

INDIVIDUALIZED EDUCATION PROGRAM (IEP)
Mississippi School District

School Year: _____
 Student's Name: Ronnie Howard
 MSIS #: 574611619

IEP Committee Meeting Date: 1/28/22

Projected Annual Review Date: 1/27/23

IEP Implementation Date: 1/27/22
(Projected date when services/programs will begin)

Projected End Date: 1/26/23
(Projected date when services and programs will end)

Date of Birth: 6/11/06 Age: 15.7 Grade: 9 Gender: Male

Ethnicity: White School: / Central High School

Primary Eligibility Category: Specific Learning Disability

Secondary Eligibility Category: _____

Current Eligibility Date: 1/28/22 Projected Re-evaluation Date: 1/28/25

Parent/Guardian: Gerald Howard Address: _____

Home Phone: _____ Work: _____ Mobile: _____ Email: _____

Parent/Guardian: Pam Johnston Address: 625 Johnson Ave , Central MS 44445

Home Phone: 555-222-1826 Work: _____ Mobile: _____ Email: _____

IEP COMMITTEE PARTICIPANTS *(Signatures are not required.)*

Annual IEP

Name	Position
Kerri Carleton	Agency Representative
	General Education Teacher
Pam Johnston	Parent
Tom O'Connell	Special Education Teacher
Ronnie Howard	Student

Names and position of excused IEP Committee Members *(Attach document to IEP)*

Name	Position

IEP meeting conducted via alternate means of technology:

This IEP meeting was recorded:

EVALUATION(S)

Check any evaluations or follow-ups needed to determine special education services and/or related service needs.

- Functional Behavioral Assessment (FBA)
- Assistive Technology Assessment
- Occupational or Physical Therapy Evaluation
- List other evaluations/follow-ups:

IEP COMMITTEE PARTICIPANTS

Date: 1/27/22

Name	Position

Names and position of excused IEP Committee Members (Attach document to IEP)

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EVALUATION(S)

Check any evaluations or follow-ups needed to determine special education services and/or related service needs.

- Functional Behavioral Assessment (FBA)
- Assistive Technology Assessment
- Occupational or Physical Therapy Evaluation
- List other evaluations/follow-ups:___

PROCEDURAL SAFEGUARDS NOTICE

- I have received a copy of the Procedural Safeguards Notice, and my rights and those of my child have been fully explained. The public agency has informed me of whom I may contact if I need additional information.
- I do not wish to receive a copy of the Procedural Safeguard Notice. The public agency has informed me of whom I may contact if I need additional information.

Signature: _____ Date: _

SUMMARY OF REVISION

- Check to verify that all changes were made in the IEP

PRESENT LEVELS OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE**Student's Strengths, Preferences, and Interests****The student's current performance in math and reading**

Ronnie is an 9th grade student who is pursuing a Traditional Diploma. During the school year he received support services from the general education teacher and special education, inclusion teacher in the general education Math and English Language Arts (ELA) classrooms. Ronnie had 14 total absences for the previous school year. 2 of those days were OSS for a major discipline infraction of fighting on campus which resulted in 2 days OSS and 3 days ISS. During the Spring, Ronnie took the Mississippi Academic Assessment Program (MAAP). He scored basic (PL2) on the Math portion and Minimal (PL1) on the Reading portion. In December of 2018, Ronnie took the Northwest Evaluation Association (NWEA) assessment. He scored a 207 (13%ile) on the math portion of the assessment, which is a 3rd grade equivalent. He scored a 209 (30%ile) on the Reading portion of the assessment, which is a 5th grade equivalent. According to NWEA data, in math, Ronnie is strongest in the area of operations and algebraic thinking. He is able to apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers (7.NS.1). According to NWEA data, in reading, Ronnie is strongest in the area of informational text. Ronnie can cite the textual evidence that most strongly supports an analysis of what an informational text says explicitly as well as inferences drawn from the text (RI.8.1).

