

IEP DATES			
IEP Team Meeting 1/15/12	Initial IEP Offer of a FAPE: 1/15/12 Implementation: 1/15/12	Annual/Review IEP Offer of a FAPE: 1/15/13 Implementation:	Redetermination IEP Offer of a FAPE: 1/15/15 Implementation:

**Individualized Education Program (IEP)
Demographic Information**

Student	Last: Smith	First: Marty	M: K	Birth Date: 1/1/2000	Gender: M	Grade: 7	UIC: xxx-xx- xxxx
Native Language or Other Communication Mode: English							
Address: 123 University Dr				City: Lansing		State: MI	Zip: 12345
Resident District: Lansing		Operating District: Lansing			Attending Building: CW Otto		
Parent	Last: Smith	First: Mary	M:	Relationship to Student: Mother			
Native Language or Other Communication Mode: English							
Address (if different):				City:		State:	Zip:
Home Phone: 517-123-4567		Work Phone: 517-012-3456			Pager/Cell: same as home		
Email: smith@aol.com							

PURPOSE OF MEETING	
Check one of the following: <input checked="" type="checkbox"/> Initial IEP <input type="checkbox"/> Annual/Review IEP <input type="checkbox"/> Redetermination IEP	Check all others that apply: <input type="checkbox"/> Change of Placement <input type="checkbox"/> Suspension/Expulsion <input type="checkbox"/> Graduation/Age 26 <input type="checkbox"/> Other: _____ <input type="checkbox"/> Secondary Transition <input type="checkbox"/> Change of Eligibility <input type="checkbox"/> Other: _____

..... **OFFICE USE**

PARENT CONTACT			
Parent/guardian/surrogate invited and explained purpose of meeting by:	J. Eden <small>Person</small>	Mail and phone <small>Method</small>	1/5/12 <small>Date</small>
Follow-up contact by:	J. Eden <small>Person</small>	Mail and phone <small>Method</small>	1/10/12 <small>Date</small>
Results: Both parents will be attending the meeting.			

IEP MEETING PARTICIPANTS IN ATTENDANCE

Check the box indicating the IEP participant(s) who can explain the instructional implications of evaluation results.

<p>_____</p> <p>Student (must invite at age 16 and older)</p> <p>Bob Smith</p> <p>_____</p> <p><input checked="" type="checkbox"/> Parent/Guardian/Surrogate</p> <p>Mary Smith</p> <p>_____</p> <p><input checked="" type="checkbox"/> Parent/Guardian/Surrogate</p> <p>_____</p> <p><input type="checkbox"/> Agency Providing Secondary Transition Services (consent on file)</p> <p>_____</p> <p><input type="checkbox"/> Other</p>	<p>A. Cunningham</p> <p>_____</p> <p><input checked="" type="checkbox"/> District Representative/Designee</p> <p>J. Eden</p> <p>_____</p> <p><input checked="" type="checkbox"/> General Education Teacher</p> <p>M. Ensminger</p> <p>_____</p> <p><input checked="" type="checkbox"/> Special Education Teacher</p> <p>D. Short</p> <p>_____</p> <p><input checked="" type="checkbox"/> MET Representative (required for initial and all other multidisciplinary evaluations)</p> <p>_____</p> <p><input type="checkbox"/> Other</p>
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Parent and District Agreement on Attendance Not Necessary

These members are absent; their curricular area/related services are not being modified or discussed in the meeting:

Parent Consent for Excusal Prior to Meeting

These members are absent and have submitted written input to the IEP team, including the parent, prior to the meeting:

ELIGIBILITY FOR SPECIAL EDUCATION

Eligible Ineligible

Area of disability (primary): Reading

Area of disability (secondary): Writing, Math

If the student is determined ineligible as a student with a specific learning disability (SLD), provide a statement of the basis for the determination of ineligibility:

If the student is determined eligible as a student with an SLD, check all that apply:

- | | | | |
|--|---|---|---|
| <input type="checkbox"/> Oral expression | <input checked="" type="checkbox"/> Listening comprehension | <input checked="" type="checkbox"/> Written expression | <input checked="" type="checkbox"/> Basic reading skill |
| <input checked="" type="checkbox"/> Reading fluency skills | <input checked="" type="checkbox"/> Reading comprehension | <input checked="" type="checkbox"/> Mathematics calculation | <input checked="" type="checkbox"/> Mathematics problem solving |

Determination of eligibility was made in accordance with IDEA regulations at § 300.306(c)(1).

