

Key Things to Remember About IEP's

1 IEP MEETING PARTICIPANTS

IEP team members do not have to sign the cover page of the IEP. Names listed under IEP Meeting Participants are for the purpose of documenting team members that participated in the meeting and development of the IEP. If you do have team members sign or initial next to their typed name, it is important to remind team members that they are not signing in agreement of the IEP but that they are only signing to denote that they were present at the meeting. Also, remember that there MUST be a Special Education Teacher/Provider, District Representative, and Individual Interpreting Evaluations as well as a General Education Teacher, and Parent in attendance at the entire meeting as well as listed on the Service Summary page of the IEP. The Student is required to participate if transition age or older, but they can and should be included as a member of the team from as early as Elementary School and anytime they participate in all or part of the meeting their name must be listed on the Service Summary page as well.

2 SPECIALLY DESIGNED INSTRUCTION

Areas of Specially Designed Instruction (eg., Reading, Written Language, Mathematics, Behavior, Communication, etc.) must match the Annual Goals. More specifically, for each annual goal the area must be listed here. Likewise, for each area listed here there must be an annual goal that addresses it. Additionally, for each area listed it must be discussed in the Present Levels of Educational Performance (PLEP).

3 ANTICIPATED LOCATION

This denotes where the student will receive the specially designed instruction. Possible locations may include; General Education, Learning Center, Special Class, Special School, or a combination such as General Ed/Learning Center.

4 STARTING AND ENDING DATES

The starting date that the specially designed instruction will begin can not be before the date of the IEP meeting. The ending date can not be more than 365 days from the starting date, because the next annual IEP meeting must occur prior to the date that the meeting occurred (eg., if the current IEP was developed on 10/1/04 then the next annual IEP is due no later than 9/30/05).

5 PROVIDER

This denotes who is responsible to provide the service to the student. Choices include; LEA for the Local Educational Area (this would your local school district such as Beaverton School District, Portland Public Schools, etc.), ESD for the Educational Service District, Regional for Columbia Regional Services, CROS for Columbia Regional Orthopedic Services.

6 ANTICIPATED AMOUNT/FREQUENCY

All service amounts and frequencies must be listed in minutes or hours or specific descriptive amounts (eg., "Daily", "For all writing assignments", "To and from school", etc.). A range of time such as 30-60 minutes per week or terms such as "as needed", "throughout the day", or "when appropriate" may not be used.

7 BLANKS

No area on the IEP may be left blank. If there is nothing to list in a specific area (eg., no Related Services or no Supports for School Personnel) then it must say None for that area.

8 SERVICE SUMMARY CONTINUATION

All services that will be provided to the student must be listed on the Service Summary (also sometimes referred to as the cover page). If services to be provided do not fit on the first page an additional Service Summary page(s) can be used. If this additional Service Summary page(s) is used be sure that nothing is left blank, using "See page 1" or "None" as appropriate.

9 CONSIDERATION OF SPECIAL FACTORS

This section must be completed for all students. Key things to remember:

- ♦ A. Assistive Technology includes low tech as well as high tech. This must be marked yes (with the items listed on the Service Summary under Supplementary Aids/Services) if the student requires computer equipment, software applications, special pencil grips, switches, etc.
- ♦ B. Communication Needs must be marked yes for any student eligible as Communication Disordered and/or who receives specially designed instruction in the area of Communication.
- ♦ C. Marking yes for Behavior denotes that the student's behavior is significantly impacting his or her learning or the learning of others. If this is marked yes then there must be a description of the student's behavior and the impact in the Present Levels of Educational Performance (PLEP) as well as a minimum of one behavioral goal.

- ♦ D. Limited English Proficiency must be marked yes for all students receiving ESL/ELL services as well as for all students who's primary language is American Sign Language (ASL). If this is marked yes then there must be ESL/ELL services listed on the Service Summary under Supplementary Aids/Services or in the case of Students who are Deaf or Hard of Hearing, Communication must be listed under Specially Designed Instruction.

10 NONPARTICIPATION JUSTIFICATION

If a student is to be removed from the general education setting for any or all of his or her instruction this must be marked yes and a statement of justification must be provided which includes where the student will receive the instruction, why, and the amount of time (percent of school week) that the student will be removed from participating with nondisabled peers.