Ronnie took a Learning Style Questionnaire indicating that he is a kinesthetic learner. Ronnie stated that he learns best when teachers work with him one-on-one and enjoys class when hands-on activities are involved. Ronnie is an active learner. He excels at building relationships with other students and teachers. Outside of school Ronnie likes to spend his time playing basketball, baseball, and football. Ronnie has expressed that he would like to be a football player or coach.

Ronnie took a Career Interest Survey which indicated that he is most interested in the career field of Education and Training. This aligns with Ronnie's student survey where he indicated that he plans to attend college to pursue a career as a football player or coach.

Data Sources**Impact of Disability and Student Needs****The direct impact of the student's disability in accessing or progressing in the general curriculum (reading and math curriculum, behavior, and functional activities)**

According to the most recent evaluation completed March, 2019. Ronnie has a ruling of Specific Learning Disability (SLD) in the areas of Basic Reading, Reading Comprehension, Reading Fluency, and Written Expression that impacts his performance in general education by his struggle to read a text and then comprehend the text that was read in order to form an opinion of the text. This struggle causes him difficulty when he is required to provide a written expression. Ronnie would benefit from having extended time on his test and assignments in order to allow him time to appropriately read a text in order to foster his comprehension of the text. Due to Ronnie struggling with basic reading skills he would also benefit from having the option of having his test and assignments read to him.

According to NWEA data, in math, Ronnie struggles in the area of geometry. Ronnie struggles with solving problems when given two ordered pair, of correctly applying the Pythagorean Theorem to find the distance between the two points in a coordinate system(8.G.8). Currently he can complete this with 35% accuracy.

According to NWEA data, in reading, Ronnie struggles in the area of vocabulary acquisition and use. When given a literature text, Ronnie can determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings and analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts with 40% accuracy. (RL.8.4)

Ronnie struggles when determining when his actions and behaviors are extreme and to the point of being inappropriate in the classroom. A behavior/transition goal is a part of this IEP for Ronnie to learn and display productive school behaviors in a classroom setting, which during the previous school year was displayed in 2 out of 4 settings. Ronnie is inconsistent with his work habits due do him losing and regaining focus during a class. At times, Ronnie has a difficult time focusing on a given task and will rush through his work, missing important details and making careless mistakes. This inconsistency could impact Ronnie post-secondary with his duties of being a football player or coach.

Data Sources

NWEA, teacher observations

Parent/Student Input

Include any concerns of the parent and, as appropriate, the student for enhancing his or her education.

Graduation exit options were discussed as well as Ronnie's current grades. This IEP was written for Ronnie to go to the 8th grade; however, as of 3/1/2019 Ronnie's grades were failing 8th grade and the IEP committee had the understanding that the 2019-2020 IEP would be changed to 7th grade should Ronnie have failing grades at the end of the 2018-2019 school year. A plan of action for Ronnie working hard to pass was discussed. Summer school information was shared with Ronnie's mother. Ronnie said that he is going to work hard to pass 7th grade and set a target to make an 80 on every test in order to achieve this. Ronnie's mother is very supportive and does want him going to 8th grade.

ANNUAL GOAL BASELINE DATA

Baseline data to determine the annual goal must include (a) a data source, (b) a clear description of the observable "target" skill or behavior, (c) the condition under which the target skill or behavior can be observed, and (d) the current rate of performance based on baseline data.

In Spring of 2022, Ronnie took the MAAP and scored performance level 1 (Minimal) on the Reading portion. In December of 2021, Ronnie took the NWEA and scored a 207 (22nd percentile), which is a 4th grade equivalent. In Reading, Ronnie struggles, with 50% accuracy, with citing strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text (RI.9.1).

