



Prader-Willi

SYNDROME ASSOCIATION | USA
SAVING AND TRANSFORMING LIVES

PWSA SCHOOL SUCCESS KIT INDIVIDUALIZED EDUCATION PROGRAMS:

Sample IEP



| Student: James (Jimmy) John | Date of Birth: 01/01/2003 | Gender: Male | ID#: 000000000000 |
|---|--|---------------------------------|---------------------------------|
| Address: 321 Main Street Anywhere, USA 12345 | Age as of Meeting: 17 | Interpreter Required: No | Native Language: English |
| Contacts: Susie John, Mother Billy John, Father | Home/Mobile #: (123) 555 – 4567 Home/Mobile #: (123) 555 – 9876 | | |
| Year: 2020-2021 | School: Anywhere High School | Grade: 10 | |
| Disability Classification: Other Health Impaired, Speech Language Impaired | | | |
| PRESENT LEVEL(S) OF PERFORMANCE AND INDIVIDUAL NEED | | | |
| DOCUMENTATION OF STUDENT'S CURRENT PERFORMANCE AND ACADEMIC, DEVELOPMENTAL, AND FUNCTIONAL NEEDS | | | |
| EVALUATION RESULTS (INCLUDING FOR SCHOOL-AGE STUDENTS, PERFORMANCE ON STATE AND DISTRICT-WIDE ASSESSMENTS) | | | |
| <u>Evaluations/Reports:</u> | | | |
| Parent Conference (4/1/2020) | | | |
| - A program planning meeting was held on 4/1/2020 to review Jimmy's IEP for the 2020-2021 school year. In attendance were Susie John, Dr. Joe Psychologist, John Doe, Jane Doe, and Cindy Lou Teacher. | | | |
| <u>Test Results:</u> | | | |
| Clinical Evaluation of Language Fundamentals – 5 (CELF-5) (3/1/2019) | | | |
| - Core Language Score 62 (Standard Score) | | | |
| - Expressive Language 69 (Standard Score) | | | |
| - Receptive Language 73 (Standard Score) | | | |
| Wechsler Individual Achievement Test – III (4/1/2018) | | | |
| - Math Fluency – Addition 79 (Standard Score), 8 (Percentile Rank) | | | |
| - Math Fluency – Multiplication 101 (Standard Score), 53 (Percentile Rank) | | | |
| - Math Fluency – Subtraction 76 (Standard Score), 5 (Percentile Rank) | | | |
| - Math Problem Solving 75 (Standard Score), 5 (Percentile Rank) | | | |
| - Numerical Operations 84 (Standard Score), 14 (Percentile Rank) | | | |
| - Reading Comprehension 77 (Standard Score), 50 (Percentile Rank) | | | |
| - Spelling 85 (Standard Score), 16 (Percentile Rank) | | | |
| - Word Reading 93 (Standard Score), 32 (Percentile Rank) | | | |
| Present Level(s) of Academic Achievement and Functional Performance: The present levels of academic achievement and functional performance is an integrated summary of data from all sources including parents. | | | |
| Jimmy is currently a 10 th grader at Anywhere High School. Jimmy is receiving special education services under the category of Other Health Impairment (OHI). Based on his medical file review, Jimmy has been diagnosed with the following: | | | |
| Prader-Willi syndrome | | | |
| <ul style="list-style-type: none"> Poor gross and fine motor performance which can make tasks like writing difficult. Choking on food has also happened in the past, due to poor muscle tone. Jimmy may fatigue quickly. | | | |

- Insatiable appetite may prompt Jimmy to seek food when available. Mom works closely with Jimmy to adjust his caloric intake, as those with PWS have slower metabolisms. Jimmy is only allowed to eat and drink what has been sent in for the day by Ms. John. Jimmy may have chewing gum as outlined in his PBIP during class.
- Food should never be used as a reward for Jimmy.
- Jimmy's teachers and support staff need to understand that eating in front of him or having treats for other students is a trigger for Jimmy and is not allowed. This can cause great anxiety for Jimmy. If there is an opportunity for Jimmy to have a special treat, his parents must be notified, and permission obtained 72 hours in advance. Food is not allowed in the classroom when Jimmy is present, without prior consent from Ms. John.
- Jimmy should not be prompted to finish eating the food sent in by Ms. John.
- Ms. John sends in alternate snacks. These are to be used if Jimmy inadvertently drops food on the floor or there is an extra treat in the classroom (i.e. birthday) and Ms. John has given consent in advance.
- Jimmy does not have the ability to internally regulate his body temperature, which makes him prone to extreme heat and cold. He needs support in determining what appropriate clothing he will wear outside based on the temperature/weather. Jimmy will go to the nurse for a temperature and wellness check after each PE class when the temperature is equal to 78 degrees Fahrenheit and the relative humidity is 55% or greater. When it is warm outside, Jimmy should be provided with ice packs before and/or after the outside activity. When beads of sweat are on his nose and/or lip, he should be brought immediately inside to the nurse's office to cool down with ice packs.

