

School District/Public Agency		Individualized Education Program (IEP)		
Laramie County School District #1		R. §§300.320-300.324		

Name of Student	WISER ID	DOB	Grade	Date of IEP Meeting
			06	/2024

Due Date of Next Annual Review:	Due Date of Next 3 year Reevaluation:	Disability Category(s):
2025	/2025	Primary: Specific Learning Disability Secondary: Other Health Impaired Tertiary:

STRENGTHS, EDUCATIONAL CONCERNS AND PREFERENCES/INTERESTS

Team's Perspective

34 C.F.R. §§300.321(a) and (b)

Strengths:

is a kind and caring young man. He comes to class ready to work and willing to participate with class discussions. strength is in creativity and coming up with topics to write about. He has great ideas. is a great athlete, especially his throwing abilities. He is also extremely well-behaved and courteous. His social group has blossomed. He is being very interactive with his peers. He is very creative and mechanical. He just seems to know how to do things. He is funny. Lately he has starting horseback riding.

Preferences/Interests:

At school, likes to play games like football at recess, specials (especially P.E.), math (it is fun), and working with the lights off in the classroom.
At home, likes to play Fort Nite, playing pool with his neighbor, jumping on his trampoline, snuggling with his Golden Retriever, and sleeping.
When asked what would like to do as a career, he stated that he would like to be a mechanic and work on John Deer tractors.
Enjoys Minecraft and being creative. He is in love with his dirt bike and can do many tricks. He likes just about anything, especially sports (fishing, hockey, football, baseball, basketball).

Educational Concerns:

has educational concerns in the area of basic reading skills, reading fluency, and reading comprehension due to dyslexia. deficits in mathematics including difficulty in solving word problems as well as performing basic functional math skills (e.g., measuring). He has written expression deficits in his ability to organize his writing, encoding, and with writing conventions (e.g., punctuation, capitalization, and grammar); has deficits in written expression and encoding. He needs to focus on organization/paragraph development/editing in the general education class, while encoding support is provided via the Wilson curriculum/intervention. Secondary to his documented learning disabilities and IDEA identification (primary, SLD, secondary, OHI), he was reported to have difficulties with attention and has been reported to "zone out" during whole class instruction, have difficulty with remembering multi-step directions, and can become easily distracted when silent reading related to his ADHD-Inattentive presentation diagnosis. Even with proximity, struggles with distractions regardless of where he sits in the class due to his difficulty at times to filter out what is occurring in the classroom (particularly peer activity). He can become easily overwhelmed in environments where a lot of students are present, or work is not accommodated to instructional level.

PRESENT LEVELS OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE

- ☐ **Preschool Students:** Describe the academic, developmental and functional needs of the student, and how the disability affects the student's participation in appropriate activities (*the same age appropriate activities engaged in by nondisabled students*).
- ☒ **School Age Students:** Describe the academic, developmental and functional needs of the student, and how the disability affects the student's involvement and progress in the general education curriculum (*the same curriculum as nondisabled students*).

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PRESENT LEVELS OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE

Describe the child's present levels of academic achievement and functional performance across services and settings, including special education, regular education, and interventions.

Introductory Statement:

██████████ is a 6th grade student currently attending ██████████ Elementary School. He is a student who is identified as having educational disabilities in the areas of Specific Learning Disability due to dyslexia (basic reading skills, reading fluency, and reading comprehension), and dysgraphia (for written expression, encoding), and dyscalculia. Secondly to the SLD, ██████████ is a student identified as having an Other Health Impairment due to a diagnosis of ADHD-inattentive presentation.

Previous Evaluation History:

2022 Dr. ██████████ Private Clinical Psychologist Evaluation- ██████████ was evaluated in 2022 due to concerns with reading ability and ADHD. ██████████ was administered multiple assessments to better understand his needs. She diagnosed ██████████ with a Specific Learning Disorder in Reading, Mathematics and Written Expression otherwise known as "dyslexia", "dyscalculia," and "dysgraphia." She further diagnosed ██████████ with ADHD-Inattentive Presentation. She made a number of recommendations for accommodations in the school setting, including: extended time on tests and assignments, modified assignment (no specificity indicated), alternative writing/testing methods to include ██████████ being able to type/dictate responses as well as having longer reading passages or longer word problems read aloud to him, allowances for verbal responses over written, access to counselor to address anxiety over homework, preferential seating to limit distractions, breaking down reading and writing into smaller chunks, assistive technology (text-to-speech, speech-to-text, audiobooks), eliminate or relax spelling requirements, taking breaks as needed, prompting ██████████ to review work before submitting, providing both written and verbal instructions, alternative seating, exemplar work samples, graphic organizers, and writing rubrics/checklists.

She further recommended targeted specially designed instructions. In reading, she recommended "intensive instruction in reading by a qualified provider, including explicit, systemic phonics-based instructions and training in reading fluency using an evidence-based system such as Orton-Gillingham." In reading comprehension, she recommended, "direct support with reading comprehension...developing strategies for identifying key passages and paragraphs, main ideas or conflicts, and characters (e.g., underlining, highlighting, or notating in the margins)." In writing, she recommended "organization support in writing...to support learning concrete writing and checking his written work to ensure that he has responded to all parts of the prompt and followed grammatical conventions."

Reading:

Current State/District Assessment performance

Wy-Topp

ELA-Below Basic-610

FastBridge

aReading-482 (high risk)

Classroom assessments for ELA (4-point rubric)

FQT 1-1 September 9, 2024

FQT 2-1.5 October 9, 2024

FQT 4-1.5 October 29, 2024

Wilson Reading Progress:

██████████ WRS Student Dictation Quarter 1

*through 9-23, reviewed necessary concepts from summer tutoring, administered the Baseline Assessment to move on to Steps 7-12, and reviewed necessary concepts from Baseline Assessment

9-24-24 7.1.1 100%

9-25-24 7.1.2 86%

9-30-24 7.1.3 88%

10-1-24 7.1.4 69%

10-4-24 7.1.5 92%

10-9-24 7.2.1 89%

10-15-24 7.2.3 100%

10-16-24 7.2.4 86%

10-23-24 7.3.1 67%

10-28-24 7.3.2 92%

10-29-24 7.3.3 85%

11-4-24 7.3.4 100%

*average score of 88%

Over the last two months, ██████████ has completed the Baseline Assessment, which is required to begin Steps 7-12 of the Wilson Reading System. We reviewed any skills necessary, based on that assessment, before moving on to Step 7.

