Any ND Public School
Special Education Department
100 North Education St.
Anywhere, ND 58502

Individualized Education Program

Age 6-15

IEP Meeting Date:
11/07/2007

A. Student-Last Name VanHoy	First Name Nathan	MI	Birthdate (M/D/YYYY) 03/22/01	Gender ☒ M ☐ F

Grade 1	Race Caucasian	Student's Primary Language or Communication Mode English

Current Address 1000 River Rd	City Raleigh	State NC	Zip 55555	Phone Number 555-555-5555
Serving School Davis Drive Elementary	City Raleigh	State NC	Zip 55555	School Phone Number 555-555-0000

District of Residence (If different from serving district)	Check items that apply ☒ Open enrolled in same district ☐ Agency Placed ☐ Open enrolled in another district ☐ Home Education

B. Name of Parent(s) Lois Geer and Mike VanHoy	Home Phone Number **555 - 555 - 5555**	Other Phone Number - -
Guardian/Foster Parent	Primary Lang. Spoken at home English	Parent's Email address

C. IEP Case Manager Sally Jones	Case Manager email address specialeducation@school.edu	Phone Number **555 -555 - 0000**

IEP TYPE ☒ Initial ☐ Annual review/revision	Primary Disability Specific Learning Disability Secondary Disability
	Date of Last Comprehensive Individual Assessment Report 03/05/06

	Names of All Team Members	Indicate Attendance
Parent *	Lois Geer	☒ Yes ☐ No
Parent	Mike VanHoy	☒ Yes ☐ No
Student	Nathan VanHoy	☒ Yes ☐ No
Administrator/Designee/District Representative (Required)	Mr. Principal	☒ Yes ☐ No
Special Education Teacher or Special Education Provider (Required)	Sally Jones	☒ Yes ☐ No
General Education Teacher (Required)	Rita Thomas	☒ Yes ☐ No
Individual to Interpret Instructional Implications of Evaluation Results (Required)		☐ Yes ☐ No
		☐ Yes ☐ No
		☐ Yes ☐ No

* If the parent did not attend the IEP meeting or the IEP was held late, describe efforts to arrange a mutually agreed upon time and place.

D. Consideration of Special Factors

The IEP Team must consider these factors while developing the IEP. Any factors checked *yes* must be addressed in the IEP.

1. Does the child's behavior impede the child's learning or the learning of others?
   ☒ No
   ☐ Yes. The IEP team must consider the use of positive behavioral interventions and supports and other strategies to address that behavior.

2. Has the child been identified by the school district using the state English Language Proficiency Assessment as a child with limited English proficiency?
   ☒ No
   ☐ Yes. The IEP team must consider the language needs of the child as those needs relate to the child's IEP

3. Is the child blind or visually impaired?
   ☒ No
   ☐ Yes. The IEP team must provide instruction in Braille and the use of Braille unless the IEP Team determines, after an evaluation of the child's reading and writing skills, needs, and appropriate reading and writing media (including an evaluation of the child's future needs for instruction in Braille or the use of Braille), that instruction in Braille or the use of Braille is not appropriate for the child.

4. Is the student deaf or hard of hearing?
   ☒ No
   ☐ Yes. The IEP team must consider the child's language and communication needs, opportunities for direct communications with peers and professional personnel in the child's language and communication mode, academic level, and full range of needs, including opportunities for direct instruction in the child's language and communication mode.

5. Does the student need assistive technology devices and services in order to successfully access the general education curriculum?
   ☐ No
   ☒ Yes. The IEP team has determined, after considering all areas related to the student's present levels of academic achievement and functional performance, that the student needs assistive technology in order to access the general education curriculum.

E. Present Levels of Academic Achievement and Functional Performance for Students Ages 6-21

The present levels of academic achievement and functional performance (PLAAFP) is an integrated summary of data from all sources including parents. The statement should include information about the student's specific strengths and weaknesses, unique patterns of functioning, and implications of the problem areas on the student's total functioning. The information should also include how the child's disability affects the child's involvement and progress in the general education curriculum. Performance areas to be considered are:

Cognitive Functioning

Nathan's cognitive abilities appear to be above average. His expressive language skills are extensive, and his attention to detail and visual and auditory memory skills (both in isolation and in meaningful context) are exceptional. In the classroom, he demonstrates higher leveling thinking based on the responses and questions he generates.

Academic Performance

Nathan is a second grade student who demonstrates a great strength in prior knowledge due to his real-life experiences. His mother said he is quite "worldly." He puts forth an extreme amount of effort toward all academic areas. Nathan is a tactile and kinesthetic learner. He was retained in first grade.

According to Dr. Mel Levine at the University of North Carolina Medical School, Nathan has a specific learning disability related to basic reading and written expression (i.e., spelling).

