

CONFIDENTIAL

Department of Special Services
Individualized Education Program

DRAFT UNTIL IEP IS SIGNED

SMITH 003

1. Student Name Liam Smith Date of Birth 7/22/1997 ID No 1316532

Neighborhood/Base School Spring Hill Current Attending School Spring Hill Grade 1 Family Primary Language English

Parent/Guardian Ms. Cheri Smith Home Phone (703) 880-8837 Work Phone ()

Parent/Guardian Mr. Wesley Smith Home Phone (703) 220-2637 Work Phone ()

Student Address 1533 Lincoln Circle 104 McLean, VA 22102

Number and Street Apartment Number City and State Zip Code

2. Most Recent Eligibility Date 3/21/2002 3-Year Reevaluation Date 3/21/2005

Area(s) of Eligibility Mental Retardation

Date of this IEP Meeting 7-26-04 Date this IEP will be Reviewed 7-26-05

IEP Addendum Other

3. IEP TEAM Who participated in this IEP meeting?

Parent Cheri Smith Signature Wesley Smith Date 7/26/04

Parent _____ Signature _____ Date _____

Student _____ Signature _____ Date _____

Principal/ Designee Mary Ann Parcell Signature _____ Date 7/26/04

Special Education Teacher Deanne Cunnough Signature _____ Date 7-26-04

General Education Teacher Deanne Cunnough Signature _____ Date 7-26-04

Other Meredith Munkel Signature _____ Date 7-26-04

Other Digbeth S. Johnson Signature _____ Date 7-26-04

Other _____ Signature/Relationship to Student _____ Date _____

TITLE OF TEAM MEMBER RESPONSIBLE FOR SHARING INFORMATION IN THIS IEP WITH ALL SERVICE PROVIDERS: Special Education Teacher Signature _____ Date _____

2A. Dismissal of related services by IEP team Service: _____

Parent Consent Complete this section at the end of the IEP meeting.

I AGREE with the contents of this IEP. I have received a copy of the Virginia Special Education Procedural Safeguard Requirements Under the Individuals with Disabilities Education Act. I have had an opportunity to participate in the development of this IEP.

Parent Signature for student age 16 or older Cheri Smith Date 7/26/04

I DO NOT AGREE with the contents of this IEP. I have received a copy of the Virginia Special Education Procedural Safeguard Requirements Under the Individuals with Disabilities Education Act. I have had an opportunity to participate in the development of this IEP.

Parent Signature (for student age 18 or older) _____ Date _____

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STUDENT Liam Smith

ID #

4. Area of Need Self-management

5. Present Level Documentation: City of Manassas transfer IEP

"Liam is in diapers and does not initiate the use of the toilet. He is taken to the bathroom at several intervals during the day and usually will urinate/defecate when sat on the toilet. Liam is working on toilet training and is making progress. He does not initiate the need to use the bathroom. He needs assistance to follow routine. He is able to manage clothing, except for bathroom fasteners." *He needs assistance in the bathroom w/ these fasteners.*

How does this area of need impact this student's participation/progress in the general education curriculum or for preschool children, the child's participation in age appropriate activities?
Liam's inability to use the toilet will impact his ability to access the general education curriculum.

6. Annual Goal What does this student need to know or be able to do?
Liam will complete self-management skills with minimal verbal or non-verbal prompting as observed weekly.

7. Progress* How will progress toward this annual goal be measured?
 Classroom Participation
 Checklists
 Classroom
 Criterion-referenced Test
 Homework
 Norm-referenced Test
 Observation
 Oral Reports
 Special Projects
 Tests and Quizzes
 Written Reports
 Other

Date				

Short-term Objectives What short-term objectives indicate progress toward this goal?
~~Liam will~~ *Liam will* when given a *teacher cue, on a schedule, on 4/5 observations* communicate the need to use the bathroom *without teacher prompting on 4/5 observations.*

- Liam will follow a daily routine given a verbal prompt to prepare for the day (i.e. unpack backpack, hang up jacket, go to seat, scheduled bathroom breaks) on 4/5 observations.
- Liam will zip and unzip his jacket, backpack, and/or lunch box independently on 4/5 observations.
- Liam will follow the classroom rules given one verbal prompt on 4/5 observations.