11 TRANSFER OF RIGHTS

Students must be informed of their rights that transfer to them at the age of majority, age 18. Students must be informed of these rights no later than age 17, which occurs at the IEP meeting immediately prior to the students 17th birthday and is documented in this section. On the student's 18th birthday written notice is then provided to him or her as well as the parent acknowledging that the transfer of rights has occurred.

12 PRESENT LEVELS OF EDUCATIONAL PERFORMANCE (PLEP)

All of the bulleted items must be included in the PLEP, including how the student's disability affects involvement and progress in the general education curriculum, concern's of the parents, and if any alternative assessments will be administered.

13 PROGRESS REPORTING

An explanation of how progress will be reported to the student's parents with a statement that shows that the progress reporting is consistent with the general education reporting.

14 DISTRICTWIDE ASSESSMENT

This page must be included for all students although no districtwide assessments are currently offered to students in most districts,

15 STATEWIDE ASSESSMENT

If the student will not be required to participate in a statewide assessment during the 365 days which this IEP covers (eg., 10/1/04 through 9/30/05) then all that needs to be marked on this page is no. If the student is currently in a grade that requires

statewide assessment participation or will be during the course of this IEP (eg., they are currently in 7th grade but in the Fall they will be in 8th grade) then the page is marked yes and the grade of the students must be entered. The grid is then completed for each content area, noting where the student will participate in the standard grade level assessment or an alternate assessment such as the Extended or CLRAS. If an alternate assessment is selected it must be addressed in the PLEP as well as have an explanation provided on this page. Additionally, an area is provided to list accommodations and modifications the student may have provided to them during the assessments but it is important to remember that any modifications provided invalidate the student's score thereby only allowing the student to count as participating and Does Not Meet regardless of how well they do on the assessment. Accommodations are provided to all students and are outlined in the Oregon Statewide Assessment Manual.

Note: Students may only be exempted from taking a statewide assessment if the parent requests that their child be excluded in writing (which must be provided annually).

Part B: Oregon Standard Inc. Individualized Education Program

To be used in conjunction with Individualized Education Program, Part A: IEP Guidelines for Completion

Student's Name: <u>Student Sample</u>	District: <u>Gladstone School District</u>	Annual IEP Meeting Date: <u>04/28/2006</u>
Gender: <u>Male</u>	Home School: <u>John Wetten Elementary</u>	Revision date(s) to annual IEP (if needed):
Birth Date (month/day/year): <u>10/01/1997</u>	Attending School/District: <u>John Wetten Elementary</u>	
Grade: <u>3</u>	Case Manager: <u>Thomas Teacher</u>	Reevaluation Due: <u>04/28/2008</u>
Student ID Number: <u>12345678</u>	Disability Code: <u>60 50</u>	

IEP Meeting Participants*:		
Mr. and Mrs. Sample	Tara Terrific, General Education Teacher	Arty Articulate, Speech Language Path.
Parent(s)	Regular Education Teacher	Other
Thomas Teacher, Special Education Teacher	Student Sample	
Special Education Teacher/Provider	Student	
Joshua Fritts, Special Education Administrator	Sally Psych, School Psychologist	Other
District Representative	Individual Interpreting Evaluations	Other

*If a required participant participates though written input or is excused from all or part of the IEP meeting, attach documentation of parents' and district agreement to participation by written input or excusal.