Scoliosis

- Jimmy wears a brace to help correct the curvature in his spine. In the event of choking, the brace must be removed to administer the Heimlich maneuver.

Gastroparesis

- If Jimmy eats or drinks too much, or too fast, his stomach can become distended and painful. Gastroparesis increases Jimmy's risk of stomach rupture after a food binging episode.

Narcolepsy/Cataplexy

- Jimmy may experience extreme sleepiness, in addition to episodes of muscle weakness triggered by emotions or stress. During cataplectic episodes, Jimmy is fully conscious, though he may be unable to speak, or open his eyes. Episodes may last a few seconds to many minutes.

PRESENT LEVEL(S) OF PERFORMANCE AND INDIVIDUAL NEED

DOCUMENTATION OF STUDENT'S CURRENT PERFORMANCE AND ACADEMIC, DEVELOPMENTAL, AND FUNCTIONAL NEEDS

IMPACT OF DISABILITY IN THE GENERAL EDUCATION SETTING:

Jimmy's health disability impacts his ability to sustain attention and effort, work without distraction, and attend instruction like his grade-level peers. He may need a quiet place to work, with limited distractions. Jimmy's disability negatively impacts his ability to demonstrate his knowledge of key information and facts to the best of his ability. His learning disability impacts his ability to understand vocabulary and written material in all core academic areas. He may need direct instruction of comprehension strategies.

Mathematics:

- Jimmy was reevaluated on 4/1/2018. Jimmy performed in the Average range when asked to solve written problems using basic calculations (Math Computation). Items increased in difficulty, requiring Jimmy to perform computations using basic operations (addition, subtraction, multiplication, and division) with whole numbers, negative numbers, decimals, and fractions, as well as solve for variables. Jimmy demonstrated solid procedural understanding of addition, multiplication, and division of single or multi-digit numbers. However, he struggled with regrouping for subtraction. He was generally successful with calculations involving fractions, decimals, and negative integers. He was also able to replace variables with assigned numbers to complete multi-step problem involving fractions. Jimmy performed in the Very Low range when asked to listen to a math problem, recognize the procedure needed, and apply mathematical principles to real life problems.

- Math has been an area of strength for Jimmy this year. He enrolled in a one-year Algebra course that is stretched into two years, so the curriculum is being presented at a slower pace than same age peers. Jimmy has been successful in all areas of the math class including contributing during instruction, taking notes, quizzes/tests, and completing homework. His quarter grades have all been in the 90s and his midterm exam was an 84%.

Reading:

- During his reevaluation on a task that assessed word reading in an untimed condition, Jimmy performed in the Below Average range. For this task, he was asked to read words aloud from a list. Jimmy identified several words automatically. When presented with unfamiliar words, he was able to apply decoding strategies to identify the words. His errors were phonetically reasonable. His Below Average score appeared to be due to his unfamiliarity with some of the vocabulary, rather than a delay in decoding skills. Jimmy's ability to comprehend text was assessed by asking him to read passages and answer comprehension questions. Jimmy performed in the Below Average range on this subtest. Jimmy used several good strategies when responding to comprehension questions, other times, he seemed to be parroting back sections of the passage that included key words, without understanding the response.
- It is helpful for Jimmy to know the purpose of his reading. For example, is it to answer questions or gather background knowledge? Jimmy takes the meaning of words literally. He does not understand idioms. Opportunities to practice with figurative language such as, "cat got your tongue" will help develop skills related to increasing his reading comprehension. When answering comprehension questions, Jimmy looks for the wording in the question to be exactly as the wording in the text. Jimmy has made progress in this area and has improved his ability to successfully answer comprehension questions based on text that is not an exact match. Jimmy is a fluent reader but requires time to process what he reads. He is quick to write or say the first thing that pops into his head. If he takes time to process and retrieve the information, he can improve his recall and accuracy.