Progress Comments

A copy of this form, indicating the student's progress toward this annual goal will be reported to parents at regular scheduled FCPS reporting periods. The progress codes are: M The student has met the criteria for this goal/objective. SP The student is making sufficient progress toward achieving this goal/objective within the duration of the IEP. EP The student demonstrates emerging skill but may not achieve this goal/objective within the duration of this IEP. NP The student has not yet demonstrated progress toward achieving this goal/objective and may not achieve this goal within the duration of this IEP. NI This goal/objective has not been introduced.

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SMITH 0005

STUDENT Liam Smith

4. Area of Need Work Habits

ID #

5. Present Level

Documentation: City of Manassas transfer IEP

"Upon entering the classroom, Liam needs prompts to unpack, needing assistance with zippers, and putting the folder in the right place. He needs assistance in cutting, coloring, and gluing. He has difficulty transitioning, and has a tendency to lie on the floor during transitions."

7.

- How will progress toward this annual goal be measured?
- Classroom Participation
 - Checklists
 - Classroom
 - Criterion-referenced Test
 - Homework
 - Norm-referenced Test
 - Observation
 - Oral Reports
 - Special Projects
 - Tests and Quizzes
 - Written Reports
 - Other

How does this area of need impact this student's participation/ progress in the general education curriculum or for preschool children, the child's participation in age appropriate activities?
Liam's inability to follow classroom procedures will impact his ability to access the general education curriculum.

6. Annual Goal

What does this student need to know or be able to do?

Liam will demonstrate classroom management skills with minimal verbal or non-verbal prompting as observed weekly.

Date

10/04				
IEP				

Short-term Objectives

What short-term objectives indicate progress toward this goal?

- Liam will follow the classroom rules given one verbal prompt on 4/5 observations.
- Liam will use materials appropriately and safely in the classroom on 4/5 observations.
- Upon entering the classroom, Liam will sit in his seat either independently or with one verbal or non-verbal cue on 4/5 observations.
- Liam will utilize green choice board to indicate choice for breaks on 4/5 opportunities.

Progress Comments

IEP				
IEP				
IEP				
IEP				

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STUDENT Liam Smith
4. Area of Need Reading

ID # _____

5. Present Level Documentation: City of Manassas IEP

"Liam shows strengths in reading. He can identify upper-case letters A-Z, when given at random. When given an initial sound, Liam can pick the picture that has the sound, given 3 choices, but is not able to identify the letter for that sound."

How does this area of need impact this student's participation/ progress in the general education curriculum or for preschool children, the child's participation in age appropriate activities?
Liam's difficulty with reading impacts his ability to participate in the general education curriculum.

6. Annual Goal What does this student need to know or be able to do?

Given letters, Liam will be able to identify the corresponding letter sounds and then decode CVC and sight words with 90% accuracy.

Short-term Objectives

What short-term objectives indicate progress toward this goal?

- Liam will verbally identify the sounds of upper and lower case letters with 90% accuracy on 4/5 trials.
- Liam will read three letter CVC words with 90% accuracy on 4/5 trials.
- Liam will identify 20 new sight words with 90% accuracy on 4/5 trials.

Date	SP	EP	NP	Other
10/15				
11/15				

Progress Comments

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STUDENT Liam Smith
4. Area of Need Mathematics

ID # _____

5. Present Level Documentation: City of Manassas IEP

"Liam can consistently count to 30. He is able to identify and name numbers 1-19, but has trouble remembering the names of 11, 12 and 13. Liam is able to demonstrate 1:1 correspondence when counting objects. When given a number 1-10, Liam can combine objects to show that amount. Liam can recognize colors and shapes, but does not consistently name coins."