██████████ is a hard worker and is focused throughout our lesson most days. When needed, we'll get up and have a movement break

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PRESENT LEVELS OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE
such as tossing a squishy ball. This invigorates him for the rest of the lesson. I give ██████ my teacher chair so he can move side to side while he's sitting. He has access to fidgets, as well. ██████ loves a challenge, so we keep a tally chart and work towards something that motivates him. He gets tallies for what I choose on a given day (ex.: sitting up in his chair, doing his best writing, etc.). All these things help us have successful and fun lessons. ██████ has demonstrated proficiency in: <u>Step 7.1-</u> sound options for c and g; complex words with Latin bases; with taught affixes <u>Step 7.2-</u> ge and ce preceded by a consonant; trigraph dge; with taught affixes Currently working on: <u>Step 7.3-</u> trigraph tch; digraph ph; with taught affixes; Greek combining forms and words with these forms; vowel shifts Coming up next: <u>Step 7.4-</u> new final stable syllable containing noun-forming suffix -tion <u>Step 7.5-</u> contractions; possessive nouns <u>Step 7 Assessment</u> <u>Step 8-</u> r-controlled syllables; new Latin bases and Greek combining forms that have r-controlled vowels. Leah Perez, Wilson Reading Interventionist Reading Comprehension: During our reading time, when reading shorter-nonfiction text, ██████ has an average of 80% on answering multiple choice questions. He is able to find the evidence within the text to answer the questions. ██████ fluency rate is averaging 75 words per minute with a 98% accuracy when reading a 6th grade level passage. ██████ Accommodations Serving Reading: ██████ gets extra time on his assignments, text read aloud to him and preferred seating. ██████ gets one-on-one support with math in class and gets pulled to do more individualized support when completing test/assignments in class. Current Needs: ██████ continues to demonstrate difficulties with basic reading skills, reading fluency and reading comprehension. He is currently working on reading fluency utilizing the Wilson Reading Program. Incidentally, this program is also assisting in reading comprehension skills by teaching him to be able to identify the main theme, characters, plot, etc. Writing: Currently in the Resource Room, ██████ has a rubric score of 1.5 on his 6th grade writing prompt. He has good ideas but struggles to find the evidence to help support his writing. ██████ Current State/District Assessment Performance: Writing has not been assessed formally through Wy-TOPP or fastbridge at this time. Accommodations Serving Writing: ██████ gets extra time on his assignments, text read aloud to him and preferred seating. ██████ gets one-on-one support with math in class and gets pulled to do more individualized support when completing test/assignments in class. Current Needs: ██████ struggles with demonstrating a well-written 5-sentence paragraph. He makes frequent spelling errors and struggles with the overall structure of a written response. Due to his disability, ██████ needs to be able to produce written responses on a word processing program that will cue him into editing his responses to account for spelling, grammar, capitalization, and other writing conventions. Math: ██████ is a great kid who tries his best to stay on task and to take in the information being taught to him. ██████ does struggle with some of the more rigorous math problems that include deep comprehension to understand. His basic math skills and foundations have improved immensely from the beginning of the year. When he is focused and engaged, he tends to do much better. ██████ ██████-Math-homeroom teacher Resource Update: ██████ participates in the classroom for math and receives support to complete his assignments/assessments. He has an overall average of 31% on answering word problems. ██████ has his word problems read to him by an adult but struggles with the 6th grade math problems. The first quarter was dealing with ratios which were very difficult to solve. ██████ Current State/District Assessment Performance Wy-Topp Math-Below Basic-426 (proficiency rate) Ratios and Proportions: Quarter 1 (4-point rubric) Topic Quiz B-2 Topic Quiz C-2 Topic Quiz D-2.5 District Assessment Mod 1-2

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PRESENT LEVELS OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE

Accommodations Serving Math: ██████ gets extra time on his assignments, text read aloud to him and preferred seating. ██████ gets one-on-one support with math in class and gets pulled to do more individualized support when completing test/assignments in class.

Strengths: ██████ is a great kid who tries his best to stay on task and to take in the information being taught to him.

Current needs: Attentional aspects of ██████ profile are exacerbated by underlying/primary learning disabilities (dyslexia, dysgraphia, dyscalculia), which have created academic gaps which make it hard for him to keep pace with general education pacing, absent a high level of scaffolding and support. ██████ does struggle with some of the more rigorous math problems that include deep comprehension to understand. His basic math skills and foundations have improved immensely from the beginning of the year. ██████ can struggle with knowing math vocabulary necessary to solve word problems. He inconsistently is able to identify the correct data needed to generate the appropriate equation to solve. When presented with a direct equation, ██████ is very capable of solving. He also struggles with more functional math skills such as measurement.

Behavior: ██████ is a well-liked student around the school. He is very engaged in his social life and would recommend being in the classroom sitting around his peers. He has great conversations and typically starts these conversations with adults or peers. ██████ is never disrespectful and responds well to re-guidance or any redirection. He is a very polite student who is easy to be around.

Related Service Updates: ██████ does not receive related services on his IEP.

Educational Impact Statement:

██████████ is a student with a *Specific Learning Disability (SLD)* in basic reading skills and reading fluency with the condition of dyslexia. Written expression and encoding are also affected within his SLD due to the condition of dysgraphia. Additionally, Jadyen has an SLD in math calculation and math problem solving, due to the condition of dyscalculia. Secondary to his documented learning disabilities, ██████ qualifies for specialized instruction with a secondary disability of *Other Health Impairment (OHI)* due to a diagnosis of *Attention Deficit/Hyperactivity Disorder (ADHD)*-predominantly inattentive presentation. All of the above disabilities impact him academically. ██████ struggles with decoding unfamiliar words which leads him to read slower and with a higher degree of errors. This impacts his ability to comprehend academic material and retain necessary information in core content. As a result, ██████ needs 1:1 specialized instruction in a separate location for reading. He requires a highly qualified instructor who is certified to provide dyslexia interventions (utilizing an Orton-Gillingham program, at his level). Additionally, ██████ requires support for math, writing, and executive functioning in the classroom. This can provide opportunities for reteaching if needed and immediate feedback. To be on pace with grade level peers, ██████ will benefit from the use of adult support in the classroom, less distracting environments with built in breaks for assignments/assessments, and clarifications of directions if needed. Currently, ██████ has the opportunity to utilize assistive technology however, he is not implementing independently and can be resistant to using in front of peers. Additionally, ██████ struggles with solving word/story problems as he is not able to correctly identify math vocabulary such as "sum" leading him to be unsuccessful at solving the problem; further, he struggles with filtering out unnecessary data to cue into the data he needs. He has been reported to struggle with functional math skills such as using various forms of measurement skills he would need (e.g., fractions for cooking). Lastly, ██████ is often disorganized and can forget to turn in assignments. While he currently doesn't have a large demand for school organizational skills, because it will take him longer to learn a system and incorporate it into his everyday school behaviors, it is important that he has targeted skills development now.