Service Summary (continue on next page if necessary)					
Specially Designed Instruction					
Reading	Anticipated Amount/Frequency	Anticipated Location	Starting Date	Ending Date	Provider: e.g. LEA, ESO, Regional
Written Language	150 min./week	Special Education	4/28/06	4/27/07	LEA (5)
Math	150 min./week	Special Education	4/28/06	4/27/07	LEA
Communication	150 min./week	Special Education (3)	4/28/06	4/27/07	LEA
Social Emotional	90 min./month	Special Education	4/28/06	4/27/07	LEA
	5 hrs./week	Spec. Ed./Gen. Ed.	4/28/06	4/27/07	LEA
Related Services					
Counseling	Anticipated Amount/Frequency	Anticipated Location	Starting Date	Ending Date	Provider:
Transportation	30 min./week (2)	School Psych. Office	4/28/06	4/27/07	LEA
	To and from school	Bus	4/28/06	4/27/07	LEA
Classroom Worker missing 20					
Supplementary Aids/Services; Modifications & Accommodations	Anticipated Amount/Frequency	Anticipated Location	Starting Date	Ending Date	Provider:
Preferential seating near teacher	All class periods	Spec. Ed./Gen. Ed.	4/28/06	4/27/07	LEA
Behavior tracking sheet	All school days	Spec. Ed./Gen. Ed.	4/28/06	4/27/07	LEA
Daily home-school communication log	All school days	Spec. Ed./Gen. Ed.	4/28/06	4/27/07	LEA
Break cards	When frustrated	Spec. Ed./Gen. Ed.	4/28/06	4/27/07	LEA
Supports for School Personnel	Anticipated Amount/Frequency	Anticipated Location	Starting Date	Ending Date	Provider:
Crisis Prevention Institute Training for special education teacher and other support staff	8 hrs./year	School	4/28/06	4/27/07	LEA

Student Name: Student Sample

Date: 04/28/2006 District: Gladstone School District

Service Summary (continued from previous page, if necessary)

Specially Designed Instruction

See page 1

Anticipated Amount/Frequency

Anticipated Location

Starting Date

Ending Date

Provider: e.g. LEA, ESD, Regional

Related Services

See page 1

Anticipated Amount/Frequency

Anticipated Location

Starting Date

Ending Date

Provider:

Supplementary Aids/Services; Modifications & Accommodations

Use of a pre-arranged deescalation space

Behavior Support Plan - *separate document*

Anticipated Amount/Frequency

Anticipated Location

Starting Date

Ending Date

Provider:

When frustrated/angry

Spec. Ed./Gen. Ed.

4/28/06

4/27/07

LEA

All school days

Spec. Ed./Gen. Ed.

4/28/06

4/27/07

LEA

Supports for School Personnel

See page 1

Anticipated Amount/Frequency

Anticipated Location

Starting Date

Ending Date

Provider:

Student's Name: Student Sample Date: 04/28/2006

School District: Gladstone School District

Consideration of Special Factors

- A. Does the student need assistive technology devices or services?
☐ Yes, services/devices addressed in IEP
- B. Does the student have communication needs?
☒ Yes, addressed in IEP
- C. Does the student exhibit behavior that impedes his/her learning or the learning of others?
☒ Yes
(If yes, the IEP Team must consider strategies, positive behavioral interventions, and supports to address the behavior(s).)
- D. Does the student have limited English proficiency?
☐ Yes
(If yes, the IEP Team must consider the language needs of the student as those needs relate to the IEP.)
- E. Is the student blind or visually impaired?
☐ Yes
(If yes, Braille needs are addressed in the IEP, or evaluation of reading/writing needs is completed and a determination is made that Braille is not appropriate.)
- F. Is the student deaf or hard of hearing?
☐ Yes
(If yes, the IEP addresses the student's language and communication needs, opportunities for direct communication mode, academic level, and full range of needs, including opportunities for direct instruction in the student's language and communication mode.)

Nonparticipation Justification

Does the student need to be removed from participation with nondisabled students in general education classes, extracurricular activities, and nonacademic activities?

☒ Yes **(10)** ☐ No

If yes, describe the extent of the removal, and provide justification.

Student receives small group instruction in the Learning Center to work on his IEP goals and is removed from the general education setting for no more than 60% of his school week.

Extended School Year (ESY) Services

ESY services will be provided for this student:

- ☐ Yes-ESY services to be provided; described on Services Summary Page
- ☐ No

☒ To be considered Will meet to consider by: 05/01/2006 (Date)

Transition Services (beginning no later than the first IEP to be in effect when the child is 16):

Appropriate, measurable post-secondary goals (based on transition assessment)

Course of Study (updated annually):

To assist the student in reaching the post secondary goals, the student needs:

- A. instruction and/or related services
☐ Yes, addressed in IEP community experiences ☐ Not needed
- B. Yes, addressed in IEP ☐ Not needed
- C. employment and other post-school adult living objectives
☐ Yes, addressed in IEP ☐ Not needed
- D. acquisition of daily living skills if appropriate?
☐ Yes, addressed in IEP ☐ Not needed
- E. a functional vocational evaluation, if appropriate?
☐ Yes, addressed in IEP ☐ Not needed

Agency Participation: If the representative from any other agency likely to be responsible for providing or paying for transition services did not attend, document the information received for consideration in planning transition services.

