

## Form #5 - Individualized Education Program (IEP)

School district: Agency Supervisory UnionAnnual meeting date: 11/14/2023IEP case manager: Eliza Jones

Effective date of revision: \_\_\_/\_\_\_/\_\_\_

Most recent evaluation date: 11/14/20233-year re-evaluation date: 11/14/2026Next annual review date: 11/20/2024Student/child's name: Mateo VelezPrimary disability category: Specific Learning Disability

Secondary disability category: \_\_\_\_\_

Date of birth: 07/09/2012Child count ID #: 123456School or program: Agency ElementaryGrade assigned: 3Parent/guardian: Tara and Douglas VelezTelephone #: 802-355-2308Address: 2038 Case Street Montpelier, Vermont 05601Initiation and duration of the IEP: 11/21/2023 to 06/10/2024

Initiation and duration of extended year: \_\_\_/\_\_\_/\_\_\_ to \_\_\_/\_\_\_/\_\_\_

### Contact Information:

If you have questions about this document or would like additional information, please contact:  
the [Special Education Monitoring Team](#).

## IEP Team Members

Name	Role / position	Check if in attendance:
Tara and Dougal Velez	<input checked="" type="checkbox"/> Parent <input type="checkbox"/> Educational Surrogate <input type="checkbox"/> Guardian <input type="checkbox"/> Adult Student	<input checked="" type="checkbox"/>
Mateo Velez	Student (when appropriate)	<input type="checkbox"/>
Clay Naughton	Local Education Agency Representative	<input checked="" type="checkbox"/>
Eliza McDonald	Special Education Teacher or Service Provider	<input checked="" type="checkbox"/>
Jessica Albert	General Education Teacher	<input checked="" type="checkbox"/>
Willow Jones	Individual who can interpret instructional implications	<input checked="" type="checkbox"/>
Willow Jones	Individual who can conduct diagnostic examinations (SLD requirement)	<input checked="" type="checkbox"/>

## Others with Knowledge of the Child

Name	Role / position	Check if in Attendance
Name: Kelly Smith	Multilingual Teacher	<input checked="" type="checkbox"/>
Name:		<input type="checkbox"/>
Name:		<input type="checkbox"/>
Name:		<input type="checkbox"/>
Name:		<input type="checkbox"/>
Name:		<input type="checkbox"/>

## Present Levels of Educational and Functional Performance

The following information was derived from: report data, documentation from classroom performance, observations, parent/student reports, and curriculum-based and standardized assessments, including State Assessments and Alternate Assessments results and student samples.

Disability / impact of student's disability on involvement and progress in the general education curriculum (identify the disability and areas of impact):

Mateo is a multilingual fifth grade student who transferred to Agency Elementary this year from Costa Rica. Mateo has been found eligible for special education services under the category of a specific learning disability in reading fluency and written expression. Mateo is reading at a level I on the Fountas and Pinnell assessment (first grade). Mateo's writing scores on sentence writing sequences indicates that he is writing at a second-grade level. While Mateo accesses grade level math, he struggles to get the words off the page for written math problems. This impacts his accessibility to grade level math, and he does best when provided with an audio or read aloud. When Mateo is unable to access, he will display avoidant behaviors (i.e., leaving for the bathroom, sharpening his pencil, etc.). Mateo is also eligible for multilingual services and shows similar struggles in his first language. His multilingual teacher reports that Mateo's fluency and written expression are at the second-grade level in his first language. This data, coupled with classroom observations, has indicated that Mateo's needs are impacting his involvement and progress in the general curriculum. His reading fluency impacts his accessibility across curricular categories.

WIII scores are as follows:

Basic reading skills SS 90, 25th%ile

Reading comprehension SS 94, 30th%ile

Mathematical calculation SS 100, 50th%ile

Mathematical problem-solving SS 85, 21st%ile

Written expressions 78, 7th%ile

Reading fluency SS 80 9th%ile

Student strengths, including data as appropriate (academic, social-emotional, personal interests, perceptual-motor, communication, environment, behavioral, vocational/transitional, fine/gross motor, activities of daily living, other/nonacademic areas):

Mateo is a well-liked fifth grader who has seamlessly transitioned to Agency Elementary. He has quickly made friends and developed rapport with his teachers. Mateo has an excellent sense of humor and is very athletic. He is a strong math thinker and enjoys working through problems. When engaged with a task he prefers, he is focused and engaged. Mateo likes picking up books and interacting with them and loves listening to others read.