How does this area of need impact this student's participation/progress in the general education curriculum or for preschool children, the child's participation in age appropriate activities?
Liam's difficulty in mathematics impacts his ability to participate in the general education curriculum.

6. Annual Goal What does this student need to know or be able to do?

Liam will demonstrate functional math skills with 80% accuracy on 4/5 observations.

Short-term Objectives

What short-term objectives indicate progress toward this goal?

1. Liam will be able to name 1-12, and 13 correctly with 80% accuracy on 4/5 observations.
2. Show flashcards with numbers 1-50, Liam will identify the numbers when presented out of sequence with 80% accuracy on 4/5 observations.
3. Liam will add 1 digit number combinations to sum of 10 with 80% accuracy on 4/5 observations.
4. Liam will match and identify four coins with 80% accuracy on 4/5 observations.
5. Liam will recognize the numbers 1-100.
6. Write the numbers 1-10.

Progress Comments

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IEP-4 DISTRIBUTION: School, Parent or Guardian, Cluster Office, Teacher

7. Progress* How will progress toward this annual goal be measured?

Classroom Participation
 Checklists
 Classroom
 Criterion-referenced Test _____
 Homework
 Norm-referenced Test _____
 Observation
 Oral Reports
 Special Projects
 Tests and Quizzes
 Written Reports
 Other _____

Date	Code				
10/07	EP				

SP					
NI					
EP					
EP					



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DRAFT UNTIL IEP IS SIGNED

STUDENT Liam Smith

ID # _____

Area of Need fine motor

5. Present Level

Documentation: transfer IEP

He has been using "Handwriting without Tears" strategies for basic letter strokes. He is using his right hand more consistently. Liam holds the pencil high on the shaft when writing or drawing, and uses a pencil grip and non-skid matting when writing. Liam needs assistance with cutting, coloring and gluing activities in the classroom. Liam responds to classroom sensory strategies.

How does this area of need impact this student's participation/ progress in the general education curriculum or for preschool children, the child's participation in age appropriate activities?
Liam's fine motor delays impact his performance of manipulative and prewriting tasks in the classroom.

6. Annual Goal

What does this student need to know or be able to do?
Liam will demonstrate improved fine motor skills for classroom manipulative and prewriting tasks on 4 of 5 opportunities

Short-term Objectives

What short-term objectives indicate progress toward this goal?
Liam will: (on 4 of 5 opportunities)
Use a functional tripod grasp with writing utensils
Use an efficient pincer grasp for small items
Write his name independently in a designated area, with fading prompts
Color in an area, staying within the boundaries, using a one directional stroke
Cut with scissors on a line, a curve and an angle within 1/8" inch of the line with adapted scissors as needed

Code	Date				

Progress Comments

All This goal/ objective has not been introduced.

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Liam Smith

ID #

4. Area of Need Oral Communication: Receptive Language

5. Present Level Documentation: Previous IEP (Manassas City Public Schools)

Liam actively participate in speech therapy sessions. His language skills are better in the small therapeutic setting than in the classroom setting. Liam has difficulty following directions, understanding negation, modifiers, and temporal order concepts such as before, after, 1st, last. Liam also has difficulty sequencing and telling 3-part stories, using 3rd person singular verb tense, using prepositional phrases, and verbs in 4 to 5 word phrases/sentences. Liam is able to locate items by function & given descriptions. He has difficulty following 2-3 step directions, understanding temporal order words, responding to WH questions, and identifying community or for preschool children, the child's participation in age appropriate activities? Liam's difficulty with receptive language skills impacts his ability to comprehend the curriculum, classroom instructions, and classroom discussions.

7. Progress*
How will progress toward this annual goal be measured?

Classroom Participation
 Checklists
 Classwork
 Criterion-referenced Test
 Homework
 Norm-referenced Test
 Observation
 Oral Reports
 Special Projects
 Tests and Quizzes
 Written Reports
 Other anecdotal notes

6. Annual Goal What does this student need to know or be able to do?
Given a structured environment, Liam will demonstrate comprehension of verbal messages by responding appropriately to verbal questions with 80% accuracy on 4 out of 5 observations.