CONSIDERATION OF SPECIAL FACTORS

34 C.F.R. §300.324(a)(2)

	YES	NO
• Does the student's behavior impede his/her learning or the learning of others?	☐	☒
• Does the child have communication needs?	☐	☒
• Is the student deaf or hard of hearing? If yes, then answer the following:	☐	☒
◦ Does the student need opportunities for communication and direct instruction in the student's language and communication mode?	☐	☐
• Is the student blind or visually impaired? If yes, then answer the following:	☐	☒
◦ Does the student require orientation and mobility training?	☐	☐
◦ After an evaluation of reading and writing needs, learning media assessment, and need for future instruction in Braille, does the student require instruction in the use of Braille?	☐	☐

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CONSIDERATION OF SPECIAL FACTORS
34 C.F.R. §300.324(a)(2)

• Does the student require assistive technology devices or services? ☒ ☐

• Has the student been determined to be Limited English Proficient? ☐ ☒

Any item checked "YES" must be addressed in the IEP.

EXTENDED SCHOOL YEAR
34 C.F.R. §300.106

Extended School Year (ESY) services must be provided if necessary for the student to receive FAPE. In addition to degree of regression and the time necessary for recoupment, consider these factors:

- Degree of impairment and the ability of the child's parents to provide the educational structure at home;
- The child's rate of progress;
- His or her behavioral and physical problems;
- The availability of alternative resources;
- The ability of the child to interact with non-handicapped children;
- The areas of the child's curriculum which need continuous attention;
- The child's vocational needs; and
- Whether the requested service is "extraordinary" to the child's condition, as opposed to an integral part of a program for those with the child's condition.

Is ESY necessary for the student to receive FAPE? ☒ Yes ☐ No

Explain factors considered and determination:

The team determined that ██████ meets eligibility for Extended School Year due to the severity of his reading deficits and need for continual instruction in reading in order to close his reading deficit gaps. ██████ has participated in ESY services for the last two summers for reading and the team believes this instruction was pivotal for ██████ to maintain skills from last school year into this school year.

The team did not have sufficient data to determine whether or not he may also require writing and/or math ESY and will revisit this area in the spring once goals and services have been implemented.

If ESY is a necessary component of FAPE, ESY goals and services must be documented in the IEP.

MEASURABLE ANNUAL GOAL NUMBER 1
Additional Goal pages should be added as necessary.

A statement of measurable annual goals, including academic and functional goals designed to:

- Meet the student's needs that result from the student's disability to enable the student to be involved in and make progress in the general education curriculum.
- Meet each of the student's other educational needs that result from the student's disability.

Indicate whether this goal will be implemented during ESY. ☐ Yes ☒ No ☐ N/A

Each goal must include a baseline, target and method of measurement.

By ██████ 2025, when given a grade level word problem with the support of graphic organizer (outlining process to solve the problem), math vocabulary list, and use of a calculator, ██████ will be able to follow a 4-step process for solving word problems (identify and define math vocabulary within problem; identify relevant data needed to solve the problem; setting up the appropriate equation to solve the problem; and accurately solving the equation), with 80% accuracy over 10 or more word problems.

Baseline: ██████ averages 33% accuracy when answering word problems. He does not always recognize key words which results in setting up equations improperly, in order to solve problems.

Benchmarks or short-term objectives:
Required only for students that will take alternate State or District wide assessment(s).

Name of Student	Wiser ID	Grade	Date of IEP Meeting
██████████	██████████	06	██████/2024

MEASURABLE ANNUAL GOAL NUMBER 1

Additional Goal pages should be added as necessary.

Objective	Time Frame
# 1. ██████ will be able to correctly identify the operations indicated by math vocabulary utilized in various word problems (8 or more problems) with 80% accuracy over an 8-week period.	3rd quarter; ██████ will be able to define math voca
# 2. Maintaining 80% accuracy in correctly identifying operation indicated by math vocabulary, ██████ will also identify relevant data needed within a word problem in order to be able to find the solution, across various word problems (10 or more), with 80% accuracy over an 8-week period.	4th quarter
# 3. Maintaining mastery of objectives 1 and 2 at 80% or above, ██████ will then be able to use identified math vocabulary and relevant data provided within a word problem to accurately set-up the equation needed to solve the problem improving with 80% accuracy (in 10 or more word problems) across an 8 week period.	4th quarter
# 4. Maintaining mastery of objectives 1-3 (identifying operation indicated by math vocabulary, identify relevant data needed to generate an equation, and setting-up an accurate equation) at 80% or above, ██████ will use the equation to solve word problems with 80% accuracy (in 10 or more word problems) across an 8 week period.	end of 1st quarter 7th grade year

Periodic reports of progress toward meeting the annual goal:

Periodic reports must coincide with the district or public agency regular reporting schedule.

DATE	██████ 2025					
DATA TO SUPPORT MEASURABLE PROGRESS NOTE: Progress must be quantified by the method of measurement specified in the goal.						
DESCRIBE PROGRESS NOTE: Narrative should be used to supplement data above.	New IEP—insufficient time to monitor					
STAFF NAME	██████████					

MEASURABLE ANNUAL GOAL NUMBER 2

Additional Goal pages should be added as necessary.

A statement of measurable annual goals, including academic and functional goals designed to:

- Meet the student's needs that result from the student's disability to enable the student to be involved in and make progress in the general education curriculum.
- Meet each of the student's other educational needs that result from the student's disability.

Indicate whether this goal will be implemented during ESY.

☐

Yes

☒

No

☐

N/A

Each goal must include a baseline, target and method of measurement.

