress monitoring. (CCSS: ELA 4 RL. 1. 4 RI.1)</p> <p><b>Objective(s)</b> required? <input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>By <u>date</u>, given <u>service</u>, <u>child's name</u> will <u>skill</u> as measured by <u>evidence</u>.</p>	
<p><b>Measurable Goal</b> (MUSER IX.3.A.(1)(b)&amp;(c))</p> <p>By June 10, 2017, given small group instruction and the use of graphic organizers, rubrics and other tools, X will be able to produce a piece of writing that is clear and coherent in which the development, organization and style are appropriate to task purpose and audience in 4 of 5 opportunities presented as measured by completion of informal writing assignments, teacher observation records, student work samples, and progress monitoring. (CCSS: ELA 4.W.4)</p> <p><b>Objective(s)</b> required? <input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>By <u>date</u>, given <u>service</u>, <u>child's name</u> will <u>skill</u> as measured by <u>evidence</u>.</p>	<p><b>Progress:</b></p>

<p><b>B. Functional/Developmental Performance</b> – Functional/developmental performance refers to how the child is managing daily activities in cognitive, communicative, motor, adaptive, social/emotional and sensory areas.</p>
<p><b>Strengths:</b></p> <p>Student X is an extremely inquisitive young man. He likes to explore, especially when he can explore outside searching for frogs and other small creatures! Student X has lots of knowledge to share and will provide information when he is in a relaxed state and feels he trusts those around him.</p>
<p><b>Needs:</b></p> <ul style="list-style-type: none"> <li>• Difficulty attending to or accurately interpreting social/cues poor perception of social nuances</li> <li>• Difficulty starting conversations, entering and participating in groups, connecting with people, and practicing basic social skills</li> <li>• Difficulty expressing concerns, needs, or thoughts in words.</li> </ul>
<p><b>Present Levels of Functional/Developmental Performance</b> (MUSER IX.3.A.(1)(a)(i)&amp;(ii)):</p> <p><b>Functional Behavior</b></p>

*Student X has difficulty meeting the expectations of the classroom 80% of the day.*

During language arts Student X has difficulty closing his computer when prompted. He doesn't respond to questions when he is called on in front of the group. Daily, Student X has difficulty returning to class after lunch. While waiting for the bus, X has difficulty with personal space and boundaries. X has difficulty independently completing his math and language arts homework assignments daily.

*Student X exhibits challenging behaviors in the regular education setting 75% of the day*

Once frustrated X's behaviors quickly escalate and he either runs out of the classroom or, on occasion, must be removed. His outbursts may be affecting his peer relations, as his classmates have expressed a reluctance to interact with him. He has been increasingly reluctant to participate in working with the resource room teacher.

**Speech/Language:** Student X presents with weaknesses in expressive language skills, which impact his ability to participate in classroom discussions and work collaboratively with peers. His difficulty sequencing his thoughts impacts his ability to express his knowledge effectively when compared with same-aged peers.

**How the child's disability affects the child's involvement and progress in the general education curriculum.**

Student X's lagging skills and unsolved problems negatively impact his ability to participate in the general education curriculum. Additionally, X is resistant to participating in any classroom activities involving reading and writing, is having difficulty accessing the general education curriculum in these realms, and has been increasingly reluctant to attend school.

**Measurable Goal (MUSER IX.3.A.(1)(b)&(c))**

By May 10, 2018, given Direct Specialized Instruction, and the opportunity to participate in problem solving discussions Student X will state a concern identifying the who, what, where or when, and describe the problem to the collaborating adult 80% of the time as measured by evidence tracked on the Problem Solving Plan tracking sheet.

**Objective(s)** required?  Yes  No

By date, given service, child's name will skill as measured by evidence.

**Progress:**

**Measurable Goal (MUSER IX.3.A.(1)(b)&(c))**

By May 10, 2018, given Direct Specialized instruction, and the opportunity to participate in problem solving discussions Student X will demonstrate an improved capacity to communicate about the factors that are making it difficult to for him to reliably participate in classroom activities involving reading, writing, and verbal give and take 80% of the time as measured by the agreed upon solution and Problem Solving Plan.