Mateo reports that he is enjoying Agency Elementary, and his favorite time of day is recess. He is excited for basketball in the winter and reports that Miss. Jessica is his favorite.

Mateo's parents describe Mateo as a creative and charismatic child. They have seen a lot of growth in him since they moved to Vermont and report that he is happy with his new school.

Medical (health, vision, hearing, or other medical issues):

No medical concerns reported.

Student concerns/needs requiring specialized instruction based on pertinent data (academic, social-emotional, perceptual-motor, communication, environment, behavioral, vocational/transitional, fine/gross motor, activities of daily living, other/nonacademic areas):

Mateo required specialized instruction in reading and written expression to enhance his access and progress within the general education curriculum. He requires supports with cross curricular activities that require reading, although his comprehension and computation skills are at grade level.

Mateo also needs support to stay on task and to decrease avoidant behaviors. He benefits from a classroom-based system of positive behavior supports that reinforces on-task, appropriate behavior. Built in breaks support Mateo's capacity to complete assignments.

Parent input (additional information the parents wish to share):

Parents have been provided with a parent feedback form along with a draft copy of the IEP. The team agreed that the case manager will finalize the IEP next week on 11/21, and if additional feedback from the form is received after finalization, this section will be updated.

Feedback from Mateo's parents was received on 11/20 and indicated that Tara and Douglas would like a follow up phone call. Eliza, Mateo's case manager, reached out and discussed the parental concerns. The family wanted to ensure that Mateo's multilingual services were documented in the IEP. The team decided to document this service in the accommodations section of the IEP as well as in the designated section of the IEP.

Other considerations (areas to consider that could enhance the child's education: safety/health; future, opportunity for additional student input, mobility, transportation, disability awareness, self-advocacy needs):

In addition to special education services, Mateo receives Multilingual services 2x weekly for 30 minutes. Accommodations, goals, and objectives are integrated into the work he is doing with his Multilingual teacher.

## **Goal Section**

### **Present Level of Educational/Functional Performance:**

Area:

Reading Fluency

Standardized test results:

Mateo is reading at a first grade level when assessed with the FandP and reads 70 words per minute. WJIII scores indicate that Mateo is in the 9th percentile for reading fluency when compared to grade level peers. Mateo scored in the 18th%ile on the Star Progress Monitoring Reading Assessment. Mateo's reading fluency impacts his accessibility to classroom tasks that necessitate grade level reading.

Current Classroom Level of Educational Performance:

Mateo loves listening to books and does well with grade level comprehension. He also loves to engage with books and will look through the pictures and mimic the parts of the story he is familiar with. Mateo reads at a second-grade level in his first language (Spanish) and shows a deep interest in books during his time with the Multilingual teacher. Mateo has been working with the Wilson program and will continue that work with a special educator in a small group to support his fluency.

Current Classroom Level of Functional Performance:

In class, Mateo will display avoidant behaviors when he is not accessing the work. He is often not accessing due to struggles with reading the text presented to him. When Mateo can access, his behaviors decrease significantly, and he is very willing to accept supports to best access his work. He will listen intently during whole class reading and engage in comprehension questions.

Grade Expectation for Educational / Functional Performance:

RF.5.4. Read with sufficient accuracy and fluency to support comprehension.

Read grade-level text with purpose and understanding.

Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.

Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

**Measurable annual goals linked to the Present Level of Performance, short-term Objectives linked to achieving progress toward Annual Goal, Evaluation Procedures, Performance Criteria, and Personnel Responsible:**

Goal 1: By October 2024, when presented with a reading at his instructional level, Mateo will demonstrate reading fluency by reading 95 words per minute and making no more than five errors in a one-hundred-word passage during a one-minute read, as measured by the special educator and multilingual teacher using research-based fluency measures.