Present Level of Academic Achievement and Functional Performance

FACTORS TO CONSIDER

General

The IEP team must consider each of the following:

The strengths of the student:

Perceptual reasoning. Marty is a outgoing, energetic, and sociable. He is highly verbal. He likes to make things and fix things.

Tbarthel 7/7/12 9:24 AM
Comment: Great to put an academic strength in here!!!

The concerns of the parent for enhancing the education of the student:

Parents are concerned about Marty's difficulties in school and are worried that Marty will decide that school is not for him. They also worry that Marty feels like the "stupid" son compared to his older brother.

Tbarthel 7/7/12 9:25 AM
Comment: Nice job including parent concerns.

The academic/pre-academic achievement results of the most recent evaluation(s) of the student:

**Marty is currently performing below grade-level on his classroom assessments in the areas of reading, writing, and math according to his teacher.
 MAEP Fall 2011: Reading 590 (Not Proficient), Math 600 (Not Proficient), Writing 666 (Partially Proficient).**

District Quarterly Benchmark Assessments:

English Language	Quarter 1- 60%	Quarter 2- 52%
Math	Quarter 1- 45%	Quarter 2- 50%
Writing	Quarter 1- 73%	Quarter 2- 61%

Report Card Grades

Reading	Quarter 1- 70% C	Quarter 2- 66% D	Current- 68% D
Math	Quarter 1- 62% D	Quarter 2- 68% D	Current- 62% D
Writing	Quarter 1- 66% D	Quarter 2- 70% C	Current- 71% C
Social Studies	Quarter 1- 80% B	Quarter 2- 82% B	Current- 81% B
Science	Quarter 1- 79% C	Quarter 2- 83% B	Current- 80% B

Tbarthel 7/7/12 9:26 AM
Comment: Great to incorporate teacher comments and feedback as well as scores from classroom based performances.

Special Factors

The IEP team must consider the following for the student (check boxes to indicate consideration):

- The communication needs of the student.
- The need for assistive technology devices and services for the student.

The IEP team must consider the following for the student, as appropriate (check all that apply):

- The use of positive behavioral interventions and supports, and other strategies, to address behavior because the student has behavior that impedes his or her learning or the learning of others.
- The language needs of the student because the student has limited English proficiency.
- Braille instruction because the student is blind or visually impaired.
- The mode of language and communication because the student is deaf or hard of hearing.

**Needs-Based
Present Level of Academic Achievement and Functional Performance**

After reviewing the student's progress in the general education curriculum and any prior special education goals and objectives, describe how the student accesses or makes progress in the general education curriculum based on grade level content standards for the grade in which the student is enrolled or would be enrolled based on age.