Cognition:

- Jimmy was administered the Wechsler Intelligence Scale for Children – Fourth Edition (WISC-IV) in April 2018 to evaluate his cognitive functioning. Jimmy is cognitively functioning within the Borderline Range of Intelligence. He obtained a Full-Scale IQ of 78. Jimmy obtained a Standard Score of 85 in Verbal Comprehension, which is in the low average range. His Perceptual Reasoning fell within the Borderline Range with a Standard Score of 77 and his Working Memory Index fell within the Borderline Range with a Standard Score of 77. Jimmy's Processing Speed fell within the Average Range with a Standard Score of 94.

Speech/Language:

- Jimmy presents with a moderate receptive and severe expressive language delay. According to results obtained from the Clinical Evaluation of Language Fundamentals 5 (CELF5), Jimmy demonstrates strength in his ability to identify related words and assemble sentences. He has difficulty formulating grammatically correct sentences, recalling sentences, understanding spoken paragraphs, and identifying semantic relationships. In conversation, Jimmy often struggles to tell about events in a clear, concise manner. He tends to leave out important information that his listener may not have previous knowledge of. During speech sessions, Jimmy often needs reminders to take turns during conversations. When given firm parameters, he can converse with others in a pragmatically appropriate manner. Jimmy does struggle at times with listening to and using strategies to assist with his language skills when tied to completing assignments. Work on using strategies for self-regulation, such as breathing, are included for communication success.

Writing:

- Jimmy performed at the Below Average range on tasks of written expression. For the Written Expression subtest, Jimmy was required to write sentences from dictation, add capitalization and punctuation to presented text, complete or combine sentences and write an essay recapping the events described throughout the written expression subtest. Jimmy was able to compose simple sentences to express his ideas, and his use of punctuation and capitalization were good. He was also able to provide responses that generally related to the presented prompts. However, Jimmy struggled with the language demands in the prompts, and his responses often did not make sense in the required context. Jimmy's performance suggests that he will require support with organizing and developing written response.
- Jimmy takes his time and does his best work when assigned a writing task. He has good structural organization for sentence composition and uses punctuation accurately. He benefits from sequencing the information prior to writing to help him organize his thoughts. It is difficult for Jimmy to make connections and analyze how an author is using a literary device or technique to support a central idea. The directions for essay writing can be multi-stepped and overlap. It is helpful to break the directions down

step by step, so Jimmy is clear about the expected information that needs to be included in his writing. Jimmy benefits from prompting to focus on what he is writing, rather than his handwriting as he can at times get stuck trying to make it perfect.

Study Skills:

- Jimmy is an enthusiastic student and active participant in the classroom. He independently organizes his assignments and study time. Organization of materials is a strength for Jimmy. At times, Jimmy can become overly determined to complete a task in a specific way. For example, he may want to get an assignment done vs. participating in a group study session or go to his locker at a set time when it will make him late for a class. Jimmy benefits from an adult helping him to re-shape his thinking to increase his flexibility.

STUDENT STRENGTHS, PREFERENCES, INTERESTS:

- Jimmy enjoys the school community. He is friendly, and most students and staff know him. He works hard to meet and exceed the expectations of his teachers and the school rules. Jimmy is friendly and always willing to help.

ACADEMIC, DEVELOPMENTAL AND FUNCTIONAL NEEDS OF THE STUDENT, INCLUDING CONSIDERATION OF STUDENT NEEDS THAT ARE A CONCERN TO THE PARENT:

- Jimmy should continue to receive speech/language services:
 - o to improve conversation skills
 - o to improve recall of information presented aloud
- Jimmy needs to:
 - o Increase his reading comprehension by making inferences
 - o Increase his essay writing by identifying text evidence that supports a central idea
 - o Solve algebraic equations by applying the appropriate method

Jimmy's mother expressed that she did not want Jimmy to become overwhelmed with too much homework, studying or school-related assignments. A five-week review will be used to assess the number of school-related tasks.

