

ROD - Sample IEP
(updated 12/10/12)



Date of Report: 12/10/2012
Individual Education Program

Student: Sally Knight

STN: 0002367

Date of Birth: 07/22/2002

Age: 10

Current Grade: 4

Gender: F

A date, time, and place for a Case Conference Committee meeting for the above student has been mutually agreed
Date: 12/06/2012 Time: 2:00 pm Place: CES

Purpose(s) of the meeting:

Annual

I understand that a parent of a student with a disability has protection under the procedural safeguards which are provided with this notice and that I can request a copy of the procedural safeguards at any time. The procedural safeguards document includes a list of resources to contact for assistance in understanding the provisions of Indiana special education rules.

Invited Individuals

The following individuals will be invited to this meeting either because their attendance is required or because the public agency has determined that they have knowledge or special expertise regarding the student:

Position	Name	Additional Title	Email
Public Agency Rep	Joe Smith	Principal	
Parent	Mommy Knight		mknight@parent.com
Teacher of Record	Shelly Rahal		
General Ed Teacher	Apple Tree		
Instructional Strategist	Shelly Rahal		

Consent to Excuse Participant

The list of invited participants includes all of the individuals who are required to attend. The public agency representative, the teacher of record, the general education teacher, and the instructional strategist may be excused from all or some of the meeting if it is agreed prior to the meeting that the attendance of the member is not necessary because the member's area of the curriculum or related services is not being modified or discussed in the meeting. In addition these members may be excused prior to the meeting when the meeting involves a modification to or discussion of the member's area of expertise if the member attends the part of the meeting that involves this member's expertise or if the member submits, in writing to the parent and case conference committee, input into the development of the individualized Education Program prior to the meeting.

Parent, grant excusal by placing a check mark in the box next to the individual's name

The following members have requested your consent to excuse them from the portion of the IEP meeting that does not involve their expertise

Excused	Position	Name	Additional Title	Email
<input type="checkbox"/>	General Ed Teacher	Apple Tree		

I give my consent to excuse the participant(s) above, as noted by the check mark. In absence of this consent, the participant is not excused. I understand that a parent of a student with a disability has protection under the procedural safeguards and that I can request a copy of the procedural safeguards at any time. The procedural safeguards document includes a list of resources to contact for assistance in understanding the provisions of Indiana special education rules.

A parent of a student with a disability has protection under the procedural safeguards which can be obtained on request and will be available at the annual case conference committee meeting. The procedural safeguards document includes a list of resources to contact for assistance in understanding the provisions of Indiana special education rules.

A parent may request the participation of any other individual whom the parent has determined has knowledge or special expertise regarding the student. For a student transitioning from First Steps, an invitation to the initial case conference committee meeting must be sent to a Part C representative at the request of the parent.

At the discretion of the parent, the student may attend. The student will be invited to the case conference meeting once the student is of the age to be preparing for transition to adulthood. When a student attains eighteen (18) years of age, all of the rights that were formally provided to the student's parents shall transfer to the student unless a guardianship order has been presented or an educational representative has been appointed.

Please acknowledge your plans by returning this form or by emailing a school representative above.

- I plan to attend.
- I request participation by other methods such as phone.
- I am unable to attend. Please reschedule. I have offered my availability on this form.
- I am unable to attend. Please convene the meeting without me. Following the meeting, please provide me with the Written Notice summarizing the discussion points, findings, and determinations of the Case Conference Committee.

Sign

Date

Easy Fax Number:

EASY FAX

Fax Generated on '12/10/2012'



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Date of Report: 12/10/2012
 Individual Education Program
 IEP Effective Date:
 12/07/2012 to 12/06/2013

Student: Sally Knight	STN: 0002367
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Date of Birth: 07/22/2002	Age: 10	Current Grade: 4	Gender: F
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Guardian Information

Relation: Mother Name: Mommy Knight Business Phone: Home Phone: Mobile Phone: Address:	Relation: Name: Business Phone: Home Phone: Mobile Phone: Address:
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Purposes of Case Conference

Annual

Case Conference Meeting Scheduled
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Date: 12/06/2012	Time: 2:00 pm	Place: CES
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Evaluation Information and Student Data
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Strengths of the student:

You must have at least 50 characters in this text box. This box is displayed in the PreConference Planning, the Evaluation Process, and the IEP Process. If anything is added in any of those places, it will be displayed in all of them.

Progress Monitoring Data:

Enter scores from Acuity, DIBEL's, mClass, Aimsweb, EasyCBM, STAR Reading, STAR Math, Waterford, Success-maker, etc.

