

The What, Why, and How of IEP's



Your Child's IEP Explained, Section by Section

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Educational Advocates and Consultants

Educational Resources Group of Greater Washington

By the end of this session, participants will be able to...

identify the what, why, and how of an IEP

articulate the three crucial components of a well-written
IEP

understand the laws that govern an iep

know parental roles, rights, and responsibilities as they
relate the the IEP



Continuing the Conversation...

Question and Answer Session
with Stacy and Donna

Monday, March 13 at 7:00pm via Zoom

Google Form



Big Picture

What is an IEP?

Why are IEPs created?

How is an IEP developed and implemented?



Commitment vs. Compliance



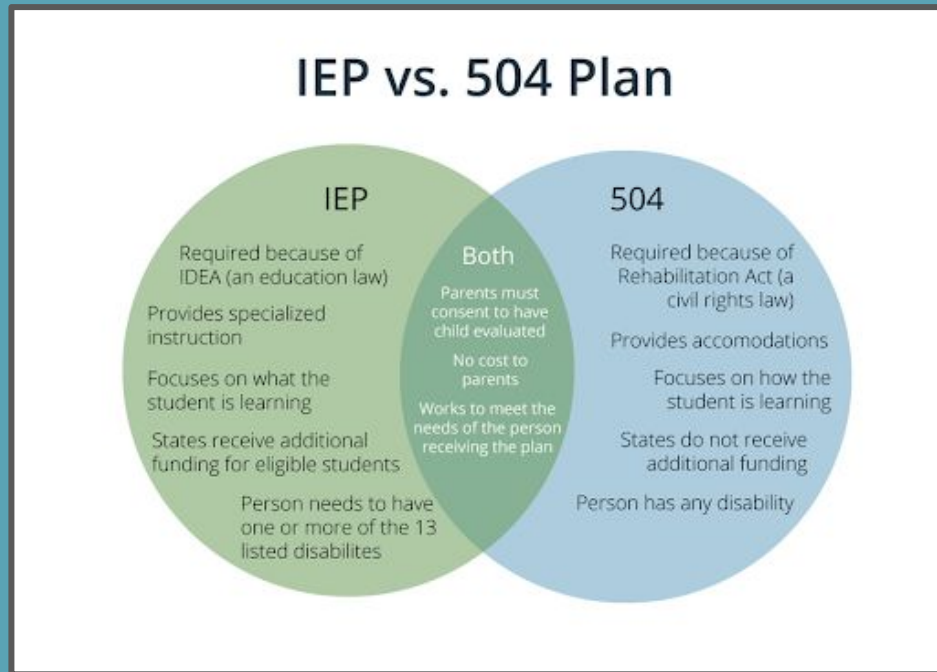
The IEP is **NOT** just words on paper....

The IEP **IS** your child's specialized instruction documented so that all providers know and understand...

- **Why** your child is eligible for specialized instruction. This includes the nature of the disability and how it affects your child's ability to access the curriculum.
- **What** your child's current level of performance is in terms of the areas affected-strengths and areas of need.
- **What** your child needs to know and be able to do in order to access the curriculum- GOALS
- **How** your child will be instructed in order to remove barriers to learning.

IEP vs. 504

What's the Difference?



What to Know Before You Go...

- **Parents and Guardians are equal members of the IEP team.**

Be prepared to share your thoughts and ideas. Create an agenda.

Ask for student work samples to be shared at the meeting.
(Bring your own samples.)

Schedule at least an hour for the meeting.