AREA OF ANNUAL GOAL

Academic: Reading

MEASURABLE ANNUAL GOAL

Goal #	Measurable Annual Goal	TA*	MOM
1	In 36 weeks, given an assigned content area reading passage, Ronnie will apply word decoding skills to content area vocabulary to increase comprehension by summarizing the information in writing or verbalizing a response from 70% accuracy to 80% accuracy on 2 of 3 trials. (RI.9.1)	✓	WS

Obj #	Short-Term Instructional Objectives/Benchmarks (STIO/B)
1	In 9 weeks, given an assigned content area reading passage, Ronnie will apply word decoding skills to content area vocabulary to increase comprehension by summarizing the information in writing or verbalizing a response from 70% accuracy to 73% accuracy on 2 of 3 trials.
2	In 18 weeks, given an assigned content area reading passage, Ronnie will apply word decoding skills to content area vocabulary to increase comprehension by summarizing the information in writing or verbalizing a response from 73% accuracy to 76% accuracy on 2 of 3 trials.
3	In 27 weeks, given an assigned content area reading passage, Ronnie will apply word decoding skills to content area vocabulary to increase comprehension by summarizing the information in writing or verbalizing a response from 76% accuracy to 78% accuracy on 2 of 3 trials.

Report of Progress

Methods of Measurement (MOM)	Progress on Annual Goal (PAG)
OBS: Observation CRT: Criterion Referenced Test CBM: Curriculum-Based Measure WS: Work Samples DP: Demonstration/Performance	A. The child is making sufficient progress to meet the annual goal. B. The child is making insufficient progress to meet the annual goal. (An IEP meeting must be held to discuss revisions.) C. The annual goal has been met or exceeded. D. The annual goal has not been introduced yet.

Date of Report	Current Level of Performance for Report of Progress <i>Describe the child's current performance on the annual goal based on progress on STIO/Bs using the identified method of measurement (OBS, CRT, CBM, etc.)</i>	PAG

Notification of Progress Provided to Parents/Guardians

Type: Goal Sheets **Frequency:** Quarterly

ANNUAL GOAL BASELINE DATA

Baseline data to determine the annual goal must include (a) a data source, (b) a clear description of the observable "target" skill or behavior, (c) the condition under which the target skill or behavior can be observed, and (d) the current rate of performance based on baseline data.

Currently, when given a grade level text, Ronnie can produce clear, coherent and organized writing that is appropriate for a task, purpose, and audience with 20% accuracy.(W9/10.4)

AREA OF ANNUAL GOAL

Other: Written Expression

MEASURABLE ANNUAL GOAL

Goal #	Measurable Annual Goal	TA*	MOM
2	In 36 weeks, Ronnie will increase ability to communicate through written language using correct grammar, sentence/paragraph construction, and mechanics needed to convey meaning on an accumulation of assigned tasks with 90% accuracy for each quarter from a baseline of 80%. (W9/10.4)	✓	WS
Obj #	Short-Term Instructional Objectives/Benchmarks (STIO/B)		
1	In 9 weeks, Ronnie will increase ability to communicate through written language using correct grammar, sentence/paragraph construction, and mechanics needed to convey meaning on an accumulation of assigned tasks with 83% accuracy for each quarter from a baseline of 80%.		
2	In 18 weeks, Ronnie will increase ability to communicate through written language using correct grammar, sentence/paragraph construction, and mechanics needed to convey meaning on an accumulation of assigned tasks with 86% accuracy for each quarter from a baseline of 83%.		
3	In 27 weeks, Ronnie will increase ability to communicate through written language using correct grammar, sentence/paragraph construction, and mechanics needed to convey meaning on an accumulation of assigned tasks with 88% accuracy for each quarter from a baseline of 86%.		

Report of Progress

Methods of Measurement (MOM)	Progress on Annual Goal (PAG)
OBS: Observation CRT: Criterion Referenced Test CBM: Curriculum-Based Measure WS: Work Samples DP: Demonstration/Performance	A. The child is making sufficient progress to meet the annual goal. B. The child is making insufficient progress to meet the annual goal. (An IEP meeting must be held to discuss revisions.) C. The annual goal has been met or exceeded. D. The annual goal has not been introduced yet.