SOCIAL DEVELOPMENT

THE DEGREE (EXTENT) AND QUALITY OF THE STUDENT'S RELATIONSHIPS WITH PEERS AND ADULTS; FEELINGS ABOUT SELF; AND SOCIAL ADJUSTMENT TO SCHOOL AND COMMUNITY ENVIRONMENTS:

- The response to the BASC-3 during Jimmy's 2019 psychological reevaluation generally reflect anecdotal reports, which suggest that Jimmy is a well-behaved adolescent, without any significant acting out behaviors. At home, Jimmy is reported to present with hyperactive and perseverative behaviors, but this is not noted at school. Emotionally, respondents reported that Jimmy presents with behaviors consistent with anxiety. He struggles with mood regulation and can present with somatic complaints. There are concerns noted at home with attention, although minimally noted at school. Additionally, atypical behaviors (i.e., acts strangely; seems odd) and social withdrawal are reported by multiple respondents. In terms of adaptive skills, or the ability to respond to and manage environmental demands, concerns are reported at home and in the larger general education classroom. However, Jimmy successfully manages the demands of the smaller resource room and basic math classrooms.
- Jimmy enjoys being part of the school community. He is interested in the social aspects of school such as going to dances and having lunch with friends. Jimmy can dominate the conversation and inject himself into conversations that he is not a part of, such as when another student is speaking to a teacher. He benefits from reminders to refrain from making comments. Jimmy wants to please everyone but may miss social cues such as other students being upset by him.

STUDENT STRENGTHS:

- Jimmy enjoys helping others and being part of a group. He is social, friendly, and outgoing.

SOCIAL DEVELOPMENT NEEDS OF THE STUDENT, INCLUDING CONSIDERATIONS OF STUDENT NEEDS THAT ARE OF CONCERN TO THE PARENT:

- Concerns of the parent:
- Peer relationships are very important to Jimmy, his family, and his well-being. The balance of tight supervision to monitor food, temperature and social concerns related to Prader-Willi syndrome may interfere with opportunities for Jimmy to develop friendships. Jimmy needs ongoing facilitation of appropriate peer interactions. This includes encouragement to mingle with friends, rather than seeking out adults.
- Jimmy needs his syndrome explained to all adults working with him, including transportation. He needs to be supervised throughout his day so that he does not eat anything beyond what he has brought to school to eat. He needs this structure to meet his health and behavioral needs.

PHYSICAL DEVELOPMENT

THE DEGREE (EXTENT) AND QUALITY OF THE STUDENT'S MOTOR AND SENSORY DEVELOPMENT, HEALTH, VITALITY AND PHYSICAL SKILLS OR LIMITATIONS WHICH PERTAIN TO THE LEARNING PROCESS:

- Jimmy is classified as having an Other Health Impairment due to a diagnosis of Prader-Willi syndrome. Jimmy has low muscle tone, and this can impact his ability to complete fine and gross motor tasks. Jimmy participates fully in Physical Education classes. However, Jimmy has a high pain threshold, and does not typically get fevers. If Jimmy falls or appears to possibly have an injury, he must be evaluated by the nurse.

STUDENT STRENGTHS:

- Jimmy enjoys horseback riding. He is actively involved in the youth group at his church.

PHYSICAL DEVELOPMENT NEEDS OF THE STUDENT, INCLUDING CONSIDERATION OF STUDENT NEEDS THAT ARE OF CONCERN TO THE PARENT:

- Jimmy should not be left unattended during meals and snacks and should only eat food brought from home unless permission is obtained from a parent. In the classroom, food and leftovers should be kept out of reach and out of sight. Due to the diagnosis of PWS, Jimmy never feels full and always feels hungry.
- Due to the diagnosis of PWS, Jimmy is at an increased risk of choking and silent aspiration. He benefits from reminders to slow down when eating.
- If there is ever a concern that Jimmy may be injured, he must be evaluated by the nurse, regardless of the severity of the incident.
- Poor core body temperature control is a concern for Jimmy. He needs to be monitored for overheating/too cold due to poor temperature control. Jimmy requires access to air conditioning in all academic areas throughout the school day when temperature is greater than or equal to 78 degrees Fahrenheit and the relative humidity is 55% or greater.

Concerns of the parent in addition to those above:

- People who do not live with food concerns in their frontal lobe are not hyper-vigilant about food access and this can be extremely dangerous for Jimmy.
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MANAGEMENT NEEDS

THE NATURE (TYPE) AND DEGREE (EXTENT) TO WHICH ENVIRONMENTAL AND HUMAN OR MATERIAL RESOURCES ARE NEEDED TO ADDRESS NEEDS IDENTIFIED ABOVE:

- **HUMAN RESOURCES**
Jimmy requires 1:1 adult supervision from the time he gets off the bus until he leaves school at the end of the day to ensure:
 - That he does not eat food other than what was brought from home, and monitoring for choking
 - He understands the material and provide reteaching when necessary
 - The use of CALCULATOR and writing checklists
- **ENVIRONMENTAL MODIFICATIONS**
 - A small structured setting to review, reteach, and practice content curriculum
 - A covered garbage can in the resource room, and the closest bathroom to the resource room.
- **MATERIAL RESOURCES**