By ██████ 2025, while utilizing a consistent alternative writing rubric (attached to IEP) with supported graphic organizer, assistive technology, word banks, sentence starters, transition word lists, and allowance for typed responses, ██████ will write and edit a five-sentence paragraph that addresses a given subject, including a topic sentence, three supporting evidence sentences, and a conclusion sentence using targeted writing conventions, improving from a rubric score of: 2/8, with multiple prompts/reminders, to 8/8 in 4/5 trials collected in a portfolio collection to monitor progression as measured by resource teacher data collection.

Benchmarks or short-term objectives:

Required only for students that will take alternate State or District wide assessment(s).

Objective	Time Frame
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Name of Student	Wiser ID	Grade	Date of IEP Meeting
██████████	██████████	06	██████/2024

MEASURABLE ANNUAL GOAL NUMBER 2

Additional Goal pages should be added as necessary.

# 1. ██████ will earn a score of 1/1 on topic sentence in 4/5 trials	3rd quarter
# 2. ██████ will edit his 5 sentence paragraph utilizing appropriate writing conventions of capitalization, punctuation, and grammar as supported by word editing software, earning a rubric score of 3/3 in 4/5 trials.	end of 1st quarter 7th grade year
# 3. ██████ will write a topic sentence and generate 3 supporting evidence/detail sentences earning a rubric score of 4/4 in 4/5 trials.	by 4th quarter
# 4. ██████ will write a topic sentence, 3 supporting detail sentences, and generate an appropriate conclusion sentence earning a rubric score of 5/5 over 4/5 trials.	end of 3rd quarter

Periodic reports of progress toward meeting the annual goal:

Periodic reports must coincide with the district or public agency regular reporting schedule.

DATE	██████/2025					
DATA TO SUPPORT MEASURABLE PROGRESS NOTE: Progress must be quantified by the method of measurement specified in the goal.						
DESCRIBE PROGRESS NOTE: Narrative should be used to supplement data above.	New IEP—insufficient time to monitor					
STAFF NAME	██████████					

MEASURABLE ANNUAL GOAL NUMBER 3

Additional Goal pages should be added as necessary.

A statement of measurable annual goals, including academic and functional goals designed to:

- Meet the student's needs that result from the student's disability to enable the student to be involved in and make progress in the general education curriculum.
- Meet each of the student's other educational needs that result from the student's disability.

Indicate whether this goal will be implemented during ESY.

☒

Yes

☐

No

☐

N/A

Each goal must include a baseline, target and method of measurement.

By ██████ 2025, when given direct instructions using a systematic, explicit, and scientifically based reading instruction, ██████ will increase his decoding from his current level of fluently decoding multisyllabic closed, vowel consonant e, open, and final stable syllables to fluently decoding multisyllabic syllables with sound options, R-controlled, and double vowel syllables, in addition to adding suffixes to changing base words improving from ____/60 words to 56/60 words with 93% accuracy as measured by specialized reading interventionist reported to special education teacher.

Benchmarks or short-term objectives:

Required only for students that will take alternate State or District wide assessment(s).

Objective	Time Frame
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Name of Student	Wiser ID	Grade	Date of IEP Meeting
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MEASURABLE ANNUAL GOAL NUMBER 3

Additional Goal pages should be added as necessary.

# 1. When given direct instruction in words with sound options and contractions, ██████ will be able to automatically decode 15 words with sound options and contractions with a minimum of 93% as measured by word charting and end of step assessments.	██████ 2024-2024
# 2. When given direct instruction in words with suffixes that change the base word, ██████ will be able to automatically decode 15 words with suffixes that change the base word with a minimum of 93% accuracy as measured by word charting and end of step assessments.	██████ 2025-██████
# 3. When given direct instruction in words with R-controlled syllables, ██████ will be able to automatically decode 15 words with R-controlled syllables with a minimum of 93% accuracy as measured by word charting and end of step assessments.	██████ 2024-██████
# 4. When given direct instruction in words with double vowels, ██████ will be able to automatically decode 15 words with double vowels with a minimum of 93% accuracy as measured by word charting and end of step assessment.	██████ 2025-██████ 2025

Periodic reports of progress toward meeting the annual goal:

Periodic reports must coincide with the district or public agency regular reporting schedule.

MEASURABLE ANNUAL GOAL NUMBER 4

Additional Goal pages should be added as necessary.

A statement of measurable annual goals, including academic and functional goals designed to:

- Meet the student's needs that result from the student's disability to enable the student to be involved in and make progress in the general education curriculum.
- Meet each of the student's other educational needs that result from the student's disability.

Indicate whether this goal will be implemented during ESY.

☒

Yes

☐

No

☐

N/A

Each goal must include a baseline, target and method of measurement.

By ██████ 2025, when given direct instruction using a systematic, explicit, and scientifically based reading instruction, ██████ will increase his encoding from his current level of fluently encoding multisyllabic closed, vowel consonant e, open, and final stable syllables to fluently encoding multisyllabic syllable with sound options, R-controlled, and double vowel syllables, in addition to adding suffixes to changing base words improving from ____/40 words to 36/40 words with 90% accuracy as measured by specialized reading interventionist and reported to special education teacher.

Benchmarks or short-term objectives:

Required only for students that will take alternate State or District wide assessment(s).

Objective	Time Frame
# 1. When given direct instruction in words with R-controlled syllables, ██████ will be able to automatically encode 10 words with R-controlled syllables with a minimum of 90% accuracy as measure by dictations pages and end of step assessment.	██████ 2024-██████
# 2. When given direct instruction in words with double vowels, ██████ will be able to automatically encode 10 words with double vowels with a minimum of 90% accuracy as measured by dictations pages and end of step assessment.	██████ 2025-██████ 2025
# 3. When given instructions in words with sound options and contractions, ██████ will be able to automatically encode 10 words with sound options ad contractions with a minimum of 90% accuracy as measured by dictation pages and end of step assessment.	██████ 2024-2024
# 4. When given direct instruction in words with suffixes that change the base word, ██████ will be able to automatically encode 10 words with suffixes that change the base word with a minimum of 90% accuracy as measured by dictation and step assessments.	██████ 2025-██████

Periodic reports of progress toward meeting the annual goal:

Periodic reports must coincide with the district or public agency regular reporting schedule.

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MEASURABLE ANNUAL GOAL NUMBER 5

Additional Goal pages should be added as necessary.