Evaluation Procedure: Fluency Based Measures

Performance Criteria: 95 WPM with no more than five errors

Objective 1: By January 2024, when reading a passage out loud, Mateo will demonstrate self-correcting of errors by pausing in the text, using context clues and phonetic skills, or rereading the phrase for meaning in 4 out of 5 trials, as measured by the observations of the special educator and multilingual teacher.

Evaluation Procedure: Observational Data

Performance Criteria: 4 out of 5 trials

Objective 2: By March 2024, when given a list of ten words that are at least three syllables, Mateo will correctly identify initial, medial, and final sounds in words with 80% accuracy, as measured by weekly data collection using teacher created data collection tool.

Evaluation Procedure: Teacher created data collection tool

Performance Criteria: 80% accuracy when presented with at least ten words

Objective 3: By June 2024, when given a list of ten words that are at least three syllables, the student will be able to add a sound to a word or delete a sound from the word and still recognize the word with 80% accuracy, as measured by weekly data collection using a teacher created data collection tool.

Evaluation Procedure: Teacher created data collection tool

Performance Criteria: 80% accuracy when presented with at least ten words

Progress Report (Using Progress Reporting Key):

01/30 /24 Progress: \_\_\_\_\_

03/30/24 Progress: \_\_\_\_\_

06/15/24 Progress: \_\_\_\_\_

09/30/24 Progress: \_\_\_\_\_

Area:

Written Expression

Standardized test results: Mateo was assessed with the WJIII in the fall of 2023 and scored in the 12th%ile for writing fluency.

Current Classroom Level of Educational Performance: Writing samples measure Mateo's writing to be at the beginning of second grade. He will write short simple sentences when given a prompt and us able to stay on topic. He often has spelling and grammatical errors but is able to convey meaning through his writing. During timed writes, Mateo averages 19 correct word sequences per opportunity.

Current Classroom Level of Functional Performance: Mateo is reluctant to begin written tasks and should have access to speech to text as needed.

Grade Expectation for Educational / Functional Performance: W.3.2 Demonstrate command of the conventions of standard English capitalization, punctuations, and spelling when writing. W.3.6 With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.

**Measurable annual goals linked to the Present Level of Performance, short-term Objectives linked to achieving progress toward Annual Goal, Evaluation Procedures, Performance Criteria, and Personnel Responsible:**

Goal 1: By October 2024, when given untimed writing prompts about preferred topics, Mateo will produce a written response in English or Spanish with no more than five errors in 80% of opportunities, as measured by work samples collected by the special educator, multilingual teacher, and general educator.

Evaluation Procedure: Work samples

Performance Criteria: No more than 5 errors in 80% of opportunities

Objective 1: By January 2024, when asked to complete a three-minute write about an assigned topic, Mateo will attend to the task for at least two minutes and complete 25 correct word

sequences as measured by work samples collected by the special educator, multilingual teacher, and general educator.

Evaluation Procedure: Work Samples

Performance Criteria: 25 correct word sequences in 2 minutes

Objective 2: By March 2024, given spelling probes with words from an individualized spelling list of previously misspelled words in English and Spanish, Mateo will demonstrate mastery of 10 new words every quarter by correctly spelling each word on two consecutive probes during the trimester, as measured by work samples collected by the special educator, multilingual teacher, and general educator.

Evaluation Procedure: Work Samples

Performance Criteria: 10 new words correctly spelled on 2 consecutive probes

Objective 3: By June 2024, when Mateo reviews writing samples containing up to five grade level sentences with errors, Mateo will correct the errors with 80% accuracy on three probes each trimester for two consecutive quarters, as measured by work samples collected by the special educator, multilingual teacher, and general educator.

Evaluation Procedure: Work Samples

Performance Criteria: 80% accuracy on three probes each semester for two consecutive quarters

Progress Report (Using Progress Reporting Key):

01/30/24 Progress: \_\_\_\_\_

03/30/24 Progress: \_\_\_\_\_

06/15/24 Progress: \_\_\_\_\_

09/30/24 Progress: \_\_\_\_\_

\_\_/\_\_/\_\_ Progress: \_\_\_\_\_

Area:

Behavior

Standardized test results:

Mateo was assessed in the Fall of 2023 using the BASC assessment. Most scores here were in the normal range, but some consistent concerns were reported. The most elevated category was behavioral symptoms, mostly related to attention. Team teachers report that when Mateo cannot access, he is avoidant, and we observed this across testing as well. Mateo would benefit from continued supports for positive behavior and opportunities to move around and release some energy.