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| <ul style="list-style-type: none"> - Copy of class notes - Use of calculator - Visual class schedule that is reviewed with Jimmy - FOOD ALERT: <ul style="list-style-type: none"> - Jimmy will be monitored by a 1:1 paraprofessional during lunch and supervised throughout his day to address any food activities that may arise - Jimmy is only able to eat and drink what has been sent in for the day unless permission was obtained in advance. - Ms. John provides alternate snacks. These are to be used when Jimmy inadvertently drops food on the floor or there are extra treats in the classroom (i.e. birthday, activity) with advance permission - Food should NEVER be used as a reward for Jimmy - If there are any food issues and/or concerns, Ms. John would like to be called immediately - If there is a food-related activity/lesson during the day, Jimmy may struggle with focus before and/or after the event. He benefits from reminders to stay on task and to focus on the task at hand. Ms. John would like to be notified should Jimmy engage in any abnormal behaviors - TEMPERATURE ALERT <ul style="list-style-type: none"> - Teachers/faculty should be aware that Jimmy is unable to regulate his body temperature and will not complain of being too hot or too cold. - Jimmy needs support to determine what appropriate clothing he will need to wear outside based on the temperature/weather. - Jimmy will be monitored throughout the day for overheating and will receive instruction in a temperature-controlled environment when needed. |
| <p>EFFECT OF STUDENT NEEDS ON INVOLVEMENT AND PROGRESS IN THE GENERAL EDUCATION CURRICULUM OR, FOR A PRESCHOOL STUDENT, EFFECT OF STUDENT NEEDS ON PARTICIPATION IN APPROPRIATE ACTIVITIES</p> <ul style="list-style-type: none"> - Jimmy is a student classified with Other Health Impairment due to a diagnosis of Prader-Willi syndrome. Jimmy presents with moderate receptive and expressive language delay, which adversely impacts his academic performance. - Jimmy can participate in the general education curriculum with special education support services. Jimmy has difficulties with decoding, oral reading fluency and inferential comprehension skills. - Jimmy has basic skills and strategies that he uses in math class. Jimmy will advocate for his needs by letting his teacher and/or paraprofessional know if the lesson is too hard or being presented too quickly. |
| <p>STUDENT NEEDS RELATING TO SPECIAL FACTORS BASED ON THE IDENTIFICATION OF THE STUDENT'S NEEDS, THE COMMITTEE MUST CONSIDER WHETHER THE STUDENT NEEDS A PARTICULAR DEVICE OR SERVICE TO ADDRESS THE SPECIAL FACTORS AND INDICATED BELOW, AND IF SO, THE APPROPRAITE SECTION OF THE IEP MUST IDENTIFY THE PARTICULAR DEVICE OR SERVICE(S) NEEDED.</p> |
| <p>Does the student need strategies, including positive behavioral interventions, supports and other strategies to address behaviors that impede the student's learning or that of others? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p> |
| <p>Does the student need a behavioral intervention plan <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes: Behavioral supports to address food consumption when not needed. The paraprofessional is part of the plan to address and support health related interventions.</p> |
| <p>For a student with limited English proficiency, does he/she need a special education service to address his/her language needs as they relate to the IEP? <input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> Not Applicable</p> |
| <p>For a student who is blind or visually impaired, does he/she need instruction in Braille and the use of Braille? <input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> Not Applicable</p> |
| <p>Does the student need a device or service to address his/her communication needs? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No In the case of the student who is deaf or hard of hearing, does the student need a particular device or service in consideration of the student's language and communication needs, opportunities for direct communications with peers and professional personnel in the student's language and communication mode, academic level, and full range of needs, including opportunities for direct instruction in the student's language and communication mode? <input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> Not Applicable</p> |

Does the student need an assistive technology device and/or service? Yes No
 If yes, does the Committee recommend that the device(s) be used in the student's home Yes No
 BEGINNING NO LATER THAN THE FIRST IEP TO BE IN EFFECT WHEN THE STUDENT IS AGE 15 (AND AT YOUNGER AGE IF DETERMINED APPROPRIATE)

MEASURABLE POST SECONDARY GOALS
 LONG-TERM GOALS FOR LIVING, WORKING AND LEARNING AS AN ADULT

EDUCATION/TRAINING:

- After high school, Jimmy will attend college or university to take courses focused on Early Childhood Education.