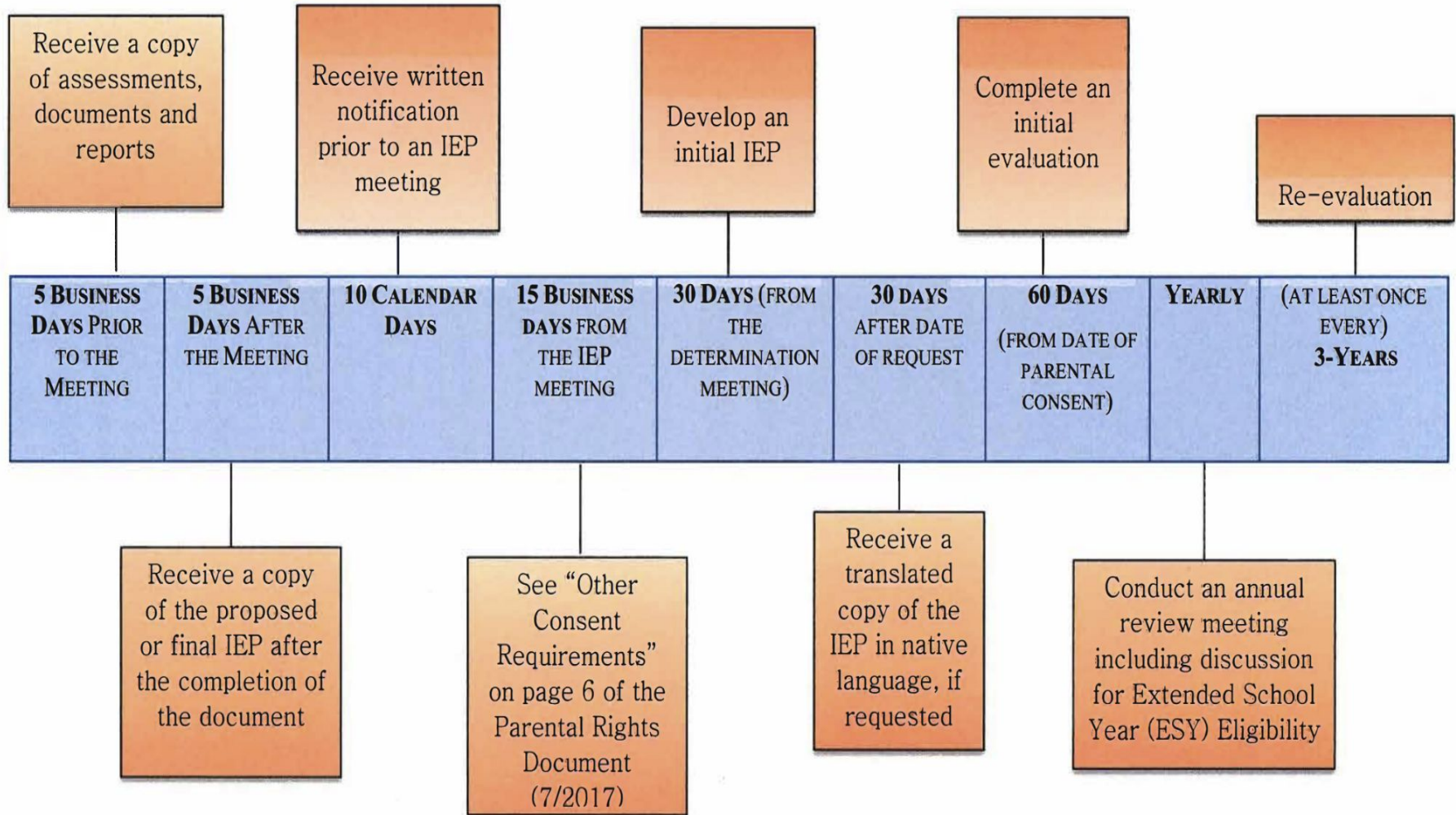
**The IEP does not have to be completed in one meeting.
You can ask for a facilitated meeting.**

Distribution of IEP Documents:

10 days before: IEP notice (which includes the meeting type)

5 days before: Draft IEP, Teacher Reports, Student Work, Evaluations

A Parent's Quick Guide to Special Education Timelines



Big Rocks



Present Levels:

- Include diagnosis, assessment data, and teacher parent input.

Goals:

- The academic, functional, and behavior expectations for the student.

Supplementary Aids and Services:

- Supports / instructional practices used to support the student's ability to access the curriculum and meet his/her goals. This includes assistive technology.

Present Level of Academic Achievement and Functional Performance



NO SURPRISES!

Evidence of Learning: Parents should regularly receive samples of their student's work (classwork, assignments, quizzes, unit assessments). Grades on assignments should contain feedback, not just the final grade. Student work and all present levels should show progress towards curricular standards, IEP goals and objectives as well as the implementation of accommodations. There should be no surprises!

Home School Communication: There should be a pre-established home/school communication plan.

Formal Notifications: Quarterly Progress Reports and Report Cards

Summative Assessments: Various assessments required by the county per grade level.