Current Classroom Level of Educational Performance: Mateo displays work avoidance when presented with tasks he is not familiar with. This can manifest into walking around the room, seeking unnecessary breaks, and pulling himself and others off task. It greatly impacts his ability to attend to and complete his classroom expectations and assignments.

Current Classroom Level of Functional Performance: Mateo has some positive behavior supports in place but continues to seek ways to avoid academics in class. He is participatory and focused when he is confident in the material, predominantly during his mathematics.

Grade Expectation for Educational / Functional Performance: Typically, third graders are developing a sense of self in third grade and learning to recognize rules and modify behavior to match expectations.

**Measurable annual goals linked to the Present Level of Performance, short-term Objectives linked to achieving progress toward Annual Goal, Evaluation Procedures, Performance Criteria, and Personnel Responsible:**

Goal 1: By October 2024, when working in groups or independently, Mateo will initiate and attend to assignments and/or tasks with no additional prompts over a thirty-minute duration as measured by observational data collected by the paraeducator under the direction of the special educator.

Evaluation Procedure: Observational Data

Performance Criteria: Attend to classroom tasks with no additional prompts over a 30-minute duration

Objective 1: By March 2024, Mateo will initiate assignments and/or tasks in three out of four observations, as measured by data collected by the paraeducator under the direction of the special educator.

Evaluation Procedure: Observational Data

Performance Criteria: Three out of four observations

Objective 2: By June 2024, Mateo will attend to a task for thirty minutes with no more than 2 prompts to stay on task, as measured by data collected by the paraeducator under the direction of the special educator.

Evaluation Procedure: Observational Data

Performance Criteria: Thirty minutes with no more than 2 prompts

Progress Report (Using Progress Reporting Key):

01/30 /24 Progress: \_\_\_\_\_

03/30/24 Progress: \_\_\_\_\_

06/15/24 Progress: \_\_\_\_\_

09/30/24 Progress: \_\_\_\_\_

Progress Reporting Key:

A – Achieved the goal/objective as written

S – Sufficient progress on the objective is being made, likely to achieve this goal



E – Emerging progress on the objective, continuing to work towards the goal

N – Objective/goal not yet introduced.

U – Insufficient progress on the objective is being made, unlikely to achieve this goal

O – Other (specify): \_\_\_\_\_

**Page 6 of 6 Goal Pages**

## Special Education Services, Related Services, Consent to Bill Medicaid

Student Name: Mateo Velez

IEP Meeting Date: 11/14/2023

The primary plan for this student is:	Check box:
Fully in-person	<input checked="" type="checkbox"/>
Remote and in-person hybrid	<input type="checkbox"/>
Fully remote	<input type="checkbox"/>
Other	<input type="checkbox"/>

The contingency plan* for this student is:	Check box:
Fully in-person	<input type="checkbox"/>
Remote and in-person hybrid	<input type="checkbox"/>
Fully remote	<input type="checkbox"/>
Other	<input type="checkbox"/>

\*Contingency plan applies to situations in which a typical, in-school day is not possible or appropriate, for example, due to school closure or natural disaster. Contingency plans provide an IEP team decision regarding how to meet the student's need(s) when decisions by a school and/or district prevent a typical, in-school day from occurring. Contingency plans are not to be used for situations in which staff are unavailable to ensure IEP service provisions.