	Baseline Data Report and describe baseline data such as curriculum-based assessments, student work, teacher observations, parent input, and other relevant data for each area of need.	Impact and Resulting Needs Describe how the student's academic, developmental, and functional needs affect involvement and progress in the general education curriculum or participation in appropriate activities for preschool students.
GENERAL EDUCATION CURRICULUM <i>Involvement and progress in the general education curriculum, or participation in age-appropriate activities for preschool students.</i> <input type="checkbox"/> Considered, not applicable	WISC-IV: Marty's full scale IQ was 113 (high average range). His Verbal Comprehension Index score was in the 55 th percentile while his perceptual reasoning index score was in the 94 th percentile. (22 point discrepancy) His working memory index score was in the 39 th percentile (average) but his processing speed index score was in the 92 nd percentile (superior). His skill with paper-and-pencil tasks is superior to his skill in using working memory. Marty did well on subtests requiring the ability to analyze and synthesize abstract visual stimuli and in categorical reasoning. KeyMath: Marty's strongest math areas include geometry, measurement, time and money (based upon teacher observation) Marty has difficult with the multiplication, division, fractions and word problem subtests. He is performing at a third grade level. Reading: According to the Brigance Marty's reading is characterized by weaknesses in word recognition, oral reading, and comprehension. Written Language: Based upon Marty's writing portfolio he is currently functioning behind his fellow students.	Impact: Intelligence Testing: The student asks a lot of questions in reading and math subjects, is behind the majority of his peers in basic math, reading, and writing. His verbal reasoning and concept formation and expression skills are below average. He excels at work that involves reasoning and working with physical activities. Math: Marty is significantly behind his peers in regard to basic math skills and struggles with solving problems that contain nonessential information. Reading: Marty's LD in reading has him struggling with "ai", "ea", "ie", and "ou" vowel blends in certain words. He has difficult sounding out multisyllabic words. He has particular trouble with comprehension questions related to large amounts of information. Reading: Marty is able to read one and two syllable words by cannot read any words that have three or more syllables. Written Language: Marty has many creative ideas to write about, but Marty avoids using prewriting tools such as semantic webs or outlines to help organize his ideas. His stories tend to not follow a straight line of events or develop a full plots. He tends to focus on one specific detail rather than the major idea.
SECONDARY TRANSITION ASSESSMENTS <i>Age-appropriate assessment related to training, education, employment, and independent living skills.</i> <input checked="" type="checkbox"/> Considered, not applicable		Impact: Resulting Needs:
COMMUNICATION/ SPEECH & LANGUAGE <input checked="" type="checkbox"/> Considered, not applicable		Impact: Resulting Needs:
SOCIO-EMOTIONAL/ BEHAVIORAL <input type="checkbox"/> Considered, not applicable	Based on parent observation Marty knows that he is functioning behind other students in his grade/age level which is causing him to think less of himself.	Impact: His work is not getting completed due to lack of interest and self-esteem—he is easily distracted and taken off task. Resulting Needs: instruction and help with organization. Small successes to boost his self-esteem

Tbarthel 7/7/12 9:28 AM
Comment: Wow! This is a VERY complete description. I am impressed!! You have included strengths as well as challenges.

Tbarthel 7/7/12 9:29 AM
Comment: This section is normally reserved for behavior or social issues (i.e. defiance, struggles with peer friendships, observing authority figures). Although I love that you highlighted this, it would typically not be a need that is linked to an academic support.

<p>PERCEPTION/MOTOR/ MOBILITY Gross and fine motor coordination, balance, and limb/body mobility.</p> <p>√ Considered, not applicable</p>		<p>Impact:</p> <p>Resulting Needs:</p>
<p>ADAPTIVE/INDEPENDENT LIVING SKILLS Skills for academic success and independent living.</p> <p><input type="checkbox"/> Considered, not applicable</p>	<p>According to Marty's teachers, Marty has trouble keeping his assignments organized. He is capable of completing them, but often skips through them and does not get them done.</p>	<p>Impact: Marty continues to turn his assignments in late, if not at all due to incompletion and in-organization.</p> <p>Resulting Needs: Marty needs help coming up with an organizational system that will keep him on task and help him remember to complete his assignments and turn them in.</p>
<p>MEDICAL Health, vision, hearing, or other physical/medical issues.</p> <p>√ Considered, not applicable</p>		<p>Impact:</p> <p>Resulting Needs:</p>

Tbarthe! 7/7/12 9:31 AM
Comment: Again, this is a little bit of a different interpretation for this section. Here we are looking at functional life skills (i.e. buttoning and zipping a coat for a preschooler or filling out applications for an older student). Although I do like how you incorporated it!

Goals & Objectives

The purpose of these annual goals is to enable this student to be involved and progress in the general curriculum and/or to meet other educational needs resulting from his disability.

Area of need (PLAAPF): Math

This goal is based on the following Grade Level/High School Content Expectation: *Add, subtract, multiply, and divide positive and negative rational numbers fluently. N.FL.07.08*

Measurable Annual Goal: In 36 instructional weeks, given multiplication and division problems, Marty, a 7th grade student, will solve 85% of all assigned problems correctly.

