

Basic Demographic Information**Student Information****Last Name:** Smith**First Name:** John**Middle Name:** J.**Birth Date:** 09/03/1999 (12)**Gender:** Male**Ethnicity:** Non-Hispanic or Non-Latino**Race:** White**GenEdID:** 12345**Native Language:** English**Home Number:** (845)-555-5555**Notations:****Contact Information**

<u>Prefix</u>	<u>First Name</u>	<u>Last Name</u>	<u>Relation</u>	<u>Home #</u>	<u>Work #</u>	<u>Mobile #</u>
	Patrick	Smith	Father	(845)-555-5555	(845)-555-1234	
	Sally	Smith	Mother	(845)-555-5555	(845)-555-5678	

Special Alerts

YES-Wears Glasses

Committee Meeting or Agreement Information**Committee:** Subcommittee on Special Education**CSE Date:** 03/07/2011**Reason:** Annual Review**Comments:** David is doing well in his current program. John struggles with comprehension. He has difficulty completing homeworking assignments. At time becomes distracted and will respond to verbal redirection. WRAT testing indicated average scores in Reading, Writing and Non-Verbal Reason.**Print Comments on Document:** Yes**BOE Information:** Special Class English and Math daily; Consultant Teacher Indirect Science 1 x wkly, Consultant Teacher Indirect Soc. Studies 2 x wkly, Special Class Study Skills 2.5 x wkly**BOE Date:** 05/23/2011**Signature Name:** Jill A. Boyton**Signature Title:** Director of Pupil Personnel Services**Attendance**NameTitle

Kristine Schinella

CSE Chairperson

Matt Keller

Special Education Teacher

Kathy Fendt

Occupational Therapist

Andrea Brandt

General Education Teacher

Sally Smith

Mother

Agency/Agencies:

Committee Recommendations**Committee Responsible:** CSE**Decision/Status:** Classified**Disability:** Other Health Impairment (OHI)**Anniversary Date Plan:** No**Start Date:** 09/07/2011**End Date:** 06/21/2012**School Year:** 2011-2012**Expected Grade:** 07**Placement Recommendation:** Home Public School District (HPSD)**Recommended School:** Cornwall Central Middle School**Home School:** Cornwall Central Middle School**Diploma Type Expected:****Annual Review Date:** 06/15/2012**Reevaluation Date:** 06/17/2013**Evaluations/Reports**

<u>Date</u>	<u>Evaluation/Reports</u>	<u>Evaluator</u>
07/30/10	Occupational Therapy Evaluation	Fendt, Kathryn
06/18/2011	Social History	Donahue, Kathy
06/17/2010	Psychoeducational Evaluation	Marsh, Barbara
06/16/2010	Health Report-Nurse	Maloney, Arlene

Standardized Test Results

<u>Date</u>	<u>Standardized Test</u>	<u>Subtest</u>	<u>Score Type1</u>	<u>Score1</u>	<u>Evaluator</u>
01/28/2011	WRAT-Expanded (G3)	Mathematics	Standard Score	88	Matt Keller
01/28/2011	WRAT-Expanded (G3)	Nonverbal Reasoning	Standard Score	90	Matt Keller
01/28/2011	WRAT-Expanded (G3)	Reading	Standard Score	92	Matt Keller
06/17/2010	Conner's 3-Teacher Short Form	Hyperactivity/Impulsivity		T-56, Average	
06/17/2010	Conner's 3-Teacher Short Form	Inattention		T-73, Very Elevated	B. Marsh
06/17/2010	Conner's 3-Teacher Short Form	Learning Problems/Executive Functioning		T-66, Elevated	
06/17/2010	Conner's 3-Teacher Short Form	Peer Relations		T-+90, Very Elevated	
06/17/2010	Conner's 3-Teacher Short Form	Aggression		T-+90, Very Elevated	B. Marsh
06/17/2010	Wechsler Intelligence Scale for Children-IV	Full Scale		IQ 98, Average	B. Marsh
06/17/2010	Wechsler Intelligence Scale for Children-IV	Perceptual Reasoning		IQ 90, Average	
06/17/2010	Wechsler Intelligence Scale for Children-IV	Processing Speed		IQ 88, Low Average	
06/17/2010	Wechsler Intelligence Scale for Children-IV	Verbal Comprehension		IQ 104, Average	
06/17/2010	Wechsler Intelligence Scale for Children-IV	Working Memory		IQ 107, Average	
06/16/2010	WJ-III Academic Assessment	Academic Applications		SS 88, Low Average	
06/16/2010	WJ-III Academic Assessment	Academic Fluency		SS 99, Average	
06/16/2010	WJ-III Academic Assessment	Academic Skills		SS 92, Average	

06/16/2010	WJ-III Academic Assessment	Broad Mathematics	SS 80, Low Average	
06/16/2010	WJ-III Academic Assessment	Broad Reading	SS 96, Average	B. Marsh
06/16/2010	WJ-III Academic Assessment	Broad Written Language	SS 99, Average	

Academic Achievement, Functional Performance and Learning Characteristics
Levels of knowledge and development in subject and skill area including activities of daily living, level of intellectual functioning, adaptive behavior, expected rate of progress in acquiring skills and information and learning style.