### Special Education Services

Special Education Services	Initial Date	End Date	Frequency	Time	Location	Service Delivery	Provider	Group Size
Reading and Written Expression	11/21/2023 to 08/25/2024	6/10/2024 to 11/20/2024	3x weekly	30 minutes	Resource Room		Special Educator	Small Group
Consultation	11/21/2023 to 08/25/2024	6/10/2024 to 11/20/2024	2x monthly	30 minutes	General Education		Special Educator and General Educator	1:1

Special Education Services	Initial Date	End Date	Frequency	Time	Location	Service Delivery	Provider	Group Size
Case Management	11/21/2023 to 08/25/2024	6/10/2024 to 11/20/2024	Monthly	30 minutes	Special Education Office		Special Educator	1:1

**Remote/Hybrid Learning Services**

Remote Learning Services	Initial Date	End Date	Frequency	Time	Location	Service Delivery	Provider	Group Size
Reading and Written Expression	11/21/2023 to 08/25/2024	6/10/2024 to 11/20/2024	2x weekly	30 minutes	Virtual	??	Special Educator	1:1
Consultation	11/21/2023 to 08/25/2024	6/10/2024 to 11/20/2024	2x monthly	30 minutes	General Education		Special Educator and General Educator	1:1
Case Management	11/21/2023 to 08/25/2024	6/10/2024 to 11/20/2024	Monthly	30 minutes	Special Education Office		Special Educator	1:1

Note: Service delivery refers to a description of instructional service delivery such as, but not limited to: small group, one-on-one, co-taught class, etc.

## **Parental Consent to Bill Medicaid:**

For parents and legal guardians who have signed a Release of Information form, the school district is authorized to bill Medicaid for the services listed in this Individualized Education Program and to release any necessary special education records to a physician/nurse practitioner in order for them to reach a determination that the services are medically necessary. Release of information is also granted to Agency of Education and Human Services personnel charged with processing Medicaid billing for those IEP services that are also considered medical services under Vermont Medicaid rules. This consent will remain in effect until consent is revoked or until the student reaches the age of 18 (at which time consent must be obtained from the student) or when the student graduates. Refusal to consent does not affect the school district's responsibility to provide these services to the student at no cost to the family. I understand that I may revoke consent at any time and when I revoke consent it will apply to billing for any services from that date forward.

## Individualized Education Program: Educational Environment/Placement

Student Name: Mateo Velez IEP Meeting Date: 11/14/2023

The IEP team must address each of the following for all placement options:

- Possible advantages for the student
- Possible disadvantages or potential harmful effects on the student or on the quality of services needed
- Modifications/supplementary aids and services considered to reduce possible disadvantages to the student

Placement options considered	Selected	Percentage (%)	Summarize discussion regarding placement options
General education classroom	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	At least 80% of the time	Mateo learns best with his peers and thrives in the general education setting. His general educator will consult regularly with his case manager to embed his skills and need into the general curriculum.
Resource or related services room	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Less than 20% of the time	Mateo needs systematic reading and writing instruction in a small group to best access grade level materials.
Special education classroom	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No		Mateo will be scheduled to be in the resource room, one of our special education settings.
Separate day school – public or private	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No		This option was not considered by the team.
Hospital / homebound	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No		This option was not considered by the team.
Residential facility	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No		This option was not considered by the team.

Note: A regular class, or general education classroom, is a program that includes a majority (at least 50 percent) of children without disabilities (i.e., children without IEPs). A special education classroom is a self-contained classroom separate from a general education classroom where students receive their specially designed instruction for the majority of the day.

Description of the decision regarding the student/child's educational environment/placement:

The team decided Mateo would receive accommodations in the general education setting as well as small group reading and writing support 3x weekly. The team decided the resource room would be the least restrictive setting for Mateo to receive reading and writing services.

If the student cannot participate full-time with non-disabled children in the general education class, extracurricular, or other non-academic activities, provide a detailed explanation for this removal and explain why full participation is not appropriate:

Mateo will spend 1.5 hours weekly with a small group to build reading and writing fluency. Mateo works best with these skills in a small group with materials at his level.

If a shortened day is chosen, is there documentation to justify the need in order to meet the education, medical, or emotional needs of the student?

Yes  No  N/A

If the student is placed in an independent school, is the student's IEP designed to facilitate reintegration into a local LEA placement?

Yes  No  N/A

If the student is placed in a residential facility, is the student's IEP designed to facilitate reintegration into a local LEA placement? Note: When the student's placement is a residential placement, pursuant to Rule 2366.9, the student's IEP shall contain annual goals and short-term objectives or benchmarks designed to reintegrate the student into a local LEA placement, and a description of how they will lead to reintegration.