**Progress:**

<p><b>Objective(s)</b> required? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p> <p>By <u>date</u>, given <u>service</u>, <u>child's name</u> will <u>skill</u> as measured by <u>evidence</u>.</p>	
<p><b>Measurable Goal</b> (MUSER IX.3.A.(1)(b)&amp;(c))</p> <p>By May 10, 2018, given <u>Speech and language Services</u>, <u>Student X</u> will improve his pragmatic language skills in order to functionally communicate with adults and peers up to 80% as measured by a reduction in challenging behaviors and an increase in meaningful communication .</p> <p><b>Objective(s)</b> required? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p> <p>By <u>date</u>, given <u>service</u>, <u>child's name</u> will <u>skill</u> as measured by <u>evidence</u>.</p>	<p><b>Progress:</b></p>

**FOR ALL CHILDREN**

Progress on goals will be reported \_\_\_\_3\_\_ times per academic year, using the following codes: (locally determined)

Add the description below of progress codes for annual goal(s)

1.	Exceeds
2.	Met
3.	Partially Met
4.	
5.	
6.	

**7. SUPPLEMENTARY AIDS, SERVICES, MODIFICATIONS AND/OR SUPPORTS (MUSER IX.3.A.(1)(d) & (g))**

In addition to ongoing classroom supports and services, supplemental aids, and modifications, a statement of any individual appropriate accommodations that are necessary to measure the academic achievement and functional performance of the child on State and district-wide and classroom assessments. (MUSER IX.3.A.(1)(f)(i))

A. Statement of supplementary aids, accommodations, services, and/or supports for SAU personnel	Location	Frequency	Duration Beginning/Ending Date		
<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 20%; vertical-align: top;">Access to Problem Solving Check sheet</td> <td style="border: none;"> <input checked="" type="checkbox"/> Classroom instruction  <input checked="" type="checkbox"/> Classroom Assessment  <input type="checkbox"/> District-wide Assessment  <input type="checkbox"/> State Assessment                 </td> </tr> </table>	Access to Problem Solving Check sheet	<input checked="" type="checkbox"/> Classroom instruction <input checked="" type="checkbox"/> Classroom Assessment <input type="checkbox"/> District-wide Assessment <input type="checkbox"/> State Assessment	Regular and Special Ed Settings	Ongoing	5/20/18-5/9-2019
Access to Problem Solving Check sheet	<input checked="" type="checkbox"/> Classroom instruction <input checked="" type="checkbox"/> Classroom Assessment <input type="checkbox"/> District-wide Assessment <input type="checkbox"/> State Assessment				
<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 20%; vertical-align: top;">Think time when faced with difficult situations</td> <td style="border: none;"> <input checked="" type="checkbox"/> Classroom instruction  <input checked="" type="checkbox"/> Classroom Assessment  <input type="checkbox"/> District-wide Assessment  <input type="checkbox"/> State Assessment                 </td> </tr> </table>	Think time when faced with difficult situations	<input checked="" type="checkbox"/> Classroom instruction <input checked="" type="checkbox"/> Classroom Assessment <input type="checkbox"/> District-wide Assessment <input type="checkbox"/> State Assessment	Regular and Special Ed Settings	Ongoing	5/20/18-5/9-2019
Think time when faced with difficult situations	<input checked="" type="checkbox"/> Classroom instruction <input checked="" type="checkbox"/> Classroom Assessment <input type="checkbox"/> District-wide Assessment <input type="checkbox"/> State Assessment				



	<input type="checkbox"/> Classroom instruction			
	<input type="checkbox"/> Classroom Assessment			
	<input type="checkbox"/> District-wide Assessment			
	<input type="checkbox"/> State Assessment			
	<input type="checkbox"/> Other			
	<input type="checkbox"/> Other			

**B. Alternate Assessments**

If the IEP Team determines that the child shall take an alternate assessment on a particular State or district-wide assessment of child achievement, a statement of why the child cannot participate in the regular assessment and why the particular alternate assessment selected is appropriate for the child. (MUSER IX.3.A.(1)(f)(ii)(I)&(II))

Student X will participate in state and local assessments. NA on Alternate Assessment