EMPLOYMENT:

- After high school, Jimmy's goal is to be competitively employed working in a day care facility.

INDEPENDENT LIVING SKILLS (WHEN APPROPRIATE):

- Jimmy stated that his goal is to live in Chicago with friends. Ms. John shared that Jimmy would need some level of support throughout his lifetime.

TRANSITION NEEDS:

In consideration of present levels of performance, transition service needs of the student that focus on the student's course of study, taking into account the student's strengths, preferences and interests as they relate to transition from school to post-school activities:

Needs

- Jimmy needs:
 - o to increase his math computations and his reading comprehension to be successful in college courses
 - o to increase self-advocacy skills
 - o research credentials necessary to become an early childcare worker

Course of Study

- Jimmy, a sophomore, is currently enrolled in a 15:1 for math and science and consultant class for English and social studies. In addition to the general education courses of social studies, science, math, English, and PE needed for a Regents Diploma, Jimmy will benefit from support in math, social studies, science, and English to assist him in achieving his career goals.

| MEASURABLE ANNUAL GOALS | | | |
|--|--|---|--|
| THE FOLLOWING GOALS ARE RECOMMENDED TO ENABLE THE STUDENT TO BE INVOLVED IN AND PROGRESS IN THE GENERAL EDUCATION CURRICULUM, ADDRESS OTHER EDUCATIONAL NEEDS THAT RESULT FROM THE STUDENTS DISABILITY, AND PREPARE THE STUDENT TO MEET HIS/HER POSTSECONDARY GOALS. | | | |
| ANNUAL GOAL WHAT THE STUDENT WILL BE EXPECTED TO ACHIEIVE BY THE END OF THE YEAR IN WHICH THE IEP IS IN EFFECT | CRITERIA MEASURE TO DETERMINE IF GOAL HAS BEEN ACHIEVED | METHOD HOW PROGRESS WILL BE MEASURED | SCHEDULE WHEN PROGRESS WILL BE MEASURED |
| <u>READING</u> 1. Jimmy will read grade level literature and content-area textbooks and be able to answer literal and inferential comprehension questions. | 75% success each marking period/semester | Teacher devised tests or worksheets | Every 4 weeks |

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|--|--|-------------------------------------|---------------|
| WRITING 2. Jimmy will write a two-paragraph text-based response, identifying a central idea and analyze how the author's use of one writing strategy develops the central idea. | 75% success each marking period/semester | Classroom and standardized tests | Every 4 weeks |
| MATHMATICS 3. Jimmy will identify the algebraic skill and apply the correct method to solve 10 problems with no more than one error. | 85% success over two weeks | Teacher devised tests or worksheets | Every 2 weeks |
| SPEECH/LANGUAGE 4. Jimmy will participate in a conversation which builds on others' ideas and expresses his own ideas clearly and precisely, while making inferences and maintaining peer topics consisting of at least six exchanges. | 4 out of 5 trials on 5 consecutive occasions | Recorded observations | Every 2 weeks |
| REPORTING PROGRESS TO PARENTS | | | |
| Identify when periodic reports on the student's progress toward meeting the annual goals will be provided to the student's parents: Written reports will be provided at the same time progress reports and report cards are provided for all students in the school | | | |

| RECOMMENDED SPECIAL EDUCATION PROGRAMS AND SERVICES | | | | | |
|--|---|-------------------------------------|-----------------------------------|--|--|
| SPECIAL EDUCATION PROGRAM/SERVICES | SERVICE DELIVERY RECOMMENDATIONS* | FREQUENCY HOW OFTEN PROVIDED | DURATION LENGTH OF SESSION | LOCATION WHERE SERVICE WILL BE PROVIDED | PROJECTED BEGINNING/SERVICE DATE(S) |
| SPECIAL EDUCATION PROGRAM: | | | | | |
| Resource Room Program | 5:1 resource room | 10 x Weekly | 46 minutes | Resource room | 09/8/2020 |
| Consultant Teacher Services (Social Studies) | Direct In the social studies classroom | 5 x Weekly | 46 minutes | Classroom | 9/8/2020 |
| Consultant Teach Services (English) | Direct In the English classroom | 5 x Weekly | 46 minutes | Classroom | 9/8/2020 |
| RELATED SERVICES: | | | | | |
| Speech/Language Therapy | Small Group | 2 x Weekly | 30 minutes | Counseling Center | 9/8/2020 |
| Psychological Counseling Services | Small Group | 2 x Weekly | 30 minutes | Counseling Center | 9/8/2020 |
| SUPPLEMENTARY AIDS AND SERVICES/PROGRAMS MODIFCATIONS/ACCOMMODATIONS: | | | | | |
| Extended Time | For lengthy assignments | Daily | Throughout School Day | All Classes | 9/8/2020 |
| Teaching Assistant | 1:1 | 5 x Weekly | 6 hours | All Settings | 9/8/2020 |