Short-Term Goal	Criterion	Evaluation	Schedules
When given a class assignment, Marty will multiply using single digits.	With 80% accuracy.	Progress Monitoring may include the following: homework, in class assignments, daily work, teacher observations, chapter math tests.	Evaluation daily/as needed for assignments in math beginning 1/15/12 ending 1/15/13
When given a class assignment, Marty will multiply using two digits.	With 80% accuracy	Progress Monitoring may include the following: homework, in class assignments, daily work, teacher observations, chapter math tests.	Evaluation daily/as needed for assignments in math beginning 1/15/12 and ending 1/15/13
When given a class assignment, Marty will solve single digit division problems.	With 80% accuracy	Progress Monitoring may include the following: homework, in class assignments, daily work, teacher observations, chapter math tests.	Evaluation daily/as needed for assignments in math beginning 1/15/12 and ending 1/15/13
When given a class assignment, Marty will solve multiple step division problems.	With 80% accuracy	Progress Monitoring may include the following: homework, in class assignments, daily work, teacher observations, chapter math tests.	Evaluation daily/as needed for assignments in math beginning 1/15/12 and ending 1/15/13

Area of need (PLAAFP): Writing.

This goal is based on the following Grade Level/High School Content Expectation: apply a variety of pre-writing strategies for both narrative (e.g., graphically depict roles of antagonist/protagonist, internal/external conflict) and informational writing (e.g., position statement/supporting evidence, problem statement/solution, or compare/contrast). **W.PR.07.02**

Measurable Annual Goal: In 36 instructional weeks, given a 7th grade writing prompt, Marty a 7th grade student, will apply pre-writing strategies to complete a writing prompt 100% of the time.

Short-Term Goal	Criterion	Evaluation	Schedules
When given a writing assignment Marty will apply pre-writing strategies for narrative prompts	With 80% accuracy.	Progress Monitoring may include the following: homework, in class assignments, daily work, teacher observations, demand writes assessments.	Evaluation daily/as needed for writing assignments in any classroom beginning 1/15/12 and ending 1/15/13
When given a writing assignment, Marty will apply pre-writing strategies for informational writing.	With 80% accuracy.	Progress Monitoring may include the following: homework, in class assignments, daily work, teacher observations, demand writes assessments.	Evaluation daily/as needed for writing assignments in any classroom beginning 1/15/12 and ending 1/15/13

Area of need (PLAAFP): Reading

This goal is based on the following Grade Level/High School Content Expectation: **R.WS.07.05**
be able to acquire and apply strategies to identify unknown words and construct meaning.

Measurable Annual Goal: In 36 instructional weeks, Marty, a 7th grader, will be able to apply strategies to identify unknown words and construct meaning 90% of the time.

Short-Term Goal	Criterion	Evaluation	Schedules
Marty will build his vocabulary to decrease the number of unknown words	80% or higher on a reading record with an increase in difficulty every other week or at the discrepancy of the teacher.	Marty will be evaluated by the special education teacher with a reading record.	Evaluation once/week in spec. ed. classroom beginning 1/15/12 ending 1/15/13
Marty will use strategies to decode words.	80% or higher on a reading record with an increase in difficulty every other week or at the discrepancy of the teacher.	Marty will be evaluated by the special education teacher with a reading record.	Evaluation once/week in spec. ed. Classroom beginning 1/15/12 ending 1/15/13

Area of need (PLAAFP): Reading

This goal is based on the following Grade Level/High School Content Expectation: **R.CM.07.01**
able to connect personal knowledge, experiences, and understanding of the world to themes and perspectives in text through oral and written responses.

Measurable Annual Goal: In 36 instructional weeks, Marty will be able to connect personal knowledge, experiences, and understanding of the world to themes and perspectives in text through oral and written responses.

Short-Term Goal	Criterion	Evaluation	Schedules
Marty will connect personal knowledge, experiences and perspectives with oral responses.	Marty will acquire a 80% or higher grade on class discussions.	Teacher observation during class discussion.	Weekly in the gen. ed. Language arts classroom beginning 1/15/12 ending 1/15/13.
Marty will connect personal knowledge and experiences to text in written responses.	Marty will acquire a 80% or higher grade on these journal entries.	Marty will keep a journal to reflect on what he is reading weekly and connect personal knowledge, experiences and understand of the world to themes and perspectives in the text.	Weekly in the gen. ed. Language arts classroom beginning 1/15/12 ending 1/15/13.

Area of need (PLAAFP): Reading

This goal is based on the following Grade Level/High School Content Expectation: **R.CM.07.02**
be able to retell through concise summarization grade-level narrative and informational text.