Quarterly Progress Reports

The Law:

The IEP for a student with a disability shall include; how a parent is to be regularly informed of (a) Student's progress toward the annual goals; and (b) the extent to which the progress is sufficient to enable the student to achieve the goals within a year. (Has the goal been mastered?)

COMAR 13A.05.01.09B(1)(a)
Code of Maryland Regulations

Link to Montgomery County Public Schools
Teacher Report on Quarterly Progress:

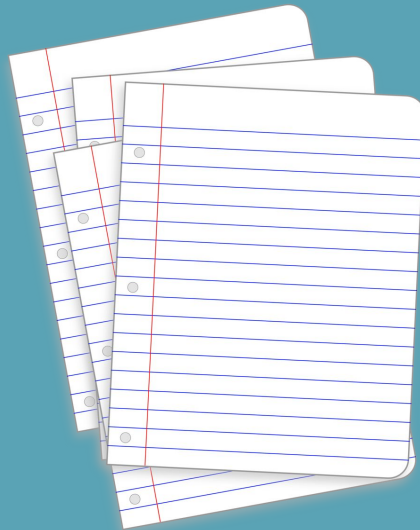
<https://ww2.montgomeryschoolsmd.org/departments/forms/pdf/272-5.pdf>



Present Levels of Academic Achievement and Functional Performance (PLAAP or PLOP)

- Ensure whatever information is shared at the meeting aligns with the PLOP section written in the IEP.
- PLOP information should not be new to parents. Student work, IEP progress notes, evaluations should all be sent home before the IEP meeting

Example: Math problem-solving data is placed in the calculation PLOP because there is no clarity on how to collect data for this present level.



Question:	YES	NO
1. Do the Present Levels Statements include current, measurable data that correspond with measurable IEP goals?		
2. Do the Present Levels Statements include baseline data that you and the school can use to monitor your child's progress toward the IEP goals?		
3. Do the Present Levels Statements include information about academic achievement including subjects like reading, math, and spelling?		
4. Do the Present Levels Statements include information about functional performance, including, non-academic and functional areas like communication, fine motor skills, behavior and social skills, and daily life activities?		
5. Do the Present Levels Statements in the IEP describe what your child is doing now?		
6. Are your child's strengths listed in the Present Levels?		
7. Are ALL of your child's needs related to his disability listed in the Present Levels?		
8. Do the Present Levels Statements include your parental input and concerns about your child's strengths and needs?		
9. Is there a goal for each identified Present Level?		
10. What is the plan for deficits determined? How will you measure progress to show the Present Levels improved?		

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

MARYLAND STATE DEPARTMENT OF EDUCATION (MSDE) DIVISION OF
EARLY INTERVENTION AND SPECIAL EDUCATION SERVICES

(Form approved by MSDE for use July 1, 2022)

- Draft
- Approved
- Amended

STUDENT INFORMATION
RECORD YOUR MEETINGS

Name: [REDACTED]

Agency: Montgomery

IEP Team Meeting Date: 11/01/2022

STUDENT AND SCHOOL INFORMATION

First Name: [REDACTED] Middle Name: [REDACTED] Last Name: [REDACTED]
Address: [REDACTED]
City: [REDACTED] State: [REDACTED] Zip Code: [REDACTED]
Grade: [REDACTED]
Unique Student Identification Number (State): [REDACTED]
Student Identification Number (local): [REDACTED]
Date of Birth: [REDACTED]
Age: 17 Gender: Female
Race Code: White
Student identified as an English Learner: No
Student's native language: English
Residence County: Montgomery
Residence School: [REDACTED]
Service County: Montgomery
Service School: [REDACTED]
Does the student require specific accommodations for an emergency evacuation?: No
If yes, state the evacuation accommodation(s) here:
Which jurisdiction is financially responsible? Montgomery
Is the student currently under the care and custody of a state agency? No
If yes, name of state agency:
Does the student require a parent surrogate? No
Parent Surrogate Name:
Surrogate Phone:

PARENT/GUARDIAN 1:
First Name: [REDACTED] MI: [REDACTED] Last Name: [REDACTED]
Home Phone: [REDACTED] Cell Phone: [REDACTED]
Email: [REDACTED]
Parent native language, if not English:
Interpreter needed?
PARENT/GUARDIAN 2:
First Name: [REDACTED] MI: [REDACTED] Last Name: [REDACTED]
Home Phone: [REDACTED] Cell Phone: [REDACTED]
Email: [REDACTED]
Parent native language, if not English:
Interpreter needed?
Case Manager: [REDACTED]
IEP Team meeting date(s): 11/01/2022, 11/01/2022
IEP Annual Review date: 11/01/2022
Parent was provided a copy of the Procedural Safeguards and Parental Rights document
The parents were provided a verbal and written explanation of the parents' rights and responsibilities in the IEP team process.
Parents were provided verbal and written information about access to rehabilitative services, including a copy of the Maryland Insurance Administration's Parents' Guide to Habilitative Services.
Native Language Translation: Parent informed: N/A Parent requested : No
Projected Annual Review Date: 10/31/2023
Most Recent Evaluation Date: 12/14/2020
Projected Evaluation Date: 12/13/2023
Primary Disability: OTHER HEALTH IMPAIRMENT
Areas affected by disability: Academic - Math Problem Solving, Academic - Reading Comprehension, Academic - Written Language Expression, Behavioral - Attention/Executive Functioning, Behavioral - Social Emotional/Behavioral

IEP TEAM PARTICIPANTS

IEP Case Manager: [REDACTED]
Transition Coordinator: [REDACTED]
Speech/Language Pathologist: [REDACTED]
General Education Teacher: [REDACTED]
Parent: [REDACTED]

Other Participant: [REDACTED]
Principal: [REDACTED]
Special Education Coordinator: [REDACTED]
Parent: [REDACTED]
Counselor: [REDACTED]

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

MARYLAND STATE DEPARTMENT OF EDUCATION (MSDE) DIVISION OF
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(Form approved by MSDE for use July 1, 2022)

I. MEETING AND IDENTIFYING INFORMATION

Name: [REDACTED]

Agency: Montgomery

IEP Team Meeting Date: 11/01/2022

CONTINUED EVALUATION ELIGIBILITY DATA (Required for reevaluation at least once every three years)

Specify the area(s) identified for reevaluation:

Academic: Math Problem Solving, Written Language Expression, Reading Comprehension

Speech-Language: Receptive, Expressive

Behavior: Social-Emotional/Behavior, Self-Management

Discussion to support decision:

The [REDACTED] met on 12/14/2020, for a reevaluation/evaluation meeting. The IEP team considered:

- Parent Input
- Student Input
- IEP Progress Reports SY 2019-2020 ([REDACTED])
- IEP Progress Reports SY 2020-2021 ([REDACTED])
- Teacher Reports (November 2020)
- Children's National Neuropsychological Evaluation (May 2019)
- Report Card Data
- Assignments/Assessments (Fall 2020)
- MAP-R, Fall 2020
- MAP-M, Fall 2020
- Tutors, [REDACTED] and [REDACTED] (December 2020)
- Children's National Neuropsychological Evaluation (May 2019)
- Letter: DBT Center of Greater Washington (November 2020)
- Report from [REDACTED], Related Service Provider (November 2020)
- Attendance Data (December 2020)
- Parent Report (October 2020)
- Statement at by [REDACTED] November 20, 2020 IEP Meeting

School psychologist [REDACTED] provided a review of [REDACTED] confidential file, and 2019 Psychoeducational Assessment.

Speech-Language Pathologist [REDACTED] presented an update as well as the speech-language PLAFPs.

Evaluation Date: 12/14/2020

(This is the most recent date on which the IEP team completed a full and comprehensive review of all assessment materials.)

Does the student continue to have a disability and such educational needs that require the continued provision of special education and related services? *Yes*

Are any additions or modifications to special education and related services needed to enable the student to meet the measurable annual goals set out in the student's IEP and to participate, as appropriate, in the general education curriculum? *Yes*

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I. MEETING AND IDENTIFYING INFORMATION

Name: ██████████

Agency: Montgomery

IEP Team Meeting Date: 11/01/2022

Eligible as a student with a disability? Yes

Document basis for decision(s):

The team decided that ██████████ continues to be eligible for special education services with the primary disability of Other Health Impairment. ██████████ is diagnosed with ADHD, combined type, which impacts her executive functioning across all classes, due to deficits in working memory, cognitive flexibility, and impulse control. ██████████ ADHD impacts her written language expression, due to her struggles with task initiation and perseverance. ██████████ ADHD also impacts her reading comprehension, as she struggles to recall and keep track of what she has read, making textual connections, and misses details, especially when passages are long and complex. ██████████ currently takes medicine for ADHD. ██████████ also has generalized anxiety disorder.