Math—Although Nathan is able to complete single digit problems, double digit addition is challenging for him. While his computation skills are adequate, he often shows process difficulties (e.g., completes the problems from the wrong direction). His rote memory is strong, but he lacks conceptual understanding. Number concepts, such as more and less, are challenging for him unless he is able to utilize manipulatives to "visualize" the concepts. He benefits from concrete examples. Nathan does well with one-to-one correspondence. Understanding place value is challenging for him. He can become confused by synonyms (e.g., add, plus and minus, subtract) in the mathematical language, and he does better when an operation is described with the same language each time he encounters it. With Nathan's prior knowledge behind him, he excels at counting money. He can identify the coins by name and by how much they are worth. Nathan does encounter difficulty when trying to add amounts of money or when trying to make change. He is able to tell time on a digital clock, but telling time in analog format is difficult. His visual-spatial skills are strong, and he excels in geometry. He experiences difficulty with comprehending written language on worksheets and with procedures. He benefits from step by step directions that are broken down and modeled for him.

Reading—Nathan's listening comprehension and sight vocabulary are definite strengths for him. He struggles with phonemic awareness and letter/sound correspondence. His mother describes his phonics skills as, "Not there." She reports that he can't read or do the basics in reading. She describes him reading, with his eyes not on the book, memorizing entire stories. He definitely uses his strength in memorization as a strategy in his reading. He had memorized over 300 site words though a summer tutoring experience, but his recall of these same words within his school setting is inconsistent. Word identification is a skill that he is working on. He expends a lot of energy and focus to decode the text while reading, and his comprehension of material is low. He would benefit from intense and repetitive language practice.

Writing—Nathan does a nice job of staying on topic and is able to write in complete sentences. He includes all story elements in his writing. Spelling can be challenging for Nathan. He tends to spell phonetically. High frequency words are most often spelled correctly. Nathan uses capitalization and punctuation accurately within his writing. He likes to dictate stories and is highly creative in this process. Nathan's handwriting is developmentally appropriate, as is his written output.

Science—Comprehension of informational text, when presented auditorily, is a strength for Nathan. If he is asked to read informational text independently, silently or orally, he has difficulty with comprehension. Nathan is highly inquisitive; he has a high interest level. He likes to complete investigations with his peers and is able to synthesize and evaluate information. He experiences difficulty with comprehending written language on worksheets and with procedures. He benefits from step by step directions that are broken down and modeled for him.

Social Studies— Comprehension of informational text, when presented auditorily, is a strength for Nathan. If he is asked to read informational text independently, silently or orally, he has difficulty with comprehension. He experiences difficulty with comprehending written language on worksheets and with procedures. He benefits from step by step directions that are broken down and modeled for him. Nathan has an abundance of prior knowledge due to "worldly" life experiences. This is an interest area for Nathan. He likes to engage in discussion and shares his experiences.

Communicative Status Nathan's expressive and receptive language are strong. His voice, fluency, and articulation are age appropriate.
Motor Ability Nathan's fine and gross motor skills are age appropriate. He participates in regular physical education, as well as team and individual sports. Nathan's mother stated he is a "standout athlete.".
Sensory Status Nathan's hearing and vision appear to be within normal limits based on school screenings and parent information. No sensory intergration concerns are noted.
Health/Physical Status Nathan is in good general health. There is no history of conditions or medications.
Emotional and Social Development Nathan shows determination and a willingness to try and persevere, even when material becomes difficult for him. He has a strong support system in his family. Nathan's father noted some concerns regarding Nathan's self-esteem and self-concept. Nathan is worried, especially after being retained, that he is being judged, and he has commented that, "It's just hard. You just keep trying and trying. You get tired of doing it." His parents describe him as "all boy" and as a highly functional child. His father reports that Nathan is one who always is willing to jump in and take part. Nathan's interpersonal skills are evident. He has developed and maintained many friendships and has emerged as a leader within his school and neighbord peer groups. Teachers have also been able to build relationships with Nathan. His sense of humor is embraced by all, as well as his abilities to utilize social cooperation and problem-solving. His parents stated that they, too, have a strong relationship with Nathan since he feels comfortable discussing his challenges with them.
Behavior Skills (including Adaptive Behavior if applicable) Nathan's behaviors are appropriate in both the home and school settings. He is able to recognize when he reaches his level of frustration since he will request a break, which concludes he is able to self-manage his behaviors. When Nathan requests a break, he will take a walk around the inside of the school and then return to the task. Again, the effort he puts forth is tremendous.
Ecological Factors (functional and community participation) According to Nathan's parents and general education teacher, he is able to perform self-help tasks independently. He participates in a variety of extracurricular and religious activities. Nathan enjoys traveling and visiting museums.