Statewide Assessments:

ISTEP: Date Taken, Score, Pass/Did Not Pass
 IMAST: Date Taken, Score, Pass/Did Not Pass
 ECA: Date Taken, Score, Pass/Did Not Pass

Present level of academic and functional performance:

Academics:
 Concerns:

Grades:

Discussion of Academics/Functional Performance:

Previous Educational Evaluation Results:

Date of most recent intellectual and academic evaluation tests given and results.

Social/Emotional: "Student's social and emotional behaviors are appropriate," or explain strengths and weaknesses

Adaptive Behavior: #Choose One#:

"Student's personal independence and social responsibility are at a level of those expected for the student's chronological age and cultural group."

"Student's personal independence and social responsibility skills are functional and developmentally appropriate."

"Other" and explain.

Positive Behavior Supports/Strategies:

Motor:

"Fine motor skills are appropriate," or "Refer to goals," or Describe concerns.

"Gross motor skills are appropriate," or "Refer to goals," or Describe concerns.

Speech/Language: "Speech/Language are appropriate," or "Refer to goals."

Medical and/or Other Information: Include current medical information, including medications.

Describe how the student's disability affects involvement and progress in the general curriculum. Describe how the disability or behavior prevents the student from benefiting from general education without the provision of special education or related services.

Concerns of the Parent

Record any information from the parents concerning their concerns for their child. You must have at least 50 characters in this text box.

Eligibility

Student is eligible for Special Education Services.

Primary Disability: Traumatic Brain Injury

Reasons of eligibility determination:

Provide a statement as to why the student qualifies for the current area of eligibility and why other areas were rejected.

Special Considerations

There are no language needs related to limited English Proficiency.

The behavior of the student impedes his or her learning or that of others

Behaviors of Concern:

Define the behaviors of concern here. This must include at least fifty characters.

Factors Affecting Behaviors:

The ROD FBA must be completed prior to completing this section in order to answer this question. Attach the ROD FBA to the IEP.

Strategies/Instructional Experiences:

Include positive strategies that were identified through the ROD FBA here. Develop your step by step plan to assist in intervening future behavioral problems.

Outcomes

This student does not have a transition plan.

Participation in Testing Programs

The student attends an accredited school and will be in grades 3-8

High School Diploma

Math (3): ISTEP with accommodations
Math (4): ISTEP with accommodations
Language Arts (3): ISTEP with accommodations
Language Arts (4): ISTEP with accommodations
Science (4): ISTEP with accommodations
Social Studies (5): ISTEP with accommodations

Reasons for the determination of participation of testing:

If the student will be taking ISTEP+, add a statement such as, "The student is expected to earn a high school diploma, and therefore will be taking the ISTEP+."

In order for the student to take IMAST, three (3) criteria must be met and delineated in the Rationale text box under the State Assessments tab. You must document how the disability has prevented the student from achieving proficiency on ISTEP, that the student has access to grade level curriculum, and that the student is expected to earn a high school diploma.

In order for a student to take ISTAR, you must document the reasons why the student cannot participate in ISTEP+ and why ISTAR is the appropriate assessment for this student in the Rationale text box under the State Assessments tab.

Plan for participation in district-wide, national or international assessments:

A statement of plans for participation in any other local or national testing that may occur within your school/corporation gets stated here.

Goals

Goal Title: State the Curricular Area

Present Level: Give a specific present level of achievement, using objective test scores or methods of measurement. Each goal will have its own statement giving the exact achievement levels of the student. This is a factual statement of what the student can do right now.

Need: State why this goal is needed in very specific terms. This should not be a restatement of the present level, but rather a justification of the appropriateness of this goal for this student at this time. Consider the academic, developmental, communication, and functional needs of the student. This is a statement as it relates to the curricular area. Try to be as positive as possible. It outlines the skill deficit of the student. It is a rationale for the goal.

Goal Statement: The goal should be a statement of the desired curricular, functional, communication, behavioral achievement that is to be attained by the student. The goal must be stated in objective, measurable terms. This statement is what the student will do in one year's time. The should be based on state standards.

Method / Instrumentation for Measuring Progress: Describe the methods you will use to measure progress on the goal.