Additionally, ██████████ also has a specific learning disability, in the area of math problem solving. ██████████ has deficits in the area of solving multi-step problems, word problems, and applying concepts to real world problems. She struggles with math calculation.

██████████ also has impactful social-emotional needs. She has been diagnosed with Obsessive Compulsive Disorder, which impacts ██████████ ability to complete assignments; she frequently erases and restarts. She struggles to start and persevere. ██████████ has also been diagnosed with Disruptive Mood Dysregulation Disorder, which can cause irritability and outbursts. ██████████ Disruptive Mood Dysregulation Disorder is currently managed well through medication.

Indicate Primary Disability: OTHER HEALTH IMPAIRMENT

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II. PRESENT LEVEL OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE

Name: [REDACTED]

Agency: Montgomery

IEP Team Meeting Date: 11/01/2022

ACADEMIC **Reading Comprehension** Document student's academic achievement and functional performance levels in academic areas, as appropriate

Source(s): Other (

- Grades from 2021-2022 School year:
- Assignments/Assessments Fall 2022
- Secondary Teacher Reports October 2022
- Quarterly Progress Update (6/17/22, 4/1/222 and 1/28/22)

)

Current Instructional Grade Level Performance: 10th Grade Level

(Consider multiple sources including: individualized assessment results, classroom based assessments, direct assessments, classroom based observations, parent information, student input and general education teacher input in relevant areas.)

Summary of Assessment Findings (including dates of administration):

Reading Comprehension

11/1/22: [REDACTED] is currently in co-taught Honors English 11 and co-taught Honors Modern World.

Grades from 2021-2022 School year:

- Honors English 10: Semester 1: A and 2: B
- Honors NSL: Semesters 1 and 2: A

Assignments/Assessments Fall 2022

- Unit 1 Test in Honors Modern World (10/4/22)- 66%
- Japan Background Reading and Questions in Honors Modern World (9/30/22)- 100%
- Silver Trade Discussion Questions in Honors Modern World (9/29/22)- 100%
- Unit 1 Quiz (9/15/22) in Honors Modern World- 88%
- PP WK6: Identifying Language Devices & Symbolism (Chapters 3) (10/7/22)- 80%
- AT WK#5- Connotation and Argument - Valley of Ashes (9/29/22)-100%

Secondary Teacher Reports October 2022

Honors Modern World: She is reading on grade level. No concerns with [REDACTED] at this time. When in class, [REDACTED] completes her work and asks for help when she is confused by content or instructions. The following were marked as satisfactory:

- Reads accurately and fluently
- Understands class readings
- Is able to interpret lengthy text
- Able to keep up with longer reading
- Can determine main idea
- Can make inferences/draw conclusions
- Can recognize, use, and define words in reading

She benefits from and utilizes the following:

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II. PRESENT LEVEL OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE

Name: ██████████

Agency: Montgomery

IEP Team Meeting Date: 11/01/2022

- graphic organizers
- clarification of directions
- word banks or glossaries
- oral instructions
- extended time

Honors English 11: She is reading on grade level. Has done well with elements of the plot in Gatsby and reading comprehension. Continuing to work on understanding/analyzing implied information and figurative language.

She benefits from and utilizes the following:

- graphic organizers
- clarification of directions
- oral instructions
- extended time

ASL: She is reading on grade level. She benefits from and utilizes the following:

- graphic organizers
- word banks
- oral instructions
- extended time

Astronomy with Physics:

She benefits from and utilizes the following:

- graphic organizers
- clarification of directions
- word banks
- oral instructions
- extended time

Honors English 11, Honors Modern World, Astronomy with Physics, and ASL teachers all reported the following areas as satisfactory:

- Reads accurately and fluently
- Understands class readings
- Is able to interpret lengthy text
- Able to keep up with longer reading
- Can determine main idea
- Can make inferences/draw conclusions
- Can recognize, use, and define words in reading

Quarterly Progress Updates:

Quarter 4 (6/17/22)

Her teachers reported the following:

NSL: For this objective, NSL only asks students to cite specific textual evidence to support a claim. ██████████ can read an informational text (Social Security Splish Splash 10/10) and answer questions. Objective 1 has been met. ██████████ is somewhat dependent upon adult support, accommodations, and supplementary aides & services