**8. SPECIAL EDUCATION AND RELATED SERVICES (MUSER IX.3.A.(1)(d) & IX.3.A.(1)(g))**

Special Education Services	Position Responsible	Location	Frequency	Duration Beginning/End Date
Specially Designed Instruction	Special Education Teacher	Special Education	60 minutes daily	5/20/18-5/9-2019
Speech and Language Services				
Consultation				
Tutorial Instruction				
Extended School Year Services				
Related Services	Position Responsible	Location	Frequency	Duration Beginning/End Date
Speech and Language Services	SPL/Therapist	Special Education	60 minutes weekly	5/20/18-5/9/2019
Occupational Therapy				
Physical Therapy				
Social Work Services				
Transportation				
Other				

**9. LEAST RESTRICTIVE ENVIRONMENT**

FOR CHILDREN AGES 3-5 ONLY (CDS)			
What percentage of time is this child with non-disabled children?			An explanation of the extent, if any, to which the child will not participate with non-disabled children in the regular class and in extracurricular and other nonacademic activities: (MUSER IX.3.A.(1)(e))
General Education		Special Education	
More than or equal to 10 hours <input type="checkbox"/>	Less than 10 hours <input type="checkbox"/>	Total # of hours:	
FOR K-12 ONLY			

<p>What percentage of time is this child with non-disabled children? 80%</p>	<p><b>An explanation of the extent, if any, to which the child will not participate with non-disabled children in the regular class and in extracurricular and other nonacademic activities: (MUSER IX.3.A.(1)(e))</b> <b>Student X will receive instruction in the resource setting for 20% of his day.</b></p>
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*If your child's IEP does not require a Post-Secondary Transition Plan (Section 10) this will be the LAST page of your child's IEP.*

**10. POST-SECONDARY TRANSITION PLAN** - This section must be completed for each IEP, during but not later than 9<sup>th</sup> grade or age 16, whichever comes first and updated annually. (MUSER IX.3(A)(1)(h)).

<p><b>A. Projected Date of Graduation/Program Completion:</b></p> <p>IDEA 300.102(a)(3)(i)-(iii) limitation to FAPE - NOTE: Graduation with a regular diploma will permanently end entitlement to a free and appropriate public education (FAPE) under the federal Individuals with Disabilities Education Act and Maine's Unified Special Education Regulations. Therefore, after graduation this child will no longer be entitled to receive special education and related services.</p>
<p><b>B. Transition Assessments Completed:</b></p>
<p><b>C. In the case of a child not attending the meeting, document efforts made (prior to the IEP meeting) to obtain the child's preferences and interests:</b></p>
<p><b>D. Measurable Post-Secondary Goals (MUSER IX.3(A)(1)(h)(i) - Measurable post-secondary goals must be based on current age-appropriate transition assessments.</b></p> <p><b>Education/Training Goal</b></p> <p>After graduation, <u>child's name</u>, will <u>education/training goal</u>.</p> <p><b>Employment Goal</b></p> <p>After graduation, <u>child's name</u>, will <u>employment goal</u>.</p> <p><b>Independent Living Skill Goal (when appropriate):</b></p> <p>After graduation, <u>child's name</u>, will <u>independent living skill</u>.</p>
<p><b>E. Planned Course of Study (MUSER IX.3.(A)(1)(h)(ii))</b></p> <p>The class schedule must be multi-year (through exit), specific and individualized, and directly linked to the postsecondary goals. The planned course of study must address all post-school goals that are identified for the child.</p>
<p><b>F. Transition Services and Activities: (MUSER IX.3(A)(1)(h)(ii))</b> – Describe the activities provided by the adults in the school and in the community that will enable and promote the child's progress toward meeting annual and post-secondary goals. Include special education, general education, related services, services from other agencies, and services provided by families, as appropriate for the child's needs. Transition services must be specific and individualized.</p> <p><b>Education/Instruction and Related Services:</b></p> <p><b>Career/Employment and Other Post-Secondary Adult Living Objectives:</b></p> <p><b>Community Experiences:</b></p>

**If Appropriate, Daily Living Skills and/or Functional Vocational Evaluation:**

**G. Agencies responsible to provide and/or pay for services. (MUSER IX.3.E.(1)(2))**

What agency linkages, if any, have been made? Written parental consent must be obtained prior to inviting to an IEP meeting any agency or organization that is likely to be responsible for providing or paying for transition services.

**11. Age of Majority**

If the child will turn 17 during the course of this IEP period, child and parent(s) have been informed of the transfer of rights at the age of majority (18). IDEA 300.320(c)-Transfer of rights at age of majority.  YES Date:  N/A