Yes  No  N/A

## **Program Accommodations and Modifications – INCLUDING NONACADEMIC AND EXTRACURRICULAR ACTIVITIES/COLLABORATION/SUPPORT FOR SCHOOL PERSONNEL**

Student Name: Mateo Velez

IEP Meeting Date: 11/14/2023

Note: Applicable for the student, school personnel, and parents, as well as other options considered by the IEP team.

Identify accommodations, modifications, or supplementary aids (such as extended time, assistive technology, peer tutors) and services needed for the student in the following areas:

Academics: Extended time, regular check ins from classroom para, shortened written responses, scribe or speech to text as needed, leveled readings, read a louds with a small group when applicable, regular consultation between general education teacher, paraprofessional, and special educator, small study group for weekly homework support, regular parent communication, 30 minutes 2x weekly with multilingual teacher in a small group setting

Sites/Activities Where Required and Duration: Across all academic settings

Non-Academics: Break passes, built in positive behavior supports, regular check ins from classroom teacher and para educator

Sites/Activities Where Required and Duration: As needed across nonacademic settings

In-person classroom environment: See above

Sites/Activities Where Required and Duration: Separate setting, small group

Remote and in-person hybrid environment: Extended time, weekly check in emails, shortened assignments across curriculum, leveled readings, audio when available, weekly consult with parents, weekly group homework support

Sites/Activities Where Required and Duration: Remote and/or hybrid environment

### English Language Proficiency Services (if applicable)

- Student has been screened on 09/14/2023 and qualifies for English language services, and:
- is enrolled English language services.
  - is not enrolled in English language services.
- Student met exit criteria on \_\_\_\_/\_\_\_\_/\_\_\_\_ and will no longer be English language services

### Accessible Instructional Materials

- The IEP team has determined that the student is eligible for the support of accessible instructional materials which have met the National Instructional Materials Accessibility Standards for print disabilities.

**Identify the supports that will be provided for school personnel and parents to implement the IEP:** \_\_\_\_\_

---

Note: When specifying required supports for personnel to implement this IEP, include the specific supports required, how often they are to be provided (frequency), and for how long (duration)

### State-Level Assessments

- The team has determined that the student will be taking the grade-level state assessment with no accommodations, modifications, or supplementary aids.
- The team has determined that the student will be taking the grade-level state assessment with the approved accommodations and/or approved supports identified below. Allowable accommodations vary according to the construct being measured.
- The student's general education teacher, educational team, or special educator has completed the required eligibility form(s) and has determined that the student will participate in the alternate assessment based on alternate achievement standards (AA-AAS). By checking the appropriate box below, the district attests that the parents have been informed of any consequences associated with participation in an alternate assessment. Check all that apply:
- State alternate assessment English language arts (grades 3-9)
  - State alternate assessment math (grades 3-9)
  - State alternate assessment science (grades 5, 8, 11)

Statement as to why the grade-level state assessment or part of the assessment (with or without accommodations) is not appropriate for the child: \_\_\_\_\_



## English Language Proficiency Assessment (if applicable, check all that apply)

The student will take the:

- State English language proficiency assessment
- State English language proficiency assessment with accommodations
- State alternate English proficiency assessment

Statement as to why the state English language proficiency assessment (with or without accommodations) is not appropriate for the child: Student requires a separate setting to minimize distractions and extended time to respond.

The student will take the state English language proficiency assessment or alternate English proficiency assessment with the following domain exemption(s):

- Reading
- Writing
- Listening
- Speaking

A statement as to why the domain(s) is/are not appropriate for the child: \_\_\_\_\_

Student met exit criteria on \_\_\_/\_\_\_/\_\_\_ and will no longer be taking English language proficiency assessment (with or without accommodations) or alternate English proficiency assessment.

### Accommodations/Accessibility Supports for Assessments

Approved assessment supports are located within state assessment manuals. Approved assessment accommodations may not be inclusive of all instructional accommodations and/or supports.

Identify the accommodations, accessibility supports, and supplementary aids and services needed to participate in national, state, district-wide, and school assessments: Student will have access to a separate setting, extended time, and simplified test directions.