A statement of measurable annual goals, including academic and functional goals designed to:

- Meet the student's needs that result from the student's disability to enable the student to be involved in and make progress in the general education curriculum.
- Meet each of the student's other educational needs that result from the student's disability.

Indicate whether this goal will be implemented during ESY.

☐

Yes

☒

No

☐

N/A

Each goal must include a baseline, target and method of measurement.

By ██████████ 2025, given varying lines, objects, and dimensions of space within his educational environment, ██████████ will independently estimate the length of the object/picture/dimension, measure it using a ruler or tape measure and identify how long the object/picture is with 90% accuracy on 4 out of 5 trials measured quarterly by resource teacher.

Baseline: ██████████ struggles with measurements that include fractions of an inch, foot etc. He has difficulties converting inches to feet and vice versa. If a measurement involves fractions of a whole number, he will round to the nearest whole and drop off any other portion. ██████████ measures 2/10 items accurately.

Benchmarks or short-term objectives:

Required only for students that will take alternate State or District wide assessment(s).

Objective	Time Frame
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Periodic reports of progress toward meeting the annual goal:

Periodic reports must coincide with the district or public agency regular reporting schedule.

DATE	██████/2025					
DATA TO SUPPORT MEASURABLE PROGRESS						
NOTE: Progress must be quantified by the method of measurement specified in the goal.						
DESCRIBE PROGRESS	New IEP—insufficient time to monitor					
NOTE: Narrative should be used to supplement data above.						
STAFF NAME	██████████					

MEASURABLE ANNUAL GOAL NUMBER 6

Additional Goal pages should be added as necessary.

A statement of measurable annual goals, including academic and functional goals designed to:

- Meet the student's needs that result from the student's disability to enable the student to be involved in and make progress in the general education curriculum.
- Meet each of the student's other educational needs that result from the student's disability.

Indicate whether this goal will be implemented during ESY.

☐

Yes

☒

No

☐

N/A

Each goal must include a baseline, target and method of measurement.

By ██████████ 2025, given direct instruction as well as adult scaffolding and support, ██████████ will improve his executive functioning skills by creating an organization system to keep track of assignments, engage in long-term planning, and utilizing this system to ensure he is completing and turning assignments in on-time 75% of the time as measured by teacher planning/folder checks and missing assignment checks.

Currently, ██████████ is not utilizing a system to help organize his work or keep track of assignment due dates. As a result, many assignments are turned in late, misplaced, or incomplete. 0% of the time.

Name of Student	Wiser ID	Grade	Date of IEP Meeting
██████████	██████████	06	██████/2024

MEASURABLE ANNUAL GOAL NUMBER 6

Additional Goal pages should be added as necessary.

Benchmarks or short-term objectives:

Required only for students that will take alternate State or District wide assessment(s).

Objective	Time Frame
# 1. ██████ will use an organization system to record short-term/homework assignments and to chunk/plan long term assignments as evidenced by daily assignments being accurately recorded in the system at 4 out of 5 weekly planning system checks with a teacher/case manager.	4th quarter
# 2. ██████ will use a folder or other identified system to complete and turn in work as evidenced by his having 1 or fewer missing/incomplete assignments a week.	end of 1st quarter 7th grade year

Periodic reports of progress toward meeting the annual goal:

Periodic reports must coincide with the district or public agency regular reporting schedule.

DATE	██████/2025					
DATA TO SUPPORT MEASURABLE PROGRESS						
NOTE: Progress must be quantified by the method of measurement specified in the goal.						
DESCRIBE PROGRESS	New IEP—insufficient time to monitor					
NOTE: Narrative should be used to supplement data above.						
STAFF NAME	██████████					

MEASURABLE ANNUAL GOAL NUMBER 7

Additional Goal pages should be added as necessary.

A statement of measurable annual goals, including academic and functional goals designed to:

- Meet the student's needs that result from the student's disability to enable the student to be involved in and make progress in the general education curriculum.
- Meet each of the student's other educational needs that result from the student's disability.

Indicate whether this goal will be implemented during ESY.

☐

Yes

☒

No

☐

N/A

Each goal must include a baseline, target and method of measurement.

By ██████ 5, 2026, while utilizing a word processing software program to generate a 5-sentence paragraph, ██████ will be able to use software program's tools to edit his writing to ensure correct capitalization, punctuation, spelling, and grammar with 80% accuracy as measured by a portfolio of writing samples across content areas with a minimum of 2 work products for each core content area (ELA, Science, and Social Studies), improving from a baseline of _____.

Benchmarks or short-term objectives:

Required only for students that will take alternate State or District wide assessment(s).

Objective	Time Frame
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Name of Student	Wiser ID	Grade	Date of IEP Meeting
██████████	██████████	06	██████/2024

MEASURABLE ANNUAL GOAL NUMBER 7

Additional Goal pages should be added as necessary.

# 1. ██████ will utilize assistive technology tools (word processing system spell/grammar-check, word banks, sentence starters, etc.), to ensure his written paragraph has correct spelling with 80% accuracy.	duration of IEP
# 2. ██████ will utilize assistive technology tools (word processing system spell/grammar-check, word banks, sentence starters, etc.), to ensure his written paragraph has appropriate grammar usage with 80% accuracy.	duration of IEP
# 3. ██████ will utilize assistive technology tools (word processing system spell/grammar-check, word banks, sentence starters, etc.), to ensure his written paragraph has correct capitalization with 80% accuracy.	duration of IEP
# 4. ██████ will utilize assistive technology tools (word processing system spell/grammar-check, word banks, sentence starters, etc.), to ensure his written paragraph has correct punctuation with 80% accuracy.	duration of IEP

Periodic reports of progress toward meeting the annual goal:

Periodic reports must coincide with the district or public agency regular reporting schedule.

DATE	██████/2025					
DATA TO SUPPORT MEASURABLE PROGRESS NOTE: Progress must be quantified by the method of measurement specified in the goal.						
DESCRIBE PROGRESS NOTE: Narrative should be used to supplement data above.	New IEP—insufficient time to monitor					
STAFF NAME	██████████					

A. SPECIAL EDUCATION SERVICES

A statement of the **special education, related services, supplementary aids and services**, based on peer-reviewed research to the extent practicable, to be provided to the student, or on behalf of the student, and a statement of the **program modifications or supports for school personnel** that will be provided to enable the student:

- To advance appropriately toward attaining the annual goals.
- To be involved in and make progress in the general education curriculum and to participate in extracurricular and other nonacademic activities.
- To be educated and participate with other students with disabilities and nondisabled students in extracurricular and other nonacademic activities.