English: ██████████ has done a great job this quarter of being able to take text and describe/figurative language as well as drawing inferences. This was evident in her Common Task Essay as many of the features of this goal are part of the essay. ██████████ essay was scored as a 26.5/30. The only slight flaws were her ability to tie her analysis back to her claim clearly. Objectives 1,2, and 3 have been met. ██████████ is somewhat dependent upon adult support, accommodations, and supplementary aides & services Lilli earned the following grades:

Honors NSL: Social Security Splish Splash: 100% Honors English 10: Common Task: 88% Honors English 10: PP W11 Examination of Narrative Elements:100% Honors English 10: AT W13: Connecting Evidence to Thesis 2022 ("Disasters" Article Analysis and Comparison)- 90%

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II. PRESENT LEVEL OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE

Name: [REDACTED]

Agency: Montgomery

IEP Team Meeting Date: 11/01/2022

Quarterly Progress Updates: Quarter 3 (4/1/22)

English teacher reported the following: [REDACTED] is continuing to make progress with her reading and I still find that she is most successful with reading comprehension when she takes the time to carefully read through each piece and follow directions for the accompanying assignment. I continue to encourage her to try this on her own before she asks for help. Lili did a great job participating in all of our class discussions centered on our core text Just Mercy. She scored the max grades for all the assignments related to those discussions as well as using the text to follow the assignments.

Art teacher reported the following: Written instructions are followed but usually after individually clarifying them one on one with the teacher.

NSL teacher reported the following: Yes, she is making progress. With support, [REDACTED] can read passages of varying types and respond to questions correctly.

[REDACTED] earned the following grades:

- Honors NSL: Women in the House of Reps- 100%
- Honors English 10: T W6 Analysis Skills: Identifying Purpose 80% (3/22/22)
- Honors English 10: AT W4: Analysis Skill: Connecting Evidence to Purpose (Ch. 1 Historical Context)- 100% (2/18/22)

Her English and NSL teachers reported that [REDACTED] is utilizing the following Accommodations and Supplementary Aids/Services:

- Utilizes extended time
- Utilizes clarification of directions
- Utilizes word banks or glossaries
- Benefits from oral plus written directions
- Utilizes word processor/spell check
- Benefits from copies of class notes
- Utilizes graphic organizers
- Benefits from the repetition of directions
- Benefits from assignment chunking

Quarterly Progress Updates: Quarter 2 (1/28/22)

Her Chemistry teacher reported the following: [REDACTED] was able to accurately interrupt written questions and select the correct answer out of 4 options, she earned a 90% Score on Week 12 FA - Summative: Unit 4 Concluding Assessment on Chemical Nomenclature.

Her English teacher reported the following: [REDACTED] is most successful with reading comprehension when she takes the time to carefully read through each piece and follow directions for the accompanying assignment. I would like her to try this on her own before she asks for help. The same goes for any work that needs to be done at home; independence is key. She earned a 100% on Performance Skill: Sonnets of Identity and Rebellion.

Her NSL teacher reported the following: [REDACTED] can read passages of varying lengths and answer various types of questions. Trial of a Young Nation- 100% and Judicial Review Photo Essay- 93%.

Areas of Strength/Reading Comprehension:

[REDACTED] has strong decoding skills, and oral reading is her greatest strength. She benefits from having texts broken down into manageable small chunks. She is able to understand and recall the main idea from what she has read and give details and information from the text to support her claims. Her reading rate, accuracy, and fluency are average amongst her age-level peers. [REDACTED] comprehends informational texts better than literature and excels at verbally retelling the main idea. She can independently read sources and then make a claim and support it with evidence. Has done well with elements of the plot in a story and reading comprehension. She is the most successful with reading comprehension when she takes the time to carefully read through each piece and follow directions for the accompanying assignment

Areas of Need/Reading Comprehension:

[REDACTED] has a difficult time comprehending literature due to difficulty with understanding figurative language, learning new vocabulary, and utilizing inferencing skills. [REDACTED] is a strong oral reader but struggles to comprehend the texts that she is reading. She is able to grasp a general idea of a fictional text but needs assistance with observing and processing how different elements affect the events of the story.