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|--|---|--|----------------------------|---------------------------------|----------|
| Clearly defined limits/expectations | Jimmy will be informed of what is expected of him for all settings of the school day | Daily | Throughout School Day | All Settings | 9/8/2020 |
| Read directions, simplify/clarify | To increase comprehension of tasks | Daily | Throughout the School Day | All Classes | 9/8/2020 |
| Copy of Class Notes | Electronic Classroom | Daily | During Instructional Time | All Classes | 9/8/2020 |
| Break Periods | Jimmy can be known to fall asleep in class and requires a walk to help wake up and refocus | Everyday, Several times per day Daily | During Instructional Time | All Classes | 9/8/2020 |
| Other | Jimmy will be moved to an alternate, temperature-controlled environment, when the temperature is greater than or equal to 78 degrees Fahrenheit and the relative humidity is 55% or greater | Daily | Throughout the School Day | All Settings | 9/8/2020 |
| Use of a Calculator | Throughout the School Setting | For Math and Science Problems Daily | Throughout the School Year | Math, Science and Resource Room | 9/8/2020 |
| ASSISTIVE TECHNOLOGY DEVICES AND/OR SERVICES: | | | | | |
| Calculator | For Math and Science Calculations | Throughout the School Day | Throughout the School Day | Math, Science and Resource Room | |
| SUPPORTS FOR SCHOOL PERSONNEL ON BEHALF OF THE STUDENT: | | | | | |

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|--|---|------------|------------|-------------|----------|
| Information Related to Disability and Implications for Instruction | PWSA USA will present to faculty involved directly with Jimmy on the impact of Prader-Willi syndrome on Jimmy regarding academics and behavior. | 1 x Yearly | 90 minutes | High School | 9/8/2020 |
|--|---|------------|------------|-------------|----------|

*Identify, if applicable, class size (maximum student-to-staff ratio), language if other than English, group, or individual services, direct and/or indirect consultant teacher services or other service delivery recommendations.

12-MONTH SERVICE AND/OR PROGRAM – Student is eligible to receive special education services and/or program during July/August:

No Yes Deferred Pending Review

If yes:

Student will receive the same special education program/services as recommended above.

OR

Student will receive the following special education program/services:

| SPECIAL EDUCATION PROGRAM/SERVICES | SERVICE DELIVERY RECOMMENDATIONS | FREQUENCY | DURATION | LOCATION | PROJECTED BEGINNING/SERVICE DATE(S) |
|------------------------------------|----------------------------------|-----------|----------|----------|-------------------------------------|
| - None | | | | | |

Name of school/agency provider of services during July and August:

For a preschool student, reason(s) the child requires services during July and August: Not Applicable

TESTING ACCOMMODATIONS (TO BE COMPLETED FOR PRESCHOOL CHILDREN ONLY IF THERE IS AN ASSESSMENT PROGRAM FOR NONDISABLED PRESCHOOL CHILDREN):
INDIVIDUAL TESTING ACCOMMODATIONS, SPECIFIC TO THE STUDENT'S DISABILITY AND NEEDS, TO BE USED CONSISTENTLY BY THE STUDENT IN THE RECOMMENDED EDUCATIONAL PROGRAM AND IN THE ADMINISTRATION OF DISTRICT-WIDE ASSESSMENTS OF STUDENT ACHIEVEMENT AND, IN ACCORDANCE WITH DEPARTMENT POLICY, STATE ASSESSMENTS OF STUDENT ACHIEVEMENT

| TESTING ACCOMMODATION | CONDITIONS* | IMPLEMENTATION RECOMMENDATIONS** |
|---|--|--|
| <input type="checkbox"/> NONE | | |
| <ul style="list-style-type: none"> - Extended time - Tests Read - Alternate Location - Directions Read to Student - Use of a Calculator - Language in Directions Simplified | <ul style="list-style-type: none"> For All Tests/Quizzes For All Tests/Quizzes For All Tests/Quizzes For All Tests/Quizzes For All Tests/Quizzes For All Tests/Quizzes | <ul style="list-style-type: none"> 2.0 times the allotted time Human Reader Administer Tests/Quizzes in a Small Group Administer Tests/Quizzes in a Small Group Administer Tests/Quizzes in a Small Group Administer Tests/Quizzes in a Small Group |

*Conditions – Test Characteristics: Describe the type, length, purpose of the test upon which the use of testing accommodations is conditioned, if applicable.