Study Skills:
 -John does not record his homework in his planner. He often does not complete his homework assignments.

Reading:
 -John is an average reader. His performance in January of 2011 on the WRAT indicated average ability in all three skill performance areas which are Literal and inferential comprehension and word meaning in context. He is able to read aloud in class, yet he struggles with reading comprehension. It is difficult to know whether or not John performs to the best of his abilities often enough to get an accurate understanding of his strengths in reading.

Writing:
 -John has very weak writing skills. He often forgets to use capitals in the beginning of a sentence, has many spelling errors, and writes in sentence fragments. His answers are usually superficial and do not exhibit a clear understanding of the material taught.

Mathematics:
 -John's performance on the WRAT indicated weakness in mathematics. In the classroom, John is unable to recite multiplication facts and has great difficulty understanding new concepts. He is often confused when presented with a word problem. He often does not want to take notes and is reluctant to participate, but will go up to the board in front of the class to demonstrate answers when asked.

Student Strengths, Preferences, Interests
 -John is generally kind and friendly. He likes to work for immediate rewards and is excited when presented with a contest.

Academic, Developmental and Functional Needs of the Student, Including consideration of student needs that are of concern to the parent.
 -John needs:
 -A reward system to encourage him to do his work.
 -Refocusing during class.
 -A mathematics class that will address his learning needs.

Degree and quality of the student's relationships with peers and adults; feelings about self; and social adjustment to school and community environments.

-John exhibits behaviors that are immature. He will make his voice high pitched and nasal. He will speak in fragmented sentences with incorrect grammar. He is generally kind, but not considerate. He becomes easily frustrated with his homework and classwork. Sometimes teacher and students will report that John is disrupting class by making noises or humming. It has been hypothesized that these behaviors are a result of motor overflow. Supporting observations include tongue chewing.

Student Strengths
 -John is generally friendly and kind to others. He likes winning games and receiving and giving gifts.

Social development needs of the student, including consideration of student needs that are of concern to the parent.
 -John needs opportunities to acquire the skills he needs to be more successful in school and create more confidence in his abilities. At home, John can become very aggressive when tasks are presented with ultimatums. He also exhibits immature behavior, such as encroachment of personal space.

Management Needs

Management Needs- The nature (type) and degree (extent) to which environmental modifications and human or material resources are required to enable the student to benefit from instruction.

-John needs:

- A structured environment that will address his academic weaknesses.
- An environment that encourages, not pressures, him to do his work.
- The use of a device to help him address his weakness in writing.

Physical Development

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.

-John wears glasses. His corrected vision allows him to see the work area in front of the room without preferential seating.

Student Strengths

-John appears to be a healthy child.

Physical development needs of the student, including consideration of student's needs that are of concern to the parent.

-No intervention is suggested at this time to address physical needs.

Effect of Student Needs- Describe how the student's disability affects his or her involvement and progress in the general education curriculum. For preschool children, as appropriate, describe how the disability affects the child's participation in appropriate activities.

-The student has a significant delay in math concepts and writing skills which inhibits progress in the general education curriculum.

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 as indicated below and if so, the appropriate section of the IEP must identify the particular device or service needed.

Need for Behavior Strategies

Does the student need strategies including positive behavioral interventions, supports, and other strategies to address behaviors that might impede the student's learning or that of others?

-No

Does the student need a behavioral intervention plan?

-No

Limited English Proficiency

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?

-Not Applicable

Blind or Visually Impaired

For a student who is blind or visually impaired, does he/she need instruction in Braille and the use of Braille?

-Not applicable

Communication Needs

-Not applicable

Need for Assistive Technology

Does the student need an assistive technology device and/or service?

-Yes

If yes, does the Committee recommend that the devices be used in the student's home?

-No

Does the student need a particular device or service to address his/her communication needs?

-No

In the case of a student who is deaf for 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 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.