Graduation: Anticipated graduation date: _____

- ☐ With regular diploma
☐ With alternate document (describe) _____

Transfer of Rights **(11)**

The student has been informed of his/her rights under Part B of IDEA that will transfer to the student at the age of majority.

☐ Yes Date student was informed _____

The district must also provide written notice of the transfer of rights to the student and the parent when the student reaches the age of majority.

Present Levels of Academic Achievement and Functional Performance

In developing the Present Levels of Academic Achievement and Functional Performance Statement, the IEP Team should consider:

- How the student's disability affects involvement and progress in the general education curriculum;
- The strengths of the student;
- The concerns of the parents for enhancing the education of their child;
- The academic, developmental and functional needs of the child;
- The results of the initial or most recent evaluation (including functional and developmental information);
- As appropriate, the student's performance on State or districtwide assessments;
- Whether the student will be assessed with an alternate assessment aligned to alternate achievement standards (if so, the IEP must include short-term objectives along with the annual goals) and
- **For students age 16 or older when the IEP is in effect**, the student's preferences, needs, interests, and the results of age appropriate transition assessments.

(12)

Strengths: Student is a creative young man who enjoys participating in hands-on science activities.

Parent Concerns: Mr. and Mrs. Sample note that Student has made improvements in his ability to recognize letters and simple words but are concerned about his current level of reading and writing skills and worry that he is falling further behind his peers in these areas. They also worry about his self-esteem in relation to his current level of reading and writing skills, as he will often make comments such as, "I can't read." "I'm not smart about reading." Additionally Mr. and Mrs. Sample are worried about Student's continuing behavioral issues both at home and at school.

Reading: In the area of reading, Student is now able to receptively and expressively identify all of the letters, both upper and lower case, of the alphabet. Additionally, Student is able to read at DRA level 3 with 77% oral reading accuracy but demonstrates poor comprehension. When reading aloud, Student uses picture clues as well as graphophonic cues but struggles to decode words with four or more letters. Furthermore, Student appears to ignore contextual and grammatical cues. Given text at Student's reading level he struggles to sequence main events in the story as well as answer basic who, what, when, where, and why questions. It is important for Student to continue to develop his reading skills both in the areas of decoding and comprehension as his current independent reading level greatly impacts his ability to successfully complete assignments in the general education setting independently. Given Student's current level of reading skills and reading goal it would be most appropriate for him to participate in an alternate statewide assessment for reading.

Written Language: While Student has made some slow but steady progress in the area of written language and is now able to sound out and write simple two and three letter phonetically regular words with about 80% accuracy, he continues to have difficulties writing in complete sentences with less than 10% accuracy. Student's ability to communicate through writing is limited by his difficulties with accurately spelling simple and common high frequency words as well as his overall resistance to participate in writing activities. Other areas that Student needs to continue to work on in the area of writing include using complete sentences, proper use of capital letters, and using basic punctuation at the end of sentences. It remains important for Student to continue to develop his ability to use writing as a means of communication as this is a skill that is required across all areas of the general education curriculum and is important for him to be able to communicate more independently.

Math: In the area of mathematics, Student is now able to rote count to 30 and to receptively and expressively identify the numbers from 1 to 50. He is also now able to solve addition facts to 10 using manipulatives and/or touch points with 85% accuracy. Student is not yet able to accurately write the numerals for numbers higher than 20 when dictated to him and is only about 10% accurate with subtraction of basic facts less than 10.