She has difficulty with the following: understanding the effect of figurative language within a text, analyzing how mood is conveyed in a text, analyzing word choice in a text, analyzing how dialogue advances the plot in a literary text, and making inferences about characters, plot,



Assistive Technology Accessibility Features Supplementary Aids



Assistive Technology

An assistive technology device is “any item, piece of equipment or product system that is used to increase, maintain, or improve the functional capabilities of a child with a disability.” AT can be high- or low-tech.

Some examples are:

- Word processing, word prediction, spelling/grammar checkers, and voice recognition software
- Magnifiers/Large Print
- Communication Boards/Symbol Making Software
- Pencil Grip



Students can receive assistive technology alone OR technology and services.

HIAT -High Incidence Assistive Technology

Parents or school teams can request a HIAT consult. HIAT’s mission is to provide training and consultation to build the capacity of classroom environments to incorporate assistive technology options for all students.

<https://www.montgomeryschoolsmd.org/departments/hiat-tech/>

InterACT Team- Montgomery County Public Schools

The InterACT team consists of speech/language pathologists, occupational therapists, a physical therapist, special educators, and technical support assistants.

The team collaborates with staff to support students with significant communication disabilities in order to:

- **increase** the student's ability to communicate through augmentative communication and other assistive technology systems and strategies
- **expand** the student's communication skills in school, home, community, and work environment

The team serves students who are:

- nonspeaking or severely limited in speech and/or
- unable to produce written output due to severe physical disabilities and
- whose needs exceed the resources available at the school level



Augmentative and Alternative Communication (AAC) is:

"an area of clinical practice that attempts to compensate (either temporarily or permanently) for the impairment and disability patterns of individuals with severe expressive communication disorders (i.e. the severely speech-language and writing impaired)."

- American Speech-Language-Hearing Association, 1989

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III. SPECIAL CONSIDERATIONS AND ACCOMMODATIONS

Name: [REDACTED]

Agency: Montgomery

IEP Team Meeting Date: 11/01/2022

COMMUNICATION (required)

Does the student have special communication needs? No
(If yes, describe the specific needs.)

ASSISTIVE TECHNOLOGY (AT) (required)

Consider AT device(s) and service(s) that are needed to increase, maintain or improve functional capabilities of a student with a disability.

Decision(s):	Requires an AT device(s)	Requires an AT service(s)
<input type="radio"/> The Student does not require AT device(s) or AT service(s)	No	No
<input type="radio"/> The Student does not require AT device(s) but does require AT service(s)	No	Yes Additional data collection with trials is needed
<input type="radio"/> The Student does require AT device(s) and requires AT service(s)	Yes	Yes Services may address the required device(s) or additional data collection with trial is needed
<input checked="" type="radio"/> The Student does require AT device(s) but does not require AT service(s)	Yes	No

Document basis for decision(s) on AT device(s) including description of device(s):

[REDACTED] does require the use of a word processing device to use for written assignments in all subjects. [REDACTED] also requires a calculator for her needs with math calculation and math problem solving.

Document basis for decision(s) on AT service(s) including implementation of trials:

[REDACTED] does not require any AT services.

INSTRUCTIONAL AND ASSESSMENT ACCESSIBILITY FEATURES

Supplementary Aids and Services

Accommodations and modifications to the curriculum that enable students with disabilities to access the curriculum.

Supports to address environmental needs

Levels of staff support needed

Child's specialized equipment needs

Pacing of instruction needed

Presentation of subject matter needed

Materials needed Assignment modification needed

Self-management and/or follow-through needed

Testing adaptations needed

Social interaction support needed

Training



Nature of Service	Frequency	Begin Date	End Date	Provider
Provide step by step instructions to teach new skills	Daily	3/06/2023	3/06/2024	<ul style="list-style-type: none"> • Special Education Teacher • General Education Teacher • Instructional

Clarify Location and Manner: For example, “First, I do this; Second, I do this; Third I do this”strategy can serve to structure an assignment, initiate, keep one on track, and reduce the open-endedness of tasks.

Nature of Service	Frequency	Begin Date	End Date	Provider
Strategies to sustain attention	Daily	3/06/2023	3/06/2024	<ul style="list-style-type: none"> • Special Education Teacher • General Education Teacher

Clarify Location and Manner: Examples include establishing eye contact, using proximity control, providing visual prompts, and questioning. Engage attention prior to giving essential instructions or new material to ensure that X is ready to listen. Arrangement of a private signal between the teacher and X (e.g., verbal cues, gestural cues or signs) will improve on-task behavior without compromising self-esteem.