Short-term Objectives What short-term objectives indicate progress toward this goal?

Date				
10/14/11	EPK1			
	EPK1			

- Given a structured environment, with 80% accuracy on 4 out of 5 observations, Liam will:
1. Accurately follow 2-3 step oral directions.
 2. Demonstrate comprehension of simple negations (ex: isn't, can't, won't)
 3. Demonstrate comprehension of modifiers (ex: colors, big, happy, etc.)
 4. Demonstrate comprehension of temporal order concepts (ex: 1st, last, before, after).
 5. Respond to "WH" questions from a picture.

Progress Comments

4. Identify label community helpers from a picture.

5. Categorize items according to functions.

EPK1				
SP				
SP				
SP				
SP				

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DRAFT UNTIL IEP IS SIGNED

Liam Smith
Area of Need: Oral Communication: Expressive Language

ID # _____

5. Present Level Documentation: Previous IEP (Manassas City Public Schools) _____

Liam actively participates in speech therapy sessions. His language skills are better in the small therapeutic setting than in the classroom setting. Liam has difficulty following directions, understanding negation, modifiers, and temporal order concepts such as before, after, 1st, last. Liam also has difficulty sequencing and telling 3 part stories, using 3rd person singular verb tense, using phrases, prepositions, and verbs in 4 to 5 word phrases/sentences.
4 past tense possessives 5 7

How does this area of need impact this student's participation/ progress in the general education curriculum or for preschool children, the child's participation in age appropriate activities?
Liam's difficulty with expressive language skills impacts his ability to communicate his thoughts and ideas with others during classroom activities.

6. Annual Goal What does this student need to know or be able to do?

Given a structured environment, Liam will demonstrate appropriate classroom communication skills when interacting with peers and adults with 80% accuracy.

Short-term Objectives

What short-term objectives indicate progress toward this goal?

Given a structured environment, with 80% accuracy on 4 out of 5 observations, Liam will:

1. Sequence and tell a simple 3 part story related to pictures.
2. Use 3rd person singular (ex. reads kind post tense verbs (ex. walked).
3. Use prepositions (before, after, in, between), and verbs in phrases/sentences.
4. Use 4-5 word phrases/sentences when speaking in various settings.

Progress Comments

A copy of this form, indicating the student's progress toward this annual goal will be reported to parents at regular scheduled F-CPS reporting periods. The progress codes are: M The student has met the criteria for this goal/ objective. SP The student is making sufficient progress toward achieving this goal/ objective within the duration of the IEP. EP The student demonstrates emerging skill but may not achieve this goal/ objective within the duration of this IEP. NP The student has not yet demonstrated progress toward achieving this goal/ objective and may not achieve this goal within the duration of this IEP. NI This goal/ objective has not been introduced.

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IEP-4 (01) DISTRIBUTION: School, Parent or Guardian, Cluster Office, Teacher

7.	Progress*
	How will progress toward this annual goal be measured?
	Classroom Participation _____
	Checklists _____
	Classwork _____
	Criterion-referenced Test _____
	Homework _____
	Norm-referenced Test _____
	Observation <input checked="" type="checkbox"/>
	Oral Reports _____
	Special Projects _____
	Tests and Quizzes _____
	Written Reports _____
	Other anecdotal notes <input checked="" type="checkbox"/>

Date					
	10/14/11				
Code	EP				

	EP				
	NI/EP				
	NI				
	EP				



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Department of Special Services
Individualized Education Program

UHA-1 UNIL IEP IS 21011111

STUDENT Liam Smith
4. Area of Need Oral Communication: Articulation

ID #

5. Present Level

Documentation: Speech Language Therapy Progress Report
(previous SP)
Liam has a lateral lisp which causes distortion of /sh, ch, j/. He demonstrates cluster reduction and voicing errors (e.g. ba for pa). Liam substitutes /d/ for /n/ or /v/, /f/ for /v/, + /b/ for /w/.