Student's Name: Student Sample

Date: 4/28/2006

School District: Gladstone School District

Present Levels of Academic Achievement and Functional Performance

In developing the Present Levels of Academic Achievement and Functional Performance Statement, the IEP Team should consider:

- How the student's disability affects involvement and progress in the general education curriculum;
- The strengths of the student;
- The concerns of the parents for enhancing the education of their child;
- The academic, developmental and functional needs of the child;
- The results of the initial or most recent evaluation (including functional and developmental information);
- As appropriate, the student's performance on State or districtwide assessments;
- Whether the student will be assessed with an alternate assessment aligned to alternate achievement standards (if so, the IEP must include short-term objectives along with the annual goals) and
- **For students age 16 or older when the IEP is in effect**, the student's preferences, needs, interests, and the results of age appropriate transition assessments.

Other areas that remain important for Student to work on include telling time to the nearest hour, recognizing and naming the basic coins, and demonstrating an understanding of basic mathematics vocabulary such as: more/less, greater/fewer, plus, and take-away. All of these skills are important for Student to continue to work on so that he can participate more fully in the general education mathematics curriculum as well as become more independent in life skills such as time and money skills. Given Student's current level of math skills and level of math instruction/goal it would be most appropriate for him to participate in an alternate statewide assessment for math.

Communication: In the area of communication, Student has greatly improved his ability to correctly articulate both the /s/ and /r/ sounds and is now able to correctly say words with these sounds when cued by the Speech Language Pathologist. Presented with these sounds in structured sentences or in less structured settings such as informal language samples Student continues to substitute a /r/ for the /s/ sound and a /w/ for the /r/ sound. It is important that Student continue to develop more age appropriate articulation skills so that his speech is more intelligible and understandable to both his peers and adults, an area that is particularly challenging for him when he is required to speak in class or give oral presentations.

Social-Emotional: Student's behavior has shown improvement over the past school year although he continues to struggle in academic and social situations, claiming people are bothering him or not fair. Student is easily distracted and once off task has a difficult time refocusing. He has just recently started asking for help with his work or when he has a problem. However, if he feels that the help that is offered to him is "not good enough" or "not fair" he will often escalate refusing to complete work, follow directions, or yelling verbal threats. He also continues to make inappropriate comments to, or about, other people. These comments occur on average 5 - 10 times per day and generally involve inappropriate language and threats of verbal harm. Additionally he continues to have outburst of anger, but is doing much better at remaining in the room, rather than leaving and demanding to call home as he now only leaves the room on average about 5 times per week. Incidents of hitting, kicking, and attempting to bite staff have also seemed to decrease as they are now only occurring about 1-2 times per week although Student's behavior can very widely with a week or two of no physical aggression to weeks with as many as 5 incidents of physical aggression towards others. It is important that Student continue to develop more socially acceptable school behaviors as his current level of behavior greatly impacts his ability to make and maintain peer relationships and interferes with his ability to progress in the area of academic skills.

School District: Gladstone School District

Goals/Objectives*: FOR STUDENTS AGE 15 OR YOUNGER WHEN IEP IS IN EFFECT

*Objectives required for students taking alternate assessments aligned to alternate achievement standards.

Measurable Annual Goal:

Written Language

Student will independently write a three sentence story using complete sentences, proper capitalization, punctuation and at least 80% of the words spelled correctly.

Measurable Short-Term Objectives:

1. Student will sound out and write phonetically regular three and four letter words.
2. Student will accurately spell and write 25 of the Dolch basic sight words such as: the, and, is, of.
3. Student will capitalize the first letter of proper names and at the beginning of sentences.
4. Student will use basic punctuation at the end of sentences.
5. Student will participate in writing activities for a minimum of 10 minutes without teacher or staff redirection.

<p>Written Language</p> <p>Student will independently write a three sentence story using complete sentences, proper capitalization, punctuation and at least 80% of the words spelled correctly.</p>	<p>How progress will be measured:</p>	<p>How progress will be reported to parents: Written Report</p>	<p>When progress will be reported to parents: Quarterly</p>
<p>Measurable Short-Term Objectives:</p> <ol style="list-style-type: none"> 1. Student will sound out and write phonetically regular three and four letter words. 2. Student will accurately spell and write 25 of the Dolch basic sight words such as: the, and, is, of. 3. Student will capitalize the first letter of proper names and at the beginning of sentences. 4. Student will use basic punctuation at the end of sentences. 5. Student will participate in writing activities for a minimum of 10 minutes without teacher or staff redirection. 	<p>Criteria</p> <p>On 3 out of 5 opportunities</p>	<p>Evaluation Procedures</p> <p>Teacher data and work samples</p>	<p>Student's Progress Toward Goal</p>

School District: Gladstone School District

Goals/Objectives*: FOR STUDENTS AGE 15 OR YOUNGER WHEN IEP IS IN EFFECT

*Objectives required for students taking alternate assessments aligned to alternate achievement standards.