Date of Report	Current Level of Performance for Report of Progress <i>Describe the child's current performance on the annual goal based on progress on STIO/Bs using the identified method of measurement (OBS, CRT, CBM, etc.)</i>	PAG

Notification of Progress Provided to Parents/Guardians

Type: Progress Notes, Goal Sheets **Frequency:** Quarterly

SPECIAL CONSIDERATIONS [REQUIRED]*

Communication

Does the student have special communication needs? No

Assistive Technology

Does the student need assistive technology services or devices to maintain or improve functional capabilities? No

Does the student need assistive technology assessment? No

SPECIAL CONSIDERATIONS [IF APPLICABLE]*

Service for Students Who Are Blind or Visually Impaired

In the case of a student who is blind or visually impaired, provide for instruction in Braille and the use of Braille unless the IEP Committee determines, after an evaluation of the student's reading and writing media, that Braille instruction is not appropriate.

Evaluation Date: _____

Instruction in Braille considered?

Instruction in Braille appropriate?

Were the parents provided information regarding the Mississippi School for the Blind?

Service for Students Who Are Deaf or Hearing Impaired

In the case of a student who is deaf or hearing impaired, consider language and communication needs, opportunities for direct communication needs, academic level, and full range of needs, including direct instruction in the student's language and communication mode.

Student's language and communication mode:

Is direct instruction in student's Language and communication mode needed?

Were the parents provided information regarding the Mississippi School for the Deaf?

Behavior Intervention

In the case of a student whose behavior impedes the student's learning or the learning of other students, consideration is given to the use of positive behavior interventions, supports, and other strategies to address that behavior.

1. Has the IEP Committee developed goals and interventions to address specific behavior concerns?

2. Has a Functional Behavioral Assessment (FBA) been conducted? Date Completed: _____

3. Has a Behavior Intervention Plan (BIP) based on a Functional Behavioral Assessment been developed? **

Date Developed: _____ Implementation Date: _____ Review/Revised Dates: _____

***If a student has a BIP, he/she must have corresponding annual goal(s) to address behavioral concerns.*

Service for Students with Limited English Proficiency

In the case of a student with Limited English Proficiency, consideration is given to the language needs of the student as such needs relate to the student's IEP.

What is the student's native language?:

Is the student receiving English Learner Services? if not, why:

if yes, date of the most recent Language Service Plan (updated annually): _____

****The contents of the student's Language Service Plan should be considered when writing the PLAAFP.**

**Indicate all relevant Special Considerations in the PLAAFP.*

SPECIAL EDUCATION AND RELATED SERVICES

Special Education

Service	Area*	Location	Start/End	Duration/Frequency
Academic instruction	a	Special Ed Classroom	1/27/22 - 1/26/23	250 Minutes/Weekly
Academic instruction	c	Special Ed Classroom	1/27/22 - 1/26/23	250 Minutes/Weekly

Related Services

None needed

Instructional/Functional Accommodations

Service	Area*	Location	Start/End
Cue to stay on task	c, d, e, f	Regular Classroom	1/27/22 - 1/26/23
Extended time	c, d, e, f	Regular Classroom	1/27/22 - 1/26/23
Preferential Seating	c, d, e, f	Regular Classroom	1/27/22 - 1/26/23

Program Modifications

None needed

Supports for Personnel			
Service	Area*	Location	Start/End
Collaboration between SLP, Special Education and General Education Teachers	c, d, e, f	Regular Classroom	1/27/22 - 1/26/23
*Areas			
a. Reading	f. Science	k. Music	p. Title I
b. Spelling	g. Health	l. Art	q. Technology
c. English	h. Lunch	m. Computer Science	r. CTE
d. Math	i. FE	n. Extracurricular	s. Library
e. Social Studies	j. Guidance/Counseling	o. Speech Language	t. EL Services
			u. Other: _____
			v. Other: _____
			w. Other: _____
			x. Other: _____
			y. Other: _____

PARTICIPATION IN STATE-WIDE AND DISTRICT-WIDE ASSESSMENTS

Significant Cognitive Disability (SCD) Determination

To be classified as a student having a "significant cognitive disability," ALL of the criteria below must be true.