Measurable Annual Goal: In 36 instructional weeks, Marty a 7th grader, will be able to retell through concise summarization grade-level narrative and informational text.

Short-Term Goal	Criterion	Evaluation	Schedules
Marty will be able to retell through concise summarization grade-level narrative text.	Marty will complete the retell with 75% accuracy or higher	Marty will complete a read and re-tell bi-weekly in the gen. ed. Language Arts classroom.	Bi-weekly in the gen. ed. Language arts classroom beginning 1/15/12 ending 1/15/13.
Marty will be able to retell through concise summarization grade-level informational text.	Marty will complete the retell with 75% accuracy or higher.	Marty will complete a read and re-tell bi-weekly in the gen. ed. Language Arts classroom.	Bi-weekly in the gen. ed. Language arts classroom beginning 1/15/12 ending 1/15/13.

Short-Term Goal	Criterion	Evaluation	Schedules
Marty will keep track of his assignments	Marty's planner will be filled out and signed 80% of the time.	Marty will keep a planner that includes his assignments and when they are due. This will be signed by a parent daily and returned to his study skills teacher.	Daily beginning 1/15/12 ending 1/15/13
Marty will be able to participate in classroom activities without becoming distracted and interrupting class productivity.	Marty will work productively without distractions 85% of the time.	Marty will participate in all classroom activities in all classes as observed by his teachers without becoming distracted and interrupting his or other's productivity.	Daily in all classes beginning 1/15/12 ending 1/15/13

Tbarthel 7/7/12 9:36 AM

Comment: Wow! Lots of goals...not a bad thing but keep in mind that someone has to keep track and be in charge of tracking the data. So often, I like to write goals that incorporate more than one aspect (combining reading and writing). Also, be careful with the criterion...it can be hard to track on task behavior for 85% of the time. Maybe think about a goal for task completion with reduced cues for in task behavior.

Supplementary Aids and Services

Supplementary aids and services are provided to enable the student:

- Σ To advance appropriately toward attaining the annual goals.
- Σ To be involved and progress in the general education curriculum and to participate in extra-curricular and other nonacademic activities.
- Σ To be educated and participate in activities with other students with disabilities and nondisabled students.

Supplementary aids and services are needed at this time:

Ongoing Instruction and Assessment Scheduling, Presentation, Response, etc.	Time/Frequency/Condition	Location
Explicit instruction in math basics.	45 minutes/day/in special education classroom	Special Ed./math Classroom
Explicit Instruction in Reading and writing basics	45 minutes/day/in special education classroom	Special Ed./language arts classroom
Use of hands on/manipulatives	As needed: to be determined by the teacher and Marty to ensure that Marty can complete his math assignments	Math Classrooms
Use of Kurzweil program	As Needed: To ensure that Marty can complete his writing and organization assignments, to be determined by the teacher and Marty	All settings
Textbook chapters read through the computer	To ensure that Marty can complete his reading assignments	All settings.
Curriculum Supports and Adjustments Directions, Grading, Handwriting, Assignments, Tests, Books, etc.	Time/Frequency/Condition	Location
Additional time for assignments	As needed: to be determined by the teacher and Marty when the work is assigned	All settings
Circle math computation signs	Every math assignment--To ensure that Marty is focusing in on what is required of him.	All settings.
Supports and Modifications to the Environment Classroom Environment, Health-Related Needs, Physical Needs, Assistive Technology, Behavioral, Training Needs, Social Interaction Supports for the Student, etc.	Time/Frequency/Condition	Location
Preferential seating-near the teacher	At all times--Marty will be placed up front near the teacher and next to a "peer buddy"	All settings.
Clutter free desk	At all times--To allow Marty to be attentive to his work without distractions	All settings.
Distractions to be removed from desk and work area, organization support will be provided for assignments.	As needed--when objects are presenting themselves as a distraction for Marty	All settings.
Use of a timer	During any time restraints--To show Marty how much time he has to complete an assignment or task	All settings.
Verbal and visual cues	As needed--To help Marty with staying on task	All settings.
Other Supports, Accommodations, and Modifications	Time/Frequency/Condition	Location
Daily feedback to student and parent through a student planner.	Daily--To allow communication between home and school to monitor his progress.	All settings.
Study Skills Class/Resource	30 minutes/day/as needed for Homework/Assessment assistance	Study Skills Classroom
All aids and services identified will begin on the implementation date of the IEP and continue for the duration of the IEP.		