Measurable Annual Goal: Mathematics: Number Sense and Calculation Student will increase his skills in the area of number sense and calculation to a beginning second grade level.	How progress will be measured:	How progress will be reported to parents: Written Report	When progress will be reported to parents: With district report card
	Criteria 80% accuracy or better for each STO on 3 out of 5 opportunities.	Evaluation Procedures Teacher data and informal assesement.	Student's Progress Toward Goal
Measurable Short-Term Objectives: 1. Student will read and write numbers to 100. 			
2. Student will orally count to 100 by a. ones b. fives c. tens			
3. Student will solve basic addition facts to 18.			
4. Student will solve basic subtraction facts to 18.			
5. Student will solve a. double digit addition facts without regrouping b. double digit subtraction facts without regrouping.			
6. Student will tell time to the nearest hour on an analog clock.			
7. Student will recognize and name the basic coins (penny, nickel, dime, and quarter).			

School District: Gladstone School District

*Objectives required for students taking alternate assessments aligned to alternate achievement standards.

Student will increase intelligibility by producing all speech sounds including /s/ and /r/.

12345678

School District: Gladstone School District

Goals/Objectives*: FOR STUDENTS AGE 15 OR YOUNGER WHEN IEP IS IN EFFECT

*Objectives required for students taking alternate assessments aligned to alternate achievement standards.

Measurable Annual Goal:

Social-Emotional

Student will display productive school behaviors on a daily basis with increased frequency.

Measurable Short-Term Objectives:

1. Student will identify and follow classroom and school rules (i.e., classroom, halls, bathroom, recess, assemblies)
2. Student will appropriately seek help or attention from the teacher when needed.
3. Student will request and gain permission from the teacher before leaving the classroom or area.
4. If Student needs to take a break to calm himself he will go to a pre-arranged safe "break area"
5. Given an assignment or activity at his level, Student will remain focused and on task for a minimum of 10 minutes without redirection.
6. If prompted verbally, by the teacher to get on task Student will comply within one minute without arguing or making inappropriate comments.
7. Student will use an appropriate tone and volume of voice as well as use appropriate language when speaking with others.
3. Student will refrain from physical contact with others by keeping his hands, feet, and body to himself at all times.

[illegible]

Student Name: Student Sample Date: 4/28/2006 School District: Gladstone School District

Districtwide Assessment (14)

Will the student participate in any Districtwide Assessment during this IEP period?

- ☒ No, Districtwide Assessment not conducted student's grade level (at time of testing)
☐ Yes (student's grade level at time of testing _____). If yes, describe participation decisions below:

Regular Assessment	Alternate Assessment	* Explanation: State why student cannot participate in regular assessment and why particular alternate assessment selected is appropriate for student.	Accommodations	Modifications
Assessment _____ Grades administered: _____ <input type="checkbox"/> Standard Administration	<input type="checkbox"/> * Assessment with Modifications <input type="checkbox"/> * Other _____			
Assessment _____ Grades administered: _____ <input type="checkbox"/> Standard Administration	<input type="checkbox"/> * Assessment with Modifications <input type="checkbox"/> * Other _____			
Assessment _____ Grades administered: _____ <input type="checkbox"/> Standard Administration	<input type="checkbox"/> * Assessment with Modifications <input type="checkbox"/> * Other _____			
Assessment _____ Grades administered: _____ <input type="checkbox"/> Standard Administration	<input type="checkbox"/> * Assessment with Modifications <input type="checkbox"/> * Other _____			

Student Name: Student Sample

Date: 4/28/2006

School District: Gladstone School District

Statewide Assessment (15)

Will the student participate in any Statewide Assessment during this IEP period?