Yes	No	Criteria
	✓	The student demonstrates significant cognitive deficits and poor adaptive skill levels (as determined by that student's comprehensive assessment) that prevents participation in the standard academic curriculum or achievement of the academic content standards, even with accommodations and modifications.
	✓	The student requires extensive direct instruction in both academic and functional skills in multiple settings to accomplish the application and transfer of those skills.
	✓	The student's inability to complete the standard academic curriculum is neither the result of excessive or extended absences nor is primarily the result of visual, auditory, or physical disabilities, emotional-behavioral disabilities, specific learning disabilities, or social, cultural, or economic differences.

DETERMINATION: The student **DOES NOT MEET** the criteria for having a "significant cognitive disability."

State-Wide or District-Wide Assessments for Students with an SCD

NOTE: The IEP Committee may not remove the requirements for English Learners to be assessed in all four (4) domains of the ELPT. If the student is unable to participate in fewer than four (4) domains, the ELPT score will be based on the remaining domains in which it is possible to assess the student.

Indicate any assessments the student will complete during the current year:	Grade Level (Age for non-graded students)											
	For non-graded students (coded 56, 58, 72, 74, or 78), peer grades are based on the student's age as of September 1st of the applicable school year.											
	PK	K-2 (5-7 yrs)	3 (8 yrs)	4 (9 yrs)	5 (10 yrs)	6 (11 yrs)	7 (12 yrs)	8 (13 yrs)	9 (14 yrs)	10 (15 yrs)	11 (16 yrs)	12 (17-18 yrs)
MKAS2/Kindergarten Readiness Assessment												
Third Grade MAAP ELA Assessment												
MAAP-A (ELA)												
MAAP-A (Mathematics)												
MAAP-A (Science)												
MAAP-A EOC (English II)												
MAAP-A EOC (Algebra I)												
MAAP-A EOC (Biology)												
English Language Proficiency Test (ELPT)												
ACT (American College Test)												
Other :												
Other :												

PARTICIPATION IN STATE-WIDE ASSESSMENT PROGRAM

State-Wide or District-Wide Assessments for Student without an SCD

NOTE: The IEP Committee may not remove the requirements for English Learners to be assessed in all four (4) domains of the ELPT. If the student is unable to participate in fewer than four (4) domains, the ELPT score will be based on the remaining domains in which it is possible to assess the student.

Indicate any assessments the student will complete during the current year, specifying the edition, if applicable.

Grade Level

	PK	K-2	3	4	5	6	7	8	9	10	11	12
MKAS2: Kindergarten Readiness Assessment												
Third Grade MAAP ELA Assessment												
MAAP (English Language Arts/Literacy)												
MAAP (Mathematics)												
MAAP (Science)												
MAAP-EOC (Algebra I)												
MAAP-EOC (Biology I)												
MAAP-EOC (English II)												
MAAP-EOC (US History)												
MS-CPAS-2												
ACT												
English Language Proficiency Test (ELPT)												
Other :												

MAP/MCT3 = Mississippi Curriculum Test, Third Edition • MST2 = Mississippi Science Test, Second Edition • MKAS2 = MKAS2: Mississippi K-3 Assessment Support System

District-Wide Test Accessibility/Accommodations

Ronnie will be given the same accommodations for district wide testing as he receives for state wide testing, if allowable.

State-Wide Test Accessibility/Accommodations

#	Accommodations for MAP, MAP-A	ELPT	ELA-R	ELA-W	Math	Science	MKAS2	MAAP ELA-3	Other
23	Extended time through the end of the day		✓	✓	✓	✓			
58	Read test directions and test items (questions and answer choices) to individual students or the group- repeating directions/items, and paraphrasing directions only if needed <input type="checkbox"/> human reader via book (e.g., paper-pencil, writing) <input type="checkbox"/> human reader via online		✓	✓	✓	✓			

INDIVIDUAL TRANSITION PLAN

Beginning at age 14, or younger if appropriate, the Transition Plan must be completed with consideration of the student's needs, preferences, and interests. The plan must be updated annually.

Postsecondary Goals

Specify appropriate measurable postsecondary goals as identified by the student, parent(s), and IEP Committee. Postsecondary goals are based upon age-appropriate transition assessments related to employment, education and/or training, and where appropriate, independent living skills.