NOTE: *Virtual Education and Virtual ESY IEP services implemented ONLY in the event of a public health emergency.

Any discrepancy in Frequency and/or Duration of special education services between In-Person and Virtual Ed. or ESY and Virtual ESY must be explained in Prior Written Notice (PWN).

Special Education	Frequency	Duration (Amount)	Location	Projected Start Date - Projected End Date	
Academic instruction--math	In-person	5.0 per week	(30.0/)	Inside General Education	████/2025 - █████/2025
	*Virtual Ed.				
	ESY				
	*Virtual ESY				

Name of Student	Wiser ID	Grade	Date of IEP Meeting
██████████	██████████	06	██████/2024

A. SPECIAL EDUCATION SERVICES

A statement of the **special education, related services, supplementary aids and services**, based on peer-reviewed research to the extent practicable, to be provided to the student, or on behalf of the student, and a statement of the **program modifications or supports for school personnel** that will be provided to enable the student:

- To advance appropriately toward attaining the annual goals.
- To be involved in and make progress in the general education curriculum and to participate in extracurricular and other nonacademic activities.
- To be educated and participate with other students with disabilities and nondisabled students in extracurricular and other nonacademic activities.

NOTE: *Virtual Education and Virtual ESY IEP services Implemented ONLY In the event of a public health emergency.

Any discrepancy in Frequency and/or Duration of special education services between In-Person and Virtual Ed. or ESY and Virtual ESY must be explained in Prior Written Notice (PWN).

Academic instruction--reading	In-person	5.0 per week	(60.0/)	Outside general ed. classroom	██████/2025 - ██████/2025
	*Virtual Ed.				
	ESY				
	*Virtual ESY	5.0 per week	(60.0/)	Outside general ed. classroom	██████/2025 - ██████/2025
Academic instruction--written language	In-person	3.0 per week	(30.0/)	Inside General Education	██████/2025 - ██████/2025
	*Virtual Ed.				
	ESY				
	*Virtual ESY				
Behavioral instruction and support	In-person	10.0 per week	(10.0/)	Outside general ed. classroom	██████/2025 - ██████/2025
	*Virtual Ed.				
	ESY				
	*Virtual ESY				

B. RELATED SERVICES

Necessary to benefit from special education.

NOTE: *Virtual Education and Virtual ESY IEP services Implemented ONLY In the event of a public health emergency.

Any discrepancy in Frequency and/or Duration of special education services between In-Person and Virtual Ed. or ESY and Virtual ESY must be explained in Prior Written Notice (PWN).

Related Service	☐ N/A	Frequency	Duration (Amount)	Location	Projected Start Date - Projected End Date
Parent counseling and training	In-person	1.0 per term	(30.0/)	Outside general ed. classroom	██████/2025 - ██████/2025
	*Virtual Ed.				
	ESY				
	*Virtual ESY				

Name of Student	Wiser ID	Grade	Date of IEP Meeting
██████████	██████████	06	██████/2024

C. SUPPLEMENTARY AIDS AND SERVICES

Accommodations, aids, services, assistive technology and other supports that are provided to avoid removing the student from regular education classes, other education-related settings and extracurricular and non-academic settings. (May include routine checking of hearing aids and external components of surgically implanted devices.)

NOTE: Include accommodations that may be needed in Virtual Ed. setting.

Supplementary Aids & Services ☐ N/A	Explanation of Frequency, Duration, and Location	Location	Start Date - End Date
Additional Adult Support	School Wide, Additional adult support will be provided during core instruction in order to provide one-on-one or small group instruction during independent work time to assist with reading comprehension, written task demands, breaking assignments/tasks into smaller chunks, pre-teaching/re-teaching of content, and support with attention/focus.	☒ In-Person	██████/2025 - ██████/2025
		☐ Virtual Ed.	
Classroom Accommodations	Classroom Accommodations: to occur across all settings and content -Assistive Technology: speech-to-text, text-to-speech, audiobooks, word prediction software, graphic organizers for writing and mathematics, word processor, use of calculator -Provide work exemplars for ██████ to reference when completing writing assignments and/or projects. -Utilize a 5:1 positive to corrective feedback ratio -Staff will communicate with parents 1-week prior to classroom tests, to provide notification of upcoming test and content covered in test in order to allow them to help prepare ██████ for the test. -staff will send home to parents a weekly sample of the work ██████ has been completing to review including ██████ level of independence in completing assignment (did an adult assist or did he do this independently) -When working independently, staff needs to check ██████ assignments throughout the work time to ensure ██████ understand the content/skill he is working on. -Pair verbal instruction with visual aid related to instructional content -Do not penalize assignments for penmanship Writing Accommodations: to occur any time ██████ is expected to produce written responses. -For written assignments/tasks longer than a sentence, provide tools to assist with writing requirement including speech-to-text, completing of assignment in word processor, sentence starters, word banks, predictive text software, spell-check software, his editing checklist, writing exemplars, and use of graphic organizer to	☒ In-Person	██████/2025 - ██████0/2025

Name of Student	Wiser ID	Grade	Date of IEP Meeting
██████████	██████████	06	██████/2024

C. SUPPLEMENTARY AIDS AND SERVICES

Accommodations, aids, services, assistive technology and other supports that are provided to avoid removing the student from regular education classes, other education-related settings and extracurricular and non-academic settings. (May include routine checking of hearing aids and external components of surgically implanted devices.)