Nature of Service	Frequency	Begin Date	End Date	Provider
Provide use of calming center	Daily	3/06/2023	3/06/2024	<ul style="list-style-type: none"> • Special Education Teacher • General Education Teacher • Instructional

Clarify Location and Manner: Provide a calm-down space in the classroom that can be readily accessed when X is anxious or overloaded. This space should not be used as time-out. Rather, this should be a comforting space with calming objects (e.g., toys, books, headphones to listen to calming music). X should be encouraged to use this space and praised for taking advantage of it, as a method of reducing overload and anxiety

GOALS



and Objectives

IEP GOALS SHOULD BE

S M A R T

Specific



Measurable



Attainable



Realistic &
Relevant



Timely



GOALS

Goal Area: Reading Phonics

Goal: Given instruction in an evidence and research based reading intervention, the student will independently segment and blend sounds to decode one-syllable words containing CVC, DVC, and CVD words with at least 80% accuracy on 4 out of 5 opportunities per quarter.

Anticipated Date of Achievement: 03/22/2023

Method of Measurement: Observation, informal classroom assessments, evidence based reading intervention program progress monitoring tools

Objective 1: Given instruction in an evidence and research based reading intervention, the student will know and be able to use the key words to correctly pronounce the consonant, vowel, and digraph sounds correctly.

Objective 2: Given instruction in an evidence and research based reading intervention, the student will be able to identify that digraphs represent one sound with at least 80% accuracy on 4 out of 5 opportunities per quarter.

Objective 3: Given instruction in an evidence and research based reading intervention, the student will independently blend CVC, DVC, and CVD words with at least 80% accuracy on 4 out of 5 opportunities per quarter.

Services



INDIVIDUALIZED EDUCATION PROGRAM (IEP)

MARYLAND STATE DEPARTMENT OF EDUCATION (MSDE) DIVISION OF EARLY INTERVENTION AND SPECIAL EDUCATION SERVICES (Form approved by MSDE for use July 1, 2022)

V. SERVICES

Name: ██████████

Agency: Montgomery

IEP Team Meeting Date: 11/01/2022

SERVICES

SPECIAL EDUCATION

Service Nature	Location	Service Description			Begin Date	End Date	Provider(s): (P)=Primary, (O)=Other	Summary of Service
		Number of Sessions:	Length of Time:	Frequency:				
Classroom Instruction (Identifying the number of sessions for Classroom Instruction is optional)	In General Education	4	0 Hrs. 45 Min.	Daily	11/01/2022	06/17/2023 Duration: 27 Weeks	(P) General Education Teacher (O) Instructional Assistant (O) Special Education Classroom Teacher	Total service time: Daily 3 Hrs. 0 Min.
Classroom Instruction (Identifying the number of sessions for Classroom Instruction is optional)	Outside General Education	1	0 Hr. 45 Min.	Daily	11/01/2022	10/31/2023 Duration: 36 Weeks	(P) Special Education Classroom Teacher (O) Instructional Assistant	Total service time: Daily 0 Hr. 45 Min.
Classroom Instruction (Identifying the number of sessions for Classroom Instruction is optional)	In General Education	2	0 Hr. 45 Min.	Daily	08/28/2023	10/31/2023 Duration: 9 Weeks	(P) General Education Teacher (O) Instructional Assistant (O) Special Education Classroom Teacher	Total service time: Daily 1 Hr. 30 Min.

Discussion of service(s) delivery including description of Transportation services if provided:

Special Education - Classroom Instruction:

SY 22-23

Supported: English, Math, Science, and Social Studies

Self-contained: Resource

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

MARYLAND STATE DEPARTMENT OF EDUCATION (MSDE) DIVISION OF EARLY INTERVENTION AND SPECIAL EDUCATION SERVICES (Form approved by MSDE for use July 1, 2022)

V. SERVICES

Name: LILLI Ganz KAHN

Agency: Montgomery

IEP Team Meeting Date: 11/01/2022

SY 23-24

Supported: English, Math

Self-contained: Resource

IEP Planning for Emergency Conditions:

Can this service be implemented as written during emergency conditions resulting in the physical closure of school for 10 or more days? Yes
If no, describe the changes needed to this service:

Questions



Reflections