- ☐ No, Statewide Assessment not conducted student's grade level (at time of testing)
- ☒ Yes (student's grade level at time of testing 3). If yes, describe participation decisions below:

Regular Assessment	Alternate Assessment	* Explanation: State why student cannot participate in regular assessment and why particular alternate assessment selected is appropriate for student.	Accommodations	Modifications
Reading/Literature 3, 4, 5, 6, 7, 8, and 10/CIM <input type="checkbox"/> Standard (may include accommodations) Challenge: List grade below <input type="checkbox"/> Up _____ <input type="checkbox"/> *Down _____	<input type="checkbox"/> *Juried <input type="checkbox"/> *Assessment with Modifications Aligned to Alternate Standards: <input checked="" type="checkbox"/> *Extended Reading/Literature <input type="checkbox"/> *Extended Career & Life Role Assessment System (CLRAS)	Student is currently working on mastery of reading skills at a level below that of the regular Grade 3 Reading/Literature Assessment.		
Mathematics: 3, 4, 5, 6, 7, 8, and 10/CIM <input type="checkbox"/> Standard (may include accommodations) Challenge: List grade below <input type="checkbox"/> Up _____ <input type="checkbox"/> *Down _____	<input type="checkbox"/> *Juried <input type="checkbox"/> *Assessment with Modifications Aligned to Alternate Standards: <input checked="" type="checkbox"/> *Extended Mathematics <input type="checkbox"/> *Extended CLRAS	Student is currently working on mastery of mathematics skills at a level below that of the regular Grade 3 Mathematics Assessment.		
Writing: 4, 7, and 10/CIM <input type="checkbox"/> Standard (may include accommodations) Challenge: List grade below <input type="checkbox"/> Up _____ <input type="checkbox"/> *Down _____	<input type="checkbox"/> *Juried <input type="checkbox"/> *Assessment with Modifications Aligned to Alternate Standards: <input type="checkbox"/> *Extended Writing <input type="checkbox"/> *Extended CLRAS			
Science: 5, 8, and 10/CIM <input type="checkbox"/> Standard (may include accommodations) Challenge: <input type="checkbox"/> Up _____ <input type="checkbox"/> *Down _____	<input type="checkbox"/> *Juried <input type="checkbox"/> *Assessment with Modifications Aligned to Alternate Standards: <input type="checkbox"/> *Extended Science <input type="checkbox"/> *Extended CLRAS			

Student's Name: Student Sample

Date: 4/28/2006

School District: Gladstone School District

Special Education Placement Determination

Placement Team (name and title):

Tara Terrific, General Education Teacher	Sally Psych, School Psychologist	Thomas Teacher, Special Education Teacher
Person Knowledgeable About the Child	Person Knowledgeable About Evaluation Data	Person Knowledgeable About Placement Options
Mr. and Mrs. Sample	Student Sample, Student	Arty Articulate, SLP
Parent	Other	Other

This placement is based on:

☒ attached IEP, dated: 04/28/2006

☐ attached evaluation information

☐ evaluation information listed here:

Below, document discussions regarding placement option(s), and indicate selected placement:

Placement Options(s) Considered	Benefits	Possible Harmful Effects on the Child and/or the Services to be Provided	Modification/Supplementary Aids & Services Considered to Reduce Harmful Effects	Indicate Whether Option is Selected and Reason(s) Rejected or Selected
General education setting with special education support	Least restrictive setting, opportunities to participate with non-disabled peers and general education curriculum, numerous positive peer role models	High student to staff ratio, Student has difficulties with distractibility and perceptions of things being unfair when the teacher has to assist other students	See modifications and supplementary aids and services on coverage(s) of the IEP	Rejected as not meeting Student's academic and behavioral needs at this time
Learning Center	Smaller group academic instruction, specially designed with opportunities to participate in the general education setting.	May be difficult to provide enough behavioral structure and support for Student when he is escalated behaviorally, may miss out on some activities in the general education setting	See modifications and supplementary aids and services on coverage(s) of the IEP	Selected as meeting Student's academic and behavioral needs.
Special Class	Highly structured behavioral setting with low student to staff ratio and opportunities to participate in the general education setting	Restrictive setting, away from neighborhood school, possible exposure to other students with behavioral issues	See modifications and supplementary aids and services on coverage(s) of the IEP	Rejected as too restrictive at this time.