7.

How does this area of need impact this student's participation/ progress in the general education curriculum or for preschool children, the child's participation in age appropriate activities?
Liam's difficulty with articulation impacts his ability to communicate effectively with others.

Progress: How will progress toward this annual goal be measured?

Classroom Participation _____

Checklists _____

Classwork _____

Criterion-referenced Test _____

Homework _____

Norm-referenced Test _____

Observation

Oral Reports _____

Special Projects _____

Tests and Quizzes _____

Written Reports _____

Other anecdotal notes

6. Annual Goal

What does this student need to know or be able to do? produce /v/ /w/ /s/ blends
During structured activities, Liam will ~~produce~~ produce /v/ /w/ /s/ blends in all positions of words with 80% accuracy over a 4 out of 5 observations.

Date	10/1/11				
Code	EP				

Short-term Objectives

- What short-term objectives indicate progress toward this goal?
- During structured activities, given no more than 20% cues, w/ 80% accuracy over 4 out of 5 observations
1. Perform oral motor exercises to lips, chin, cheeks, + tongue to improve strength/flexibility of motion.
 2. Produce /v/ /w/ /s/ blends in all positions of words.
 3. Produce /v/ /w/ /s/ blends in phrases.
 4. Use voiceless cognates in words.

SP					
EP					
NI					
NI					

Progress Comments

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Department of Special Services
Individualized Education Program

DRAFT UNTIL IEP IS SIGNED

Student Name Liam Smith

ID Number

8. CURRICULUM/ CLASSROOM ACCOMMODATIONS AND MODIFICATIONS

What accommodations, supplementary aids and services, supports in general education and/ or special education programs or modifications to the general curriculum, and/or supports for school personnel does this student require because of his/ her area(s) of need?

- Settings
- Preferential Seating
 - Small Group

- Assignment
- Reduced Level of Difficulty
 - Shortened Assignment
 - Reduced Pencil/ Paper Tasks
 - Extended Time
 - Opportunity to Respond Orally

- Instruction
- Shortened Instructions
 - Assignment Notebook
 - Oral Exams
 - Frequent/ Immediate Feedback
 - Dictated Information, Answers on Tape
 - Individual/ Small Group Testing
 - Taped Lectures
 - Reduced Language Level/ Reading Level
 - Incorporation of Learning Styles
 - Peer Tutoring/ Paired Working Arrangement

- Materials
- Taped Text/ Material
 - Highlighted Text/ Materials
 - Manipulatives
 - Braille
 - ESL Materials
 - Calculator
 - Keyboard Modification
 - Access to Keyboard/ Word Processor

- Behavior
- Positive Reinforcement
 - Frequent Breaks
 - Clearly Defined Limits/ Expectations
 - Quiet Time
 - Behavior Management Plan

- Support for personnel
- Consultation with principal therapist
 - Information
 - Other
 - Other

- Other
- Other ITS consult
 - Other visual cues
 - Other sensory strategies
 - Other _____

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DRAFT UNTIL IEP IS SIGNED

STUDENT Liam Smith

ID # _____

9.

INFORMATION RELATED TO THE PRESENT LEVEL OF EDUCATIONAL PERFORMANCE

Record additional important information about the student including, but not limited to:

- parent/family concerns about the student's education
- current academic, behavioral, environmental, social/ emotional, and/or medical issues
- strengths and interests in the home, school, and community

Liam was found eligible for special education services on 3/21/2002 due to mental retardation. He is transferring from the City of Manassas Public Schools where he has just repeated kindergarten. He was receiving the following related services during the 2003-2004 school year: speech/language, adaptive PE, and occupational therapy.

~~OT services will be reviewed before the beginning of the school year.~~
NPL will also be reviewed before the beginning of the school year.