Tbarthel 7/7/12 9:37 AM
Comment: Great choice for AT!

Tbarthel 7/7/12 9:37 AM
Comment: This is a great choice for Marty and a very easy one for all teachers to implement.

OR

Supplementary aids and services are not needed at this time.

Least Restrictive Environment

To the maximum extent appropriate, the student will be educated with students who are nondisabled; and special classes, separate schools, or other removal of the student from the general education environment occurs only when the student's needs cannot be met satisfactorily in general education with supplemental aids and services. Exception:

Marty's needs cannot all be met in the general education classroom. He needs explicit, individualized instruction in math, reading and writing. He will attend a special education course in mathematics 45 minutes per day, a study skills class to keep organized and help with homework 30 minutes per day, and 45 minutes a day in a special education language arts classroom.

Grades K-9
Assessment—Participation and Provisions
 Based on Grade Level, Independence Level, and English Language Proficiency

State Assessments: Grades 3-9

Is a state assessment administered at the grade level(s) covered by this IEP? Yes No

If a state assessment is being administered, indicate in the Assessment column in which assessment the student will participate. If the IEP team determines the Michigan Educational Assessment Program (MEAP) is not appropriate, see the MEAP-Access eligibility criteria at www.michigan.gov/meap-access to determine if MEAP-Access is appropriate. If the IEP team determines that the student must take an alternate assessment (MEAP-Access, MI-Access, or a district-determined social studies assessment) instead of a particular MEAP assessment, complete the Rationale column.

Identify any individual appropriate **accommodations** that are necessary on these state assessments. See the *Revised Assessment Accommodation Summary Table* at www.michigan.gov/meap.

Assessment Area	Assessment	Rationale The MEAP is Not Appropriate/The alternate assessment is appropriate because:	Accommodations
Reading Grades 3-8	<input type="checkbox"/> MEAP <input checked="" type="checkbox"/> MEAP-Access <input type="checkbox"/> MI-Access: <input type="checkbox"/> Functional <input type="checkbox"/> Supported <input type="checkbox"/> Participation	Marty is currently working at a 3 rd grade level in reading comprehension. He will not be able to meet the expectations of the 7 th grade MEAP.	Extended time, Frequent breaks, Method of informing students of remaining time, Administration of the assessment in an alternate education setting (in school) with appropriate supervision, Administered individually, Assessment directions, Teacher provides visual, auditory or physical cues to student to begin, maintain, or finish task, Use of manipulatives
Writing Grades 4 and 7	<input type="checkbox"/> MEAP <input checked="" type="checkbox"/> MEAP-Access <input type="checkbox"/> MI-Access: <input type="checkbox"/> Functional <input type="checkbox"/> Supported <input type="checkbox"/> Participation	Marty is currently working below grade level when examining his writing portfolio.	Extended time, Frequent breaks, Method of informing students of remaining time, Administration of the assessment in an alternate education setting (in school) with appropriate supervision, Administered individually, Assessment directions, Teacher provides visual, auditory or physical cues to student to begin, maintain, or finish task, Use of computer or word processor for Writing
Mathematics Grades 3-8	<input type="checkbox"/> MEAP <input checked="" type="checkbox"/> MEAP-Access <input type="checkbox"/> MI-Access: <input type="checkbox"/> Functional <input type="checkbox"/> Supported <input type="checkbox"/> Participation	Marty is currently working on the grade level equivalent of 3.1 according to the KeyMath. He will be unable to meet the grade level expectations of his grade level.	Extended time, Frequent breaks, Method of informing students of remaining time, Administration of the assessment in an alternate education setting (in school) with appropriate supervision, Administered individually,

Tbarthel 7/7/12 9:38 AM
 Comment: Nice job including AT here as well!