Measurable Annual Goals- The following goals are recommended to enable the student to be involved in and progress in the general education curriculum, or, for a preschool child, in appropriate activities, address other educational needs that result from the student's disability, and, for a school-age student, prepare the student to meet his/her postsecondary goals.

Study Skills

John will record all homework and school assignments in a school planner or assignment book.

Criteria: 100% success

Criteria Period: over 1 week

Method: Teacher observation

Schedule: Quarterly

Responsibility: Special Education Teacher

Reading

John will increase his reading comprehension skills from the beginning of the 5th grade level to the middle of the 6th grade level

Criteria: 95% success

Criteria Period: on one occasion

Method: Homework Assignments

Schedule: Quarterly

Responsibility: Special Education Teacher

Writing

When completing a writing assignment, John will correctly use capital letters for the beginning of each sentence, proper nouns, titles and abbreviations

Criteria: 100% success

Criteria Period: on one occasion

Method: Writing Samples

Schedule: Quarterly

Responsibility: Special Education Teacher

When completing a writing assignment, John will correctly use periods, question marks and exclamation points

Criteria: 100% success

Criteria Period: on one occasion

Method: Writing Samples

Schedule: Quarterly

Responsibility: Special Education Teacher

Mathematics

John will list multiples of whole numbers up to 12 and calculate the least common multiple of the two numbers

Criteria: 100% success

Criteria Period: on one occasion

Method: Teacher devised tests or worksheets

Schedule: Quarterly

Responsibility: Special Education Teacher

John will list the common factors up to 12 and identify the greatest common factor of two or more numbers**Criteria:** 90% success**Criteria Period:** on 2 consecutive occasions**Method:** Homework Assignments**Schedule:** Quarterly**Responsibility:** Special Education Teacher**John will recite the times tables by rote up to 12****Criteria:** 100% success**Criteria Period:** on one occasion**Method:** Teacher devised tests or worksheets**Schedule:** Quarterly**Responsibility:** Special Education Teacher**John will solve two step word problems****Criteria:** 90% success**Criteria Period:** on 2 consecutive occasions**Method:** Homework Assignments**Schedule:** Quarterly**Responsibility:** Special Education Teacher**Progress Reporting****Progress Report Manner:** Written Reports**IEP Direct Progress Reports Annually:** 4**Programs**

<u>Program</u>	<u>Start Date</u>	<u>End Date</u>	<u>Ratio or D/I</u>	<u>Freq.</u>	<u>Period</u>	<u>Duration</u>	<u>Location</u>
Special Class-English	09/07/2011	06/21/2012	15:1	5	Weekly	40 min	Non-Integrated
Special Class-Math	09/07/2011	06/21/2012	15:1	5	Weekly	40 min	Non-Integrated
Special Class (Study Skills)	09/07/2011	06/21/2012	15:1	2.5	Weekly	40 min	Non-Integrated
Consultant Teacher Services (Indirect Science)	09/07/2011	06/21/2012	Indirect	1	Weekly	40 min	Integrated
Consultant Teacher Services (Indirect Social Studies)	09/07/2011	06/21/2012	Indirect	2	Weekly	40 min	Integrated

Related Services

None

Supplementary Aids and Services/Programs Modifications/Accommodations

<u>Service/Modification</u>	<u>Start Date</u>	<u>End Date</u>	<u>Freq.</u>	<u>Period</u>	<u>Duration</u>	<u>Location</u>
Modified Assignments	09/07/2011	06/21/2012	As needed	As needed	As needed	Classroom
Copy of Class Notes	09/07/2011	06/21/2012	As needed	As needed	As needed	Classroom

Assistive Technology Devices and/or Services

<u>Device/Service</u>	<u>Start Date</u>	<u>End Date</u>	<u>Freq.</u>	<u>Period</u>	<u>Duration</u>	<u>Location</u>
Use of Fusion	09/07/2011	06/21/2011	As needed	As Needed	As needed	Classroom

Supports for School Personnel on Behalf of the Student

None

Statement of Extended School Year Special Education programs and Related Services

Is the student eligible to receive special education services and/or programs during July/August? No

Testing Accommodations

<u>Testing Accommodation</u>	<u>Conditions</u>	<u>Implementation Recommendations</u>
Extended Time		1.5 times
Separate Location	So that the test may be read to the student	
Test Read to Student	Restated and clarified	

Participation with Students without Disabilities

Explain the extent, if any, to which the student will not participate in appropriate activities with age-appropriate non-disabled peers:

The student will not participate in regular education in the following areas: English and Math

Exemption from Language Other than English Diploma Requirement

Yes. The committee has determined that the student's disability adversely affects his/her ability to learn a language and recommends the students be exempt from the language other than English requirement