Progress Monitoring Design: Single Point

Standard(s) / Element(s) Aligned to Goal:

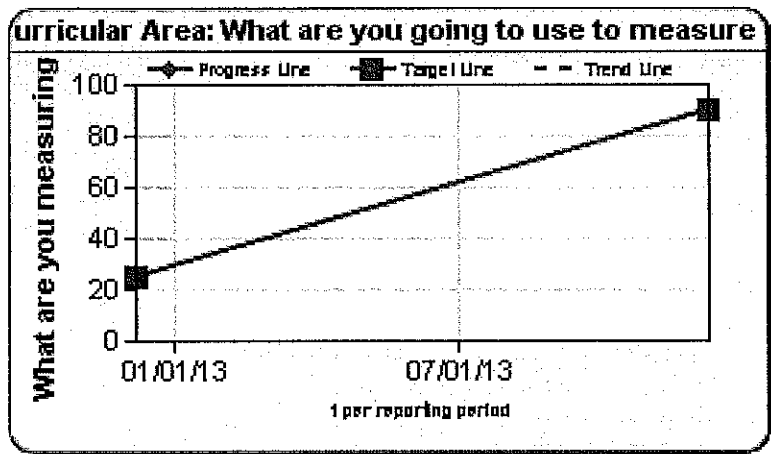
- Decode regularly spelled one-syllable words.
- Know final -e and common vowel team conventions for representing long vowel sounds.
- Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.

Progress Monitoring Assessment: What are you going to use to measure progress?

Subject Area: State the Curricular Area

Parameters to Build Graph

Initial Value: 25
Initial Date: 12/07/2012
Target Value: 90
Target Date: 12/06/2013
Frequency of Collection: 1 per reporting period
Metric: What are you measuring?



Accommodations

The following accommodations have been selected for state assessment purposes and must be provided on a regular basis:

Math (3)

- Response Format: Student uses lined paper turned sideways to help align math problems
- Setting and Environment: Student is tested individually
- Presentation Format: Student reads aloud to him or her self
- Presentation Format: Student allowed to use acetate film

Math (4)

- Response Format: Student uses lined paper turned sideways to help align math problems
- Setting and Environment: Student is tested individually
- Presentation Format: Student reads aloud to him or her self
- Presentation Format: Student allowed to use acetate film

Language Arts (3)

- Setting and Environment: Student is tested individually
- Presentation Format: Student reads aloud to him or her self
- Presentation Format: Student allowed to use acetate film

Language Arts (4)

- Setting and Environment: Student is tested individually
- Presentation Format: Student reads aloud to him or her self
- Presentation Format: Student allowed to use acetate film

Science (4)

- Setting and Environment: Student is tested individually
- Presentation Format: Student reads aloud to him or her self
- Presentation Format: Student allowed to use acetate film

Social Studies (5)

- Setting and Environment: Student is tested individually
- Presentation Format: Student reads aloud to him or her self
- Presentation Format: Student allowed to use acetate film

Description of additional accommodations that will be provided:

Add any accommodations the student needs that are not on the testing section. For example, If Sally gets a copy of class notes.

Services and Other Provisions

Special Education Services:

Description	Initiation (Date)	Frequency	Length (Time)	Duration (End Date)	Location
Direct Services	12/07/2012	1 per day	45 minute(s)	12/06/2013	Special Education Setting
<p>Narrative: Describe the specific service the student is receiving. Direct service is when the special education teacher leads the instruction, creates curriculum/lesson plans, reports grades. Examples of this could be self-contained classroom, a special education specific class, co-teaching, depending on the role and participation of the special education teacher and other setting that meet the criteria for direct services.</p> <p>Example: English 9 in the resource room</p>					
Indirect Support	12/07/2012	1 per day	45 minute(s)	12/06/2013	General Education Setting
<p>Narrative: Indirect service is when the special education teacher or staff member supports instruction generated by a licensed general education teacher. This may include consultation, inclusion, co-teaching, and other setting meeting the criteria for indirect support.</p> <p>Example: Algebra 1 in the general education class with a special education teacher in the general education classroom to offer support</p>					
Speech and/or Language Services	12/07/2012	1 per week	10 minute(s)	12/06/2013	Special Education Setting
<p>Narrative: Speech and language services and related services must identify how many sessions in the narrative they will be providing services during the school year.</p>					

Related Services:

No Related Services required at this time.

Transportation:

The transit time and the transportation needs are not the same as that of non-disabled peers.
Attach a ROD transportation plan and fax to the school corporation transportation director, if needed.

Accessible Materials:

The student does need instructional materials to be provided in an accessible format.
Determine whether the student needs instructional materials, including print instructional materials in an accessible format such as large print materials and digital files to be read aloud by the computer.