			Assessment directions, Teacher provides visual, auditory or physical cues to student to begin, maintain, or finish task, Use of manipulatives
Science Grades 5 and 8	<input type="checkbox"/> MEAP <input type="checkbox"/> MI-Access: <input type="checkbox"/> Functional <input type="checkbox"/> Supported <input type="checkbox"/> Participation	n/a	
Social Studies* Grades 6 and 9	<input type="checkbox"/> MEAP <input type="checkbox"/> District-Determined Assessment	n/a	

* If the MEAP Social Studies Assessment is not appropriate for the student, the IEP team MUST identify a district-determined assessment until there is a state-developed MI-Access Social Studies Assessment.

District-wide Assessments: Grades K-12

Is a district-wide assessment administered at the grade level(s) covered by this IEP? Yes No

If a district-wide assessment is being administered, indicate in the Assessment column in which assessment the student will participate. If the IEP team determines that district-wide assessment is not appropriate and that the student must take an alternate assessment identify the alternate assessment and complete the Rationale column.

Identify any individual appropriate **accommodations** that are necessary on these assessments.

Assessment	Rationale The District Assessment is Not Appropriate/The alternate assessment is appropriate because:	Accommodations
<input checked="" type="checkbox"/> District-wide <input type="checkbox"/> Alternate		Extended time, Frequent breaks, Method of informing students of remaining time, Administration of the assessment in an alternate education setting (in school) with appropriate supervision, Administered individually, Assessment directions, Teacher provides visual, auditory or physical cues to student to begin, maintain, or finish task, Use of manipulatives

**Grades 10-12
Assessment—Participation and Provisions**
Based on Grade Level, Independence Level, and English Language Proficiency

State Assessment—Michigan Merit Exam: Grades 11-12

For students at grade level 11: In which assessment will the student participate? Michigan Merit Exam (MME) MI-Access

For students at grade level 12: For **MME retest** eligibility, see details in the *MME Student Eligibility* document at www.michigan.gov/mme. Will the student participate in the MME? Yes No

If the IEP team determines the student will participate in the MME, identify any individual appropriate **accommodations** that are necessary on these state assessments. See the *MME Chart of Accommodations Dates – ACT-Approved and State-Allowed* at www.michigan.gov/mme.

Assessment Area	Accommodations
English/Language Arts	
Mathematics	
Science	
Social Studies	

State Assessment—MI-Access: Grade 11

For Grade 11: If the IEP team determines the MME is not appropriate, identify the alternate assessment in which the student will participate and complete the Rationale column. Identify any individual appropriate **accommodations** that are necessary on these state assessments. See the *Revised Assessment Accommodation Summary Table* at www.michigan.gov/mi-access.

Assessment Area	MI-Access/ Alternate Assessment	Rationale The MME is Not Appropriate/The alternate assessment is appropriate because:	Accommodations
English Language Arts Grade 11	<input type="checkbox"/> Functional <input type="checkbox"/> Supported <input type="checkbox"/> Participation		
Mathematics Grade 11	<input type="checkbox"/> Functional <input type="checkbox"/> Supported <input type="checkbox"/> Participation		
Science Grade 11	<input type="checkbox"/> Functional <input type="checkbox"/> Supported <input type="checkbox"/> Participation		
Social Studies* Grade 11	<input type="checkbox"/> District-Determined Assessment		

* If the MME Social Studies Assessment is inappropriate for the student, the IEP team MUST identify a district-determined assessment until there is a state-developed MI-Access Social Studies Assessment.

District-wide Assessments: Grades K-12

Is a district-wide assessment administered at the grade level(s) covered by this IEP? Yes No

If a district-wide assessment is being administered, indicate in the Assessment column in which assessment the student will participate. If the IEP team determines that district-wide assessment is not appropriate and that the student must take an alternate assessment identify the alternate assessment and complete the Rationale column.

Identify any individual appropriate **accommodations** that are necessary on these assessments.

Assessment	Rationale The District Assessment is Not Appropriate/The alternate assessment is appropriate because:	Accommodations
<input checked="" type="checkbox"/> District-wide <input type="checkbox"/> Alternate		Extended time, Frequent breaks, Method of informing students of remaining time, Administration of the assessment in an alternate education setting (in school) with appropriate supervision, Administered individually, Assessment directions, Teacher provides visual, auditory or physical cues to student to begin, maintain, or finish task, Use of computer or word processor for Writing

ELPA/NAEP (Grades K-12)
Assessment—Participation and Provisions: ELPA
 Based on Grade Level, Independence Level, and English Language Proficiency

State Assessment: English Language Proficiency Assessment (ELPA)

The Home Language Survey (HLS), a Title VI reporting requirement, is given to all students at the time of enrollment.