F. Annual Goals, Short-term objectives, and Periodic review of services

Annual Goal # **1** of **2** goals

Intent/purpose	
Behavior	
Ending Level	
Characteristics of services	

Short-Term Objectives and Characteristics of Services:
Objectives are required for those students who participate in the ND Alternate Assessment.

Objective #1:

Conditions under which the behavior is performed:

Specific behavior:

Measurable criteria:

Evaluation procedures:

Schedules :

Characteristics of services

Objective #2:

Conditions under which the behavior is performed:

Specific behavior

Measurable criteria

Evaluation procedures:

Schedules for determining if objectives are being achieved

Characteristics of services

How and when periodic progress reports will be provided:

Annual Goal # **2** of **2** goals

Intent/purpose

Behavior:

Ending Level	
Characteristics of services	

Short-Term Objectives and Characteristics of Services:
Objectives are required for those students who participate in the ND Alternate Assessment.

Objective #1:

Conditions under which the behavior is performed:

Specific behavior:

Measurable criteria

Evaluation procedures

Schedules for determining if objectives are being achieved

Characteristics of services

Objective #2:

Conditions under which the behavior is performed:

Specific behavior

Measurable criteria

Evaluation procedures

Schedules for determining if objectives are being achieved

Characteristics of services

How and when periodic progress reports will be provided:

G. Adaptation of Educational Services

Describe changes in educational services that will be made to permit successful accommodation and education of this student (e.g. grading, credits, staff, transportation, facilities, materials, Braille, equipment, technology, adaptive devices, curriculum, methods, and other services). Include procedures for monitoring equipment, if applicable. Include consultation, which is not scheduled or predictable. Consideration must be given to the special factors indicated in section D of the IEP.

Describe the student's participation in district and North Dakota State Assessment.

☐ Student will participate without accommodations.
☒ Student will participate with approved accommodations specified in Adaptation of Education Services area. Test read, dictation, frequent breaks, not time constraints, small group setting
☐ Student will participate in an alternate assessment.
☐ Student will participate without accommodations in the content area(s) of:

and in alternate assessment in the content area(s) of:

Justification for not participating in district or North Dakota State Assessment and why the particular

alternate assessment selected is appropriate. Objectives must be provided for those students participating in alternate assessment.

H. Description of Activities with Students Who Are Not Disabled

Physical Education. Indicate type of physical education program that the student receives: ☒ regular P.E. ☐ adaptive/specially designed P.E.	
Participation in Academic and Nonacademic Activities: **Check any program options in the boxes below in which the student will be participating with students who do not have disabilities.**	
Program Options ☒ Art. ☐ Trade and Industrial Education ☒ Music ☐ Vocational Education ☐ Family/Consumer Science ☐ Other ____	**Comments:** Nathan is able to participate in all program options that are available to students without disabilities.
Nonacademic and Extracurricular Services and Activities ☒ Counseling ☒ Recreation ☐ Employment Referrals ☒ Special Interest Groups ☒ Athletics ☐ Other ____ ☒ School Sponsored Clubs ☒ Transportation	**Comments:** Nathan is able to participate in all nonacademic/extracurricular options that are available to students without disabilities

I. Educational Environment

Note: Use this setting information to check the federal child count code. By selecting one of the eight categories, the IEP team affirms that they have considered the continuum of services and the selected setting is believed to be the most appropriate environment for the student.

SETTING:

A. ☒ Inside regular class 80% or more of Day
B. ☐ Inside the regular class no more than 79% of day but no less than 40% of day
C. ☐ Inside regular class for less than 40% of day
D. ☐ Separate school
E. ☐ Residential facility
F. ☐ Homebound/hospital
G. ☐ Correctional facility
H. ☐ Parentally placed in private schools

Justification for the team's decision. The IEP team must document why the options selected in determining the environmental setting are the most appropriate and least restrictive:

☐ Yes ☒ No Is there a potential harmful effect to the student with this placement?

J. Special Education and Related Services

Service	Min/ Week	Starting Date	Duration	Service Provider (Job Title)	Location of Services
LD Math	150	11/08/07		special education teacher	general education and resource classrooms
LD Reading and Writing	150	11/08/07		special education teacher	general education and resource classrooms
		/ /			

Length of school day:

☒ The student will attend for the full school day.
☐ The student will attend for a shorter or longer school day than peers. (Explain why this is necessary.)

Extended School Year (ESY)

Extended school year must be considered for each student with a disability. Justification for the decision made MUST BE STATED BELOW.

☐ The review of each goal indicates that an extended school year is needed for the following goals and objectives:
☒ The review of each goal indicates that services will be in effect for the normal school year.
☐ The team needs to collect further data before making a determination and will meet again by:

Justification for the teams decision: **Significant regression and recoupment of skills has not been a factor for Nathan in the past. He generally does not lose skills over long breaks, such as Christmas or Summer, so an extended school year would not be necessary.**