Area	Outcome	Related IEP Goal(s)#
Education/Training (Required)	Based on student interview, after high school graduation Ronnie will attend college.	1, 2, 3
Employment (Required)	Based on student interview, while attending college Ronnie will work a part time job to help with expenses.	1, 2, 3
Independent Living (If Appropriate)	Based on student interview, while attending college, Ronnie will live in a dorm.	1, 2, 3

Age-Appropriate Transition Assessments

Transition Assessment <i>(including student and family survey/interview)</i>	Assessment Type	Responsible Agency/Person	Date Conducted	Report Attached
Education/Training (Required)	career interest survey & student survey	Mississippi School District	2/4/20	N
Employment (Required)	career interest survey & student survey	Mississippi School District	2/4/20	N
Independent Living (Required)	career interest survey & student survey	Mississippi School District	2/4/20	N

Transition Services

Transition services may include instruction, related services, community experiences, development of employment and other post-school adult living objectives, and acquisition of daily living skills to be provided before graduation to help support the student in achieving his/her postsecondary goals.

List the activities the school, student, parent, and any outside agency(ies) will do to help the student reach the stated post-secondary goal(s). Specify any outside agency(ies) that will provide transition services.

Instruction (e.g., accommodations, tutoring, skills training, prep for college exam)

Ronnie will take the accredited coursework in order to graduate high school. At home his parents will provide an atmosphere that is suitable for studying and completing homework.

Related Services (e.g., parent(s), technology, transportation, medical services, supported services)

Ronnie will use strategies previously learned in language therapy to help him achieve his post-secondary goals.

Community Experiences (e.g., job shadowing, supported employment, banking, shopping, touring post-secondary institutions)

Ronnie sponsored activities. Ronnie's parents will see that he is on time and will provide him transportation to and from activities.

Development of Employment Objectives and Functional Vocational Evaluation

(e.g., career planning, guidance counseling, job and career interests, aptitudes and skills)

Ronnie will follow the coursework needed to work towards a traditional high school diploma. His parents will encourage his career decisions and help him to explore his options.

Acquisition of Daily Living Skills and Other Post-School Adult Living Objectives

(e.g., self-care, home repair, health and safety, money management, registering to vote, adult benefits, planning, independent living)

Ronnie will use skills to socially interact in an appropriate manner with teachers and other students and apply them to his every day living. He will use the skills when dealing with people in the community. At home his parents will work with him on appropriate social interaction on a daily basis.

Course of Study

Course of Study that supports the student's post-secondary goal(s): Science, Technology, Engineering, & Mathematics

For SCD Students: —

Exit Options

Exit options have been reviewed with the parent and, as appropriate, the student.

The exit option determined appropriate for the student is:
Traditional Diploma (Academic Endorsement)

Student Invitation to the IEP Committee Meeting

The student was invited to the IEP Meeting: Yes

Interagency Invitation to the IEP Committee Meeting

List agencies/person(s)
 a) currently involved with the student or family,
 b) who can provide needed information to the IEP Committee, and/or
 c) likely to become involved in providing support or services after the student exits high school and transitions to the community, employment, and/or post-secondary education/training.
Written parental consent must be obtained before inviting any agency/person(s) likely to be responsible for providing/paying for transition services.

Education/Training: <i>Not applicable</i>	Employment: <i>Not applicable</i>	Independent Living: <i>Not applicable</i>
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PLACEMENT CONSIDERATIONS AND LEAST RESTRICTIVE ENVIRONMENT (LRE) DETERMINATION

Placement Option(s) Considered

Is this placement based on the student's educational needs documented in this IEP? 3CFR300.114 Yes
 If No, explain:
 Ronnie will participate in the general education classroom with accommodations and support services. Ronnie will also have a 48 minute tutorial class each day for reinforcement of Reading skills. Potential harmful effects of Ronnie receiving reinforcement of skills in Learning Strategies are time away from his general education peers. The IEP Committee determined that an inclusion setting is Ronnie least restrictive environment.