Liam's father notes that Liam appears to be calmer by leaving school. The IEP team suggests that the DT + Teacher work together to identify classroom/age appropriate ways to meet this need.

IEP team recommends an IIS referral at the beginning of the school year.

Liam's father wanted to note that he would like to maximize the time that Liam is out of the general education classroom. The team agreed that it would be a goal to maximize Liam's general education time as appropriate to meet his IEP goals.

without the

written consent of the parent or of the eligible student.

IEP-5 (8/01)

DISTRIBUTION: School, Parent or Guardian, Counsel Office, Teacher



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Department of Special Services
Individualized Education Program
Elementary

DRAFT UNTIL IEP IS SIGNED

STUDENT Liam Smith

ID #

10. SOL/Alternate Assessment Which assessment will the student take?

This student is not in a grade that participates in the SOL Alternate Assessments.

This student will participate in the following SOL assessments

Check grade level: 3* 4 5 6

For grades 3, 4, 5 and 6 check all tests that the student will take:

English RLR Math Science

Writing Social Studies

* for grade 3 ONLY, student must take BOTH English RLR AND Writing OR be exempted from BOTH.

This student will participate without accommodations

This student will participate with accommodations (See attached testing accommodations page IEP-6A.)

This student meets the criteria for The Virginia Alternate Assessment Program. (If considering this assessment, the Virginia Alternate Assessment Program Criteria page IEP-6D must be completed.)

Check grade level 3 5

11. SOL Assessment/Retakes

Retakes for the 3rd and 5th grade SOL English and Math tests are possible but not mandatory. Accommodations noted for grade level tests, including all SOL retakes, should be documented on the testing accommodations page. These accommodations apply throughout the duration of the current IEP. An addendum must be written if the IEP team determines that a change in accommodations is necessary.

12. Division wide Assessments

This student is not in a grade level that participates in these assessments.

This student will participate in division wide assessments using classroom testing accommodations if required and allowed by the test. (See attached testing accommodations page IEP-6A.)

This student is exempt from division wide assessments. (Complete chart below)

ARE THERE ANY STATE OR DIVISIONWIDE ASSESSMENTS THAT THIS STUDENT WILL NOT TAKE? YES NO If yes, complete this section.

13. Assessment

Reason

Indicate how the Student will be Assessed

14. The parent (or student age 18 or older) has been informed about the consequences of these decisions and has received written information about graduation requirements and diploma options for students in Fairfax County Public Schools.
Parent/ student (age 18 or older) initials *LS*

If the parent (or student age 18 and older) is not at the IEP meeting, the written information about graduation requirements and diploma options for students in Fairfax County Public Schools was sent to the parent or student.
Principal/designee initials

written consent of the parent or of the eligible student.

IEP-6 (9/03) DISTRIBUTION: School, Parent or Guardian, Cluster Office, Teacher



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Department of Special Services
Individualized Education Program

DRAFT UNTIL IEP IS SIGNED

STUDENT Liam Smith

ID #

Testing Accommodations

The accommodations marked below are required for this student to participate in the assessments indicated. Only those accommodations allowed by the assessment and used by the student during classroom instruction may be considered.

ASSESSMENTS

SOL Accommodation Codes		ASSESSMENTS										
15. ELEMENTARY ACCOMMODATIONS		Classroom Testing Accommodations	SOL Grade 3 English R/L and Writing and all retakes	SOL Grade 3 Math and all retakes	SOL Grade 3 Science	SOL Grade 3 History/Social Studies	SOL Grade 4 History/Social Studies	SOL Grade 5 English R/L and Research and all retakes	SOL Grade 5 Math and all retakes	SOL Grade 5 Science	SOL Grades 5 Writing Tests	SOL Grade 6 History/Social Studies
1	Flexible schedule	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	Group size	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	Environmental accommodations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	Visual aids	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	Amplification equipment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6	Large print	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7	Assistance with directions	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8	Increased size of answer bubbles	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9	Braille test/Braille answer document	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10 or 14	Reading in English of test items	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11 or 15	Audio-cassette version of test	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12 or 16	Interpreting (e.g. signing, cued speech) test items	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13	Communication board, pictorial presentation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17	Bilingual dictionary	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18	Mark in test booklet or student responds verbally	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19	Math Aids	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20	Large diameter pencil, special pencil, pencil grip	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21	Respond by word processor, typewriter, Braille	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22	Augmentative communication device	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
23	Spelling aids, spell checker, spelling dictionary	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
24	Tape recorder (pre-writing only)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
25	Dictation in English to a scribe	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
26	Use of a calculator or arithmetic tables (gr3 & gr5 math computation)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
29	Reduced/simplified language ("Plain English")	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
NS Nonstandard Accommodation ■ Not allowed for this assessment (L) Limited English Proficient Students only.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