**Implementation Recommendations: Identify the amount of extended time, type of setting, etc., specific to the testing accommodation, if applicable.

BEGINNING NOT LATER THAN THE FIRST IEP TO BE IN EFFECT WITH THE STUDENT IS AGE 15 (AND AT A YOUNGER AGE, IF DETERMINED APPROPRIATE).

COORDINATED SET UP TRANSITION ACTIVITIES

| NEEDED ACTIVITIES TO FACILITATE THE STUDENT'S MOVEMENT FROM SCHOOL TO POST-SCHOOL ACTIVITIES | SERVICE/ACTIVITY | SCHOOL DISTRICT/AGENCY RESPONSIBLE |
|--|--|-------------------------------------|
| Instruction | Jimmy will receive instruction in how to use memorization strategies, including mnemonic devices, note cards and graphics to remember skills and concepts. | School district, Jimmy, and family |
| Related Services | Speech/Language services to improve communication skills | School district, Jimmy, and family |
| Community Experiences | Jimmy will demonstrate how to make appointments by finding the phone number needed to call and schedule. | School district, Jimmy, and family. |
| Development of Employment and Other Post-School Adult Living Objectives | Jimmy will utilize the Internet and career materials to identify the education required in Early Childhood Education careers. | School district, Jimmy |
| Acquisition of Daily Living Skills (if applicable) | Jimmy will be able to develop a budget | School district, Jimmy |
| Functional Vocational Assessment (if applicable) | Considering Jimmy's current levels of performance, a functional vocational evaluation is not needed at this time | N/A |

PARTICIPATION IN STATE AND DISTRICT-WIDE ASSESSMENTS

(TO BE COMPLETED FOR PRESCHOOL STUDENTS ONLY IF THERE IS AN ASSESSMENT PROGRAM FOR NONDISABLED PRESCHOOL STUDENTS)

- The student will participate in the same State and district-wide assessments of student achievement that are administered to general education students.
- The student will participate in an alternate assessment on a State or district-wide assessment of student achievement.
Identify the alternate assessment:

Statement of why the student cannot participate in the regular assessment and why the alternate assessment selected is appropriate for student:

PARTICIPATION WITH STUDENTS WITHOUT DISABILITIES

REMOVAL FROM THE GENERAL EDUCATION ENVIRONMENT OCCURS ONLY WHEN THE NATURE OF SEVERITY OF THE DISABILITY IS SUCH THAT, EVEN WITH THE USE OF SUPPLEMENTARY AIDS AND SERVICES, EDUCATION CANNOT BE SATISFACTORILY ACHIEVED.

FOR THE PRESCHOOL STUDENT:

Explain the extent, if any, to which the student will not participate in appropriate activities with age-appropriate nondisabled peers (e.g., percent of the school day and/or specify activities):

- Not Applicable

FOR THE SCHOOL-AGE STUDENT:

Explain the extent, if any to which the student will not participate in appropriate activities with age-appropriate nondisabled peers (e.g., percent of the school day and/or specify activities):

- Jimmy requires supplemental academic support through the Resource Room program. Jimmy requires related services (Speech/Language Therapy and Psychological Counseling) which will occur in a separate area designated for such therapies/counseling.

If the student is not participating in a regular physical education program, identify the extent to which the student will participate in specially designed instruction in physical education, including adapted physical education:

- Not Applicable

EXEMPTION FROM LANGUAGE OTHER THAN ENGLISH DIPLOMA REQUIREMENT: No Yes – The committee has determined that the student’s disability adversely affects his/her ability to learn a language and recommends the student be exempt from the language other than English requirement.

SPECIAL TRANSPORTATION

TRANSPORTATION RECOMMENDATION TO ADDRESS NEEDS OF THE STUDENT RELATING TO HIS/HER DISABILITY

- None
- Student needs special transportation accommodations/services as follows:
Adult supervision by an adult trained in Prader-Willi syndrome
- Student needs transportation to and from special classes or programs at another site:

PLACEMENT RECOMMENDATION

Home Public-School District