Is the student able to be satisfactorily educated in the general education environment for the entire school day? 34CFR300.114 Yes
 If No, explain:___

If removal from the regular environment is necessary, is it based on the nature and severity of the student's disability and not the need for modifications in the general curriculum? 34CFR300.114 Yes
 If No, explain:___

Is the educational placement as close as possible to the student's home? 34CFR300.116(b)(3) Yes
 If No, explain:___

Is the educational placement in the school the student would attend if the student did not have a disability? 34CFR300.116(c) Yes
 If No, explain:___

Consideration: The IEP team considered all placement options and related services in conjunction with discussing any needed supplementary aids and services, accommodations/modifications, assistive technology and/or accessible materials, and supports for school personnel as well as potential harmful effects on the student. The IEP team also considered the potential harmful effects of the placement of the child and whether it would impede the ability of the child or other children to learn.

Placement Decision

Preschool Age LRE Environment (Least restrictive to most restrictive)

- (Check one for students ages 3-5)
- Early childhood setting
 - Early childhood special education
 - Part-time early childhood/Part-time early childhood special education
 - Home
 - Itinerant services outside the home
 - Residential facility
 - Separate school

School Age LRE Environment (Least restrictive to most restrictive)

- (Check one for students ages 6-20)
- Inside general education with no supplementary aids and services
 - Inside general education with supplementary aids and services - includes itinerant instruction and resource room instructional support
 - Special classes: full or part-time self-contained
 - Separate school: residential or day treatment
 - Home instruction
 - Correctional facilities
 - Parentally placed in private schools

Special Transportation

Is special transportation needed in the selected LRE? No

Percentage of Time Student Receives Special Education Outside of the General Education Classroom

Start Date	End Date	Placement
1/27/22	8/21/22	Inside General Education Class 40 to 79% of the Day (SB)
8/22/22	1/26/23	Inside General Education Class 40 to 79% of the Day (SB)

EXTENDED SCHOOL YEAR (ESY)

This student attends a twelve (12) month program.

Determination of ESY Decision **Date of Determination:** _____

Regression-Recoupment: Refers to a student's loss of a skill on IEP objective(s) after at least two (2) breaks in instruction without regaining the documented level of skill(s) prior to the break within the specified period.

Critical Point of Instruction 1: Refers to the need to maintain a student's critical skill to prevent a loss of general education class time or an increase in special education service time.

Critical Point of Instruction 2: Refers to a point in the acquisition or maintenance of a critical skill during which a length in instruction would lead to a significant loss of progress.

NOTE: Although ESY services typically focus on existing annual goals or STIO/Bs, the IEP Committee may determine the student needs to master a new goal or objective in order to be able to master or maintain the critical skill identified as the basis for ESY services. Only in this situation may the IEP Committee write a new goal and/or objective to address this critical skill.

Extenuating Circumstances: Refers to special situations that jeopardize the student's receipt of a FAPE unless ESY services are provided.

Consideration: The IEP Committee considered all criteria when determining the student's eligibility for receiving ESY services.

NOTE: Although ESY services typically focus on existing annual goals or STIO/Bs, the IEP Committee may determine the student needs to master a new goal or objective to be able to master or maintain the critical skill identified as the basis for ESY services. Only in this situation may the IEP Committee write a new goal and/or objective to address this critical skill.

This student's situation MEETS criteria for ESY Services based on _.

This student's situation MEETS criteria for ESY Services, but the parent/guardian does not accept the service.

This student's situation DOES NOT MEET the criteria for ESY Services.

Measurable Annual Goals or Short-Term Instructional Objectives/Benchmarks (STIO/B)

These must be existing measurable annual goals or STIO/Bs except for situations as described above

Goal or STIO/B	TA†	MOM	Report of Progress	
			CLP	PAG
Methods of Measurement (MOM)			Report of Progress	
OBS = Observation	CBM = Curriculum Based Measure	DP = Demonstration/Performance	CLP = Current Level of Performance	
CRT = Criterion Reference Test	WS = Work Samples	O =	PAG = Progress on Annual Goal	
			<i>See Annual Goal Page for codes</i>	

Services

Service	Service Type**	# of Weeks	Duration/Frequency	Area (see Special Education and Related Service page for code)	Location	Begin	End

Any related services provided (except for transportation) **must have a corresponding measurable annual goal or short-term objective/benchmark.