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Department of Special Services
Individualized Education Program

DRAFT UNTIL IEP IS SIGNED

Student Liam Smith

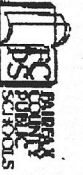
ID #

18. **Least Restrictive Environment**
To the maximum extent appropriate, students with disabilities must be educated with students without disabilities. This is called the least restrictive environment. The IEP team must consider all of the factors below and then determine the placement alternative that is the least restrictive environment for the student.

- The educational needs of the student as reflected in this IEP.
- Opportunities for education with age appropriate peers, unless the IEP requires some other arrangement.
- Unless the IEP requires some other arrangement, the student is educated in the school that he/she would attend if not a student with a disability (neighborhood school).
- Any potential harmful effect of the placement on the student or on the quality of services that the student needs.
- The student should not be removed from the general education classroom solely because of needed accommodations or modifications in the general curriculum.
- Removal from the general education environment occurs only if the nature or severity of the disability is such that education in general education classes with the use of supplementary aids and services cannot be achieved satisfactorily.

19. Areas of Need	Service Delivery Option Codes	Service Delivery Option Codes
Self Management	C/E	A. Consult/Monitor/Collaboration.
Work habits	C/E	B. Special education services in general education on an intermittent basis.
Reading	C/E	C. Special education services in general education on a regularly scheduled basis.
Math	C/E	D. Special education services in special education setting on an intermittent basis.
Fine motor	C/E	E. Special education services in special education setting on a regularly scheduled basis.
oral communication	C/E	F. Preschool special education services in home setting.

20. Primary Special Education Services:	Hours per	Week	Month	Special Education Services: Hours Distribution	Begin Date	End Date
	20	<input checked="" type="checkbox"/>	<input type="checkbox"/>		9-7-04	6-24-05



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ID # _____

Are there areas of need that cannot be met through general education and the primary special education services? Yes (complete section 21) No (omit 21, go to 22)

21. Areas of Need	Additional/Related Services	Frequency Week	Month	Hours per	Begin Date	Duration	End date
fine motor	OT	✓		1.0	9-7-04		6-24-05
oral communication	Speech/Languages	✓		1.5	9-7-04		6-24-05

22. Placement Continuum Options Considered and Selected (check all that apply)

Instruction Provided in:

Considered Selected

Regular class(es) (including integrated settings)

special class(es)

Special School:

Considered Selected

public day school private day school state operated program private residential school

Considered Selected

home based instruction other (describe)

23. PLACEMENT RATIONALE:

Based upon identified services and placement continuum options, checked above, and discussion by the IEP team that included LRE considerations, the selected placement is the Least Restrictive Environment for this student.

24. This student will not participate in the following general education programs and/or activities:

None

25. TRANSPORTATION: This student does NOT require special transportation. This student does require special transportation.

If special transportation is required, give reason:

26. Parent (or student age 18 or older) at initial or annual IEP meeting: I have received a copy of the Extended School Year (ESY) Brochure. Parent (student age 18 or older) initials BP

Information from the Fairfax County Public Schools student scholastic record is released on the condition that the recipient agrees not to permit any other party to have access to such information without the written consent of the parent or of the eligible student.