Assistive Technology:

The student does need assistive technology.
Assistive technology is any service, item, device, or piece of equipment that is used to increase, maintain, or improve the functional abilities of an individual with disabilities.

Examples include: portable word processor, voice output devices, word prediction programs, alternative keyboards, and switch activated toys.

*When listing assistive technology use generic terminology such as portable word processor rather than AlphaSmart.

Extended School Year:

It was determined that extended school year services are not necessary in order to provide a free and appropriate education.

Technical Assistance:

Support is not necessary to provide public agency personnel with the knowledge and skills necessary to implement the student's individualized education program.

Program Modifications:

Program modifications are not needed to enable the student to advance appropriately toward attaining the annual goals, to be involved in and make progress in the general education curriculum, to participate in extracurricular and other nonacademic activities or to be educated or participate with other students with disabilities and nondisabled students.

Periodic reports on the student's progress toward goals will be provided:

The student will be assessed on the same schedule as non-disabled peers. Progress reports will be sent home quarterly.

Reasons for provisions and reasons for rejecting other options:

Provide a detailed account of the discussion from the case conference regarding the services decided upon for the student.

The student does not have an emergency evacuation plan.

Least Restrictive Environment

School of Legal Settlement: Indiana IEP Training 1 Site, Sunman-dearborn Com Sch Corp

School of Service: Indiana IEP Training 1 Site, Lawrenceburg Com School Corp

LRE Placement Category based on Federal Program Types:

50: Regular classroom (In a regular classroom for 80% or more of the day)

Additional descriptors

Anticipated Teacher of Record:

Special Education: ___% General Education: ___%

Any potentially harmful effects of the services on the student or on the quality of services needed:

Describe how the current services are limiting to the student's access to their non-disabled peers and how their current services limits their access to the Least Restrictive Environment.

Some things to consider include:

- Amount of contact/socialization opportunities with non-disabled peers.
- Rate at which student can earn credits for graduation.
- Access to general education curriculum.
- Lack of exposure to appropriate behavioral models from peers.

Reasons for placement determination including reasons for rejecting other options:

Be sure to describe other options that were considered. Do not write NONE.

General Considerations

Student will be able to participate in all educational programs and activities that are made available to nondisabled students.

Student will be able to participate in all non-educational and extracurricular activities that are made available to nondisabled students.

Student will participate in the general physical education program that is available to nondisabled students.

Student will be educated in the school (he/she) would attend if not disabled.

The length of the instructional day will be the same as the instructional day for nondisabled peers.

Participants

The following individuals participated in the case conference committee meeting. Those individuals identified as Teacher of Record, General Education Teacher, Public Agency Rep and Instructional Strategist were in attendance for the entire meeting unless parental excusal was obtained before the meeting.

Position	Name	Title
Public Agency Rep	Joe Smith	Principal
Parent	Mommy Knight	
Teacher of Record	Shelly Rahal	
General Ed Teacher	Apple Tree	
Instructional Strategist	Shelly Rahal	

Does the Parent reject provision of FAPE and intend to unilaterally enroll child in a non public school? No

Written Notes and Other Relevant Factors

Keep notes in the conference notes sections throughout the IEP process.

Notice of Implementation

I have been presented with a copy of the Individualized Education Program (IEP) which contains:

- 1) A description of the action proposed by the public agency;
- 2) An explanation of why the public agency proposed to take the action;
- 3) A description of each evaluation, procedure, assessment, record, or report the agency used as a basis for the proposed action;
- 4) A description of other options that the case conference committee considered and the reasons why those options were rejected; and
- 5) A description of other factors relevant to the agency's proposal.

I understand that the public agency is not required to obtain a written parental consent and can implement this IEP ten (10) instructional days after the provision of this notice unless I challenge the proposed action by:

- Requesting and participating in a meeting with an official of the public agency who has the authority to facilitate the disagreement between the parent and the public agency regarding the action proposed or refused by the public agency.
- Securing an agreement for mediation under 511 IAC 7-45-2.
- Requesting a due process hearing under 511 IAC 7-45-3.

In the case of an initiation date that is prior to expiration of ten (10) instructional days, I give my consent to implement the IEP.

I understand that a parent of a student with a disability has protection under the procedural safeguards which are provided with this notice and that I can request a copy of the procedural safeguards at any time. The procedural safeguards document includes a list of resources to contact for assistance in understanding the provisions of Indiana special education rules.

Sign

Date

Easy Fax Number:

EASY FAX

Fax Generated on '12/10/2012'



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