NOTE: Include accommodations that may be needed in Virtual Ed. setting.

	structure responses. -Provide ██████ with spelling/grammar checking software -Homework/assignments that require handwriting can create a barrier for ██████ demonstrating content knowledge; accept assignments where ██████ utilized a scribe (parent or other individual) to dictate his answers to. -Refrain from grading spelling tests; allow ██████ to participate in spelling tests along with peers but do not grade what he completes. -Use of alternative writing rubric for assignments typically scored by district writing rubric -Modified essay expectations (██████ is currently working toward a 5-sentence paragraph, consult with SPED team on appropriate essay length/expectations prior to assignment being presented). Executive Functioning Accommodations: to occur across settings in all content areas -Break large assignments/projects into smaller chunks; allow ██████ to complete one chunk at a time before presenting new demands; set measurable/manageable deadlines for each chunk. -To support working memory, provide ██████ with visual timers, written instructions and/or checklist to follow during independent work time, breakdown directions to one-step at a time, allow ██████ to complete one demand/task before presenting him with another. -Highlight important information such as instruction on worksheets/assignments that ██████ needs to be cued into. -Provide extended time on assignments up to 1.5times -Allow for shortened/modified assignments when ██████ demonstrates content mastery -Provide ██████ with a copy of teacher notes utilizing Cloze notes (fill-in-the blank notes) -Preferential seating at front of the class to reduce distractions and increase engagement in instruction. --Allow ██████ to take breaks from the classroom/assignments at his request. -Prompt ██████ to review his work for completeness and accuracy prior to turning in assignments. -During independent work time, check-in for understanding with ██████ to ensure he		
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Name of Student	Wiser ID	Grade	Date of IEP Meeting
██████████	██████████	06	██████/2024

C. SUPPLEMENTARY AIDS AND SERVICES

Accommodations, aids, services, assistive technology and other supports that are provided to avoid removing the student from regular education classes, other education-related settings and extracurricular and non-academic settings. (May include routine checking of hearing aids and external components of surgically implanted devices.)

NOTE: Include accommodations that may be needed in Virtual Ed. setting.

	understands what he needs to complete and/or what steps he needs to take next on task demands. -Assist ██████ in prioritizing task demands; identify what needs to be done first, second, third, etc., -For class assignments/assessments, to assist with long-term retrieval, and to evaluate ██████ based upon content mastery/knowledge and not his writing skills, allow for alternative testing/assignment completion formats including multiple choice, matching, true/false, word banks, and/or closed procedures (e.g., three choices). --Avoid short-answer, fill-in-the blank, and/or essay format. -Allow the use of fidgets ██████ identifies as assisting in his focus/attention -Flexible seating options: e.g., standing instead of sitting, wobble chairs, sitting on the floor -Pair verbal instructions/directions with visual Math Accommodations: -Use of calculator to solve basic math equations -Provide ██████ with math word problem checklist to assist in solving word problems Reading Accommodations: -Do not call upon ██████ randomly to read aloud; allow ██████ to volunteer to read aloud when he is comfortable doing so. -To support reading comprehension, assist ██████ in identifying contextual evidence in passages/paragraphs, main idea, story conflict, and characters. Testing Accommodations (classroom assessments, excluding state/district assessments): -To support long-term memory retrieval, review content out loud immediately prior to testing. -Extended time up to 1.5 times on assessments -Alternative testing formats: to assist with long-term retrieval, and to evaluate ██████ based upon content mastery/knowledge and not his writing skills, allow for alternative testing formats including multiple choice, matching, true/false, word banks, and/or closed procedures (e.g., three choices). --Avoid short-answer, fill-in-the blank, and/or essay format.		
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Name of Student	Wiser ID	Grade	Date of IEP Meeting
██████████	██████████	06	██████/2024
C. SUPPLEMENTARY AIDS AND SERVICES Accommodations, aids, services, assistive technology and other supports that are provided to avoid removing the student from regular education classes, other education-related settings and extracurricular and non-academic settings. (May include routine checking of hearing aids and external components of surgically implanted devices.) NOTE: Include accommodations that may be needed in Virtual Ed. setting.			
	-Do not grade responses based upon spelling/grammar -Allow ██████ opportunities to re-take assessments or earn extra credit -Refrain from grading spelling tests; allow ██████ to participate in spelling tests along with peers but do not grade what he completes. -Text-to-Speech on longer reading passages, instruction, and/or content to ensure ██████ understands what he is being assessed in. In the absence of AT support, a human reader may be used to assist. -Access to calculator and or math multiplication chart when solving basic math equations -Allow for multiple breaks during assessments. -Clarification of directions -Speech-to-text on longer written assessments -Separate/quiet location for testing. -Use of graphic organizers for math and writing, word banks, sentence starters, word processor, predictive text software, and spell-check software. Parental Support/Communication -Communicate upcoming tests and homework with parents weekly. -Accept homework ██████ completed with support of parents scribing for him		
		☐ Virtual Ed.	
State/District Test Accommodations	School Wide, State/District Assessment -Extended time up to 1.5 times -Testing in separate/quiet locations -To support long-term memory retrieval, review content aloud immediately prior to testing. -Text-to-Speech on longer reading passages, instruction, and/or content to ensure ██████ understands what he is being assessed in. In the absence of AT support, a human reader may be used to assist. -Access to calculator and or math multiplication chart when solving basic math equations -Allow for multiple breaks during assessments. -Clarification of directions -Speech-to-text on longer written assessments -Separate/quiet location for testing.	☒ In-Person	██████/2025 - ██████/2025

Name of Student	Wiser ID	Grade	Date of IEP Meeting
██████████	██████████	06	██████/2024

C. SUPPLEMENTARY AIDS AND SERVICES

Accommodations, aids, services, assistive technology and other supports that are provided to avoid removing the student from regular education classes, other education-related settings and extracurricular and non-academic settings. (May include routine checking of hearing aids and external components of surgically implanted devices.)

NOTE: Include accommodations that may be needed in Virtual Ed. setting.

	-Use of graphic organizers for math and writing, word banks, sentence starters, word processor, predictive text software, and spell-check software.		
		☐ Virtual Ed.	

D. PROGRAM MODIFICATIONS AND SUPPORTS FOR SCHOOL PERSONNEL

Modifications to be provided to enable the student to advance appropriately towards attaining the annual goals, be involved and make progress in the general education curriculum, and participate in extracurricular and nonacademic activities.

Program Modifications ☐ N/A	Start & End Date	Explanation of Frequency, Duration, and Location
Spelling should not be graded; he will continue to participate in spelling to participate along with peers, but he will not be graded on spelling due to negative self-image on performance.	██████/2025 - ██████/2025	Inside General Education, During class-wide spelling specific tests and/or exams.
Score writing tasks/assignments/test based upon his unique writing rubric.	██████/2025 - ██████/2025	School Wide, Utilized when written responses will be graded for writing skills.