Please consider these two questions annually:

Is the student's native tongue a language other than English? Yes No

Is a language other than English spoken in the student's home or environment? Yes No

When either answer is **Yes**, complete the following section.

Assessment Level and Grade for Spring ELPA and ELPA Initial Screening	Initial Screening	Spring ELPA
Level I—Grade K		
Level II—Grades 1-2		
Level III—Grades 3-5		
Level IV—Grades 6-8		
Level V—Grades 9-12		

For additional information regarding ELPA or the ELPA screener, or to identify any individual appropriate **accommodations** that are necessary for each of the ELPA domains, see the *Revised Assessment Accommodation Summary Table* at www.michigan.gov/elpa.

Assessed Domains	Accommodations
Listening	
Reading	
Writing	
Speaking	

Assessment—Participation and Provisions: NAEP
 Based on Grade Level, Independence Level, and English Language Proficiency

National Assessment: National Assessment of Educational Progress (NAEP)

Is a NAEP assessment administered to the student's district at the grade level(s) covered by this IEP? Yes No

Has the student participated in the Michigan Educational Assessment Program (MEAP) in the subject being tested? Yes No

Can the student participate in the NAEP with allowable **accommodations**? See the *Revised Assessment Accommodation Summary Table* at www.michigan.gov/naep. Yes No

Can the student participate in the NAEP with allowable accommodations, even if the student did not participate in the MEAP, or needs accommodations not allowed by the NAEP? Yes No

Assessment	Participation	If YES , for each content area, indicate any assessment accommodation(s) that the student may need. If NO , state the reason why a specific NAEP assessment is not appropriate.
	<input type="checkbox"/> Yes <input type="checkbox"/> No	

Special Education Services and Programs

Related Service/Rule Number	Direct/Consult	Specific Amount of Time and Frequency	Location	Duration*
		___ to ___ min/hrs ___ to ___ wk/mo/yr		
Program/Rule Number	Departmentalized	Specific Amount of Time and Frequency	Location	Duration*
Resource Program/R340.1747, 1749b	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	120/2 to 600/10 min/hrs per week	Special Education Classroom	
<input type="checkbox"/> The program(S) listed above is included under the ISD operational Plan (R 340.1832e).				
Is the severity of the student's impairment such that it requires a licensed practitioner authorization for daily personal care services? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No				
* All programs and services listed above will begin on the implementation date of the IEP and continue for the duration of the IEP, unless otherwise indicated above in the column "Duration."				

Tbarthel 7/7/12 9:39 AM
Comment: Dates from the IEP would go here.

EXTENDED SCHOOL YEAR (ESY) SERVICES

Extended School Year (ESY) services were considered.
 It was determined that no ESY services are needed.
 Current annual goals address one or more skills that require ESY services.
 ESY has not yet been determined—data will be collected and a decision made in an IEP or Amendment to be held by {4/1/12,}.

Service	Specific Amount of Time and Frequency	Location	Duration

EDUCATIONAL ENVIRONMENT

The district ensures that, to the maximum extent appropriate, the student will be educated with students who are nondisabled; and special classes, separate schools, or other removal of the student from the general education environment occurs only when the student's needs cannot be met satisfactorily in the general education setting with supplemental aids and services.

Age 6-26 _____ Age 3-5 _____ Age 0-2 _____

SPECIAL TRANSPORTATION

Yes (specify): _____

No

Wow! For not having a lot of exposure to writing an IEP, you have both done an amazing job. The comments are food for thought as you develop your IEP writing skills. I appreciate how you incorporated so many of Marty's strengths into the IEP. This is often to easily over looked. Thanks for being so dedicated and thorough. Be sure to look at the comments in the goal section. Writing goals is a skill that takes time and I am always rewriting my goals to make them as functional as I can-especially for teachers. You did a great job linking goals back to an area of need. When writing the criteria, think about the easiest way it would be to take data on that goal and how to track progress. Thanks for your hard work!!