Report of Student Progress will be given to parents/guardians **Date(s) progress report given to parent/guardian:** _____

† TA = Transition Activity

SIGNATURE PAGE FOR IEP

INITIAL OR ANNUAL SIGNATURES

WRITTEN PARENTAL PERMISSION FOR INITIAL PLACEMENT

My rights and those of my child as outlined in the Procedural Safeguards Notice have been fully explained to me. I understand that my child has a disability and I know my child's eligibility category. I hereby give consent for my child to receive special education services as recorded on this Individual Education Program (IEP).

Parent/Guardian Signature: _____ Date: _____

PROCEDURAL SAFEGUARDS NOTICE

I have received a copy of the Procedural Safeguards Notice, and my rights and those of my child have been fully explained. The public agency has informed me of whom I may contact if I need additional information.

Parent/Guardian Signature: _____ Date: _____

ACKNOWLEDGEMENT OF STATE TESTING

ACKNOWLEDGEMENT OF REQUIREMENTS FOR PARTICIPATION IN THIRD GRADE MAAP ELA ASSESSMENT

I understand that if my child does not meet the minimum cut score on the Mississippi Assessment Program (English Language Arts), he/she will be required to participate in the alternative Third Grade MAAP ELA Assessment.

Parent/Guardian Signature: _____ Date: _____

ACKNOWLEDGEMENT OF REQUIREMENTS FOR PARTICIPATION IN HIGH SCHOOL SUBJECT AREA TESTS

I have had the Mississippi Statewide Assessment System fully explained to me. I understand that all students will be assessed in some way but only those students who meet the graduation requirements under State Board Policy, Chapter 36, Rule 36.4 and 36.5 will be eligible to receive a traditional high school diploma.

Parent/Guardian Signature: _____ Date: _____

ACKNOWLEDGEMENT OF EXIT OPTIONS
(Sign the appropriate option determined by the IEP Committee)

I understand that to be awarded a Traditional High School diploma, my child must meet the graduation requirements set forth in State Board Policy, Chapter 36, Rule 36.2, 36.3, 36.4 and 36.5.

Parent/Guardian Signature _____ Date: _____

I understand that the Alternate Diploma is an exit option available to students identified by their committee as having a Significant Cognitive Disability. I understand to be awarded the Alternate Diploma my child must meet the graduation requirements under State Board Policy, Chapter 78, Rule 78.1. I also understand that the Alternate Diploma is not the equivalent to a Traditional High School diploma.

Parent/Guardian Signature: _____ Date: _____

I understand that the Certificate of Completion is an acknowledgement of my student's participation in and completion of an Individualized Education Program (IEP). The Certificate of Completion is not the equivalent of a Traditional High School diploma. Students that exit with a Certificate of Completion will have limited access to post-secondary training opportunities, will not be allowed to enroll in the military, and may have limited employment opportunities. I also understand that my student has the right to a Free Appropriate Public Education (FAPE) through age 20.

Parent/Guardian Signature: _____ Date: _____

I understand that the Mississippi Occupational Diploma (MOD) is an option available to students that entered 9th grade prior to the 2017-2018 School Year. I understand that students considered for the MOD will participate in the Mississippi Academic Assessment Program (MAAP). I also understand that the MOD is not the equivalent of a Traditional High School Diploma. Students that exit with a MOD will have limited access to post-secondary training opportunities, will not be allowed to enroll in the military, and may have limited employment opportunities. I also understand that my child has the right to a Free Appropriate Public Education (FAPE) through age 20.

Parent/Guardian Signature: _____ Date: _____

TRANSFER OF RIGHTS
(Signature of student beginning one (1) year before the student reaches the age of majority)

I have been informed of my rights under the Individuals with Disabilities Education Improvement Act of 2004 (IDEA '04), Part B, as amended, that will transfer to me when I reach the age of majority (21).

Parent/Guardian Signature: _____ Date: _____