SUPPORTS FOR SCHOOL PERSONNEL

Supports for School Personnel ☐ N/A	Start & End Date	Explanation of Frequency, Duration, and Location
The reading specialist will collaborate with special education teacher/case manager to provide progress monitoring data to ██████ case manager who will then compile and report data on IEP reading goals. This is similar language to prior IEPs.	██████/2025 - ██████/2025	1.0 per month, (10.0/), Outside of regular education setting

LEAST RESTRICTIVE ENVIRONMENT

A student with a disability shall be removed from the regular education environment only if the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.

34 C.F.R. §§300.114 through 300.117.

	YES	NO
• The educational placement is based on the student's IEP.	☒	☐
• The student is unable to be satisfactorily educated in the general education environment for the entire school. If yes, then answer the following:	☒	☐
° Removal from the regular environment is necessary based on the nature or severity of the student's disability, not the need for modifications in the general curriculum.	☒	☐
• The educational placement is as close as possible to the student's home.	☒	☐
• The educational placement is in the school that the student would attend if he/she did not have a disability.	☒	☐
• The IEP team considered any potential harmful effect of the educational placement on the student or on the quality of needed services.	☒	☐
• The student has the opportunity to participate in extracurricular and nonacademic activities with nondisabled students.	☒	☐
JUSTIFICATION: Considering Sections A. through D. and the questions above, justify the removal of the student from the regular education environment (including for any ESY Services):		

Name of Student	Wiser ID	Grade	Date of IEP Meeting
██████████	██████████	06	██████/2024

LEAST RESTRICTIVE ENVIRONMENT

A student with a disability shall be removed from the regular education environment only if the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.

34 C.F.R. §§300.114 through 300.117.

██████████ IEP team considered the advantages and disadvantages of special education services across his school day. The team determined that the advantages of ██████████ receiving his specially designed instruction within his general education classroom for writing and mathematics is that it will allow him to engage in grade-level standards instruction with minimal disruption to his learning. The disadvantages of this placement would be that ██████████ may feel singled-out from his peers as he receives his SDI in the general education classroom.

The team determined that ██████████ requires removal from the general education environment to target reading skills due to the severity of his reading deficits and the needs for curriculum specific to dyslexia. ██████████ Wilson reading services will continue to be delivered in a 1:1 setting by a certified Orton-Gillingham Wilson structured literacy dyslexia program instructor. The OG Wilson certified instructor will report ██████████ progress on skill development to ██████████ special education teacher/case manager to monitor IEP goal and reading services. This service occurs outside of the general education setting due to the unique instructional needs ██████████ has as a student with dyslexia. ██████████ reading support occurs during his classmate's general education intervention times; he participates when all other students are receiving intervention. The disadvantages to this placement the team considered is lack of exposure to ELA standards and lack of participation with peers.

The team considered the impact of ██████████ executive functioning skills and the need for specially designed instruction around developing a system of organization to ensure he completes his work, turns it in, and plans ahead. Because of ██████████ ADHD, this level of planning is particularly difficult and will require more time to establish a routine than his peers. To accomplish this, ██████████ will meet with his resource room teacher for 10-minutes in the morning and 10 minutes in the afternoon to support the development and implementation of a school-based organizational system. The disadvantages of this placement are that ██████████ will lose time in the general education classroom with his peers and may make him self-conscious about needing to be late and leave early.

The team considered the need for ██████████ to access assistive technology and utilize online learning platforms as part of his educational experience. To do this, his parents need training in how to use his assistive technology skills to support at home with homework as well as training in navigating the district CANVAS platform.

PARTICIPATION IN STATE AND DISTRICT-WIDE ASSESSMENTS

Determine how the student will participate in State and district-wide assessments consistent with 34 C.F.R. §300.320(a)(6).

- ☐ NA (check if student is in preschool)
- ☐ Student is in a grade where State assessments are not given.
- ☐ Student is in a grade where district-wide assessments are not given.
- ☐ **Student participates without accommodations:** the IEP Team has determined that the student will participate in the following assessments without test accommodations (check all that apply)
- ☐ State-wide Assessment(s) ☐ District-wide Assessment(s) (list below)
- ☒ **Student participates with accommodations:** the IEP team has determined the student will participate in the following assessments with test accommodations. Selection of test accommodations for the student must be made in accordance with the identified standard accommodations for each assessment given. (check all that apply) Attach list of allowable accommodations.
- ☒ State-wide Assessment(s) ☒ District-wide Assessment(s) (list below)
- WY-TOPP, FastBridge, Classroom GVC's
- ☐ **Student participates in alternate assessments:** the IEP team has determined the student will take an alternate assessment consistent with 34 C.F.R. §300.320(a)(6)(ii). The student will participate in:
- ☐ Alternate State Assessment(s) ☐ Alternate District-wide Assessment(s) (list below)
- Explain why the student must participate in alternate assessments.** The Guidelines for Participation in Wyoming's Alternate Assessment for Students with Significant Cognitive Disabilities must be utilized for this determination.

Name of Student	Wiser ID	Grade	Date of IEP Meeting
██████████	██████████	06	██████/2024

IEP TEAM MEMBER PARTICIPATION

List IEP team members attending or participating by alternate means in the IEP meeting.

Principal (ADVISORSTAFF)	Signature - Principal (ADVISORSTAFF)	Date (Month/Day/Year)
Coordinator SPED (SPEDSTAFF)	Signature - Coordinator SPED (SPEDSTAFF)	Date (Month/Day/Year)
	Signature -	Date (Month/Day/Year)
Teacher (TEACHER)	Signature - Teacher (TEACHER)	Date (Month/Day/Year)
Room (SPEDSTAFF)	Signature - Teacher Resource Room (SPEDSTAFF)	Date (Month/Day/Year)

	Signature -	Date (Month/Day/Year)
	Signature -	Date (Month/Day/Year)
Teacher (TEACHER)	Signature - Teacher (TEACHER)	Date (Month/Day/Year)

TEAM MEETING COMMENTS

Service providers, including classroom teachers, will be informed of their specific IEP responsibilities by accessing the IEP on Infinite Campus.

PROVIDE TO PARENT
☒ Copy of IEP. 34 C.F.R. §300.322(f)

Date Provided: █████/2025

Staff Initials: ██████████

☒ Procedural Safeguards Notice: 34 C.F.R. §300.304(a)

Date Provided: █████/2024

Staff Initials: ██████████