

General Student Information

HOMEBASED SCHOOL: [REDACTED]

OTHER SCHOOL: _

IEP TYPE: Regular - Review

INDIVIDUAL EVALUATION / WAIVER DATE: 2/7/2018

Primary / Other	Exceptionality	Detail(s)
Primary	Other Health Impairments	
Other	Orthopedic Impairment	

IEP Participants	IEP Participants
ODR	Special Education Teacher
Regular Education Teacher	Physical Therapist
Adapted PE Teacher	Occupational Therapist
Parent	Parent
Other	Other
Other	Certified School Psychologist
School Nurse	

Include strengths; parental concerns; evaluation results; academic, developmental, and functional needs; statewide assessment results; progress or lack of expected progress in general education curriculum; and consideration of special factors: behavior, language needs for limited English proficient, instruction in and use of braille, communication needs, assistive technology devices and services, and health needs.

Directions: Check "Yes" or "N/A" for both questions.

Does the student have limited or no verbal skills?

- Yes
- N/A

Does the student have other significant impairment in the areas of receptive and/or expressive language, including but not limited to impairments in the areas of apraxia, articulation/phonology, fluency, pragmatics, or auditory processing.

- Yes
- N/A

- In order to effectively plan for this student's unique communication support needs and facilitate his/her academic progress,
 - In the General Student Information drop down list, the "Communication" item will self-populate.
 - The "Communication Needs of Child" section must be completed.
 - A communication plan must be developed for this student. "The Tools for Developing Communication Plans" is a resource for IEP teams to use in developing plans.
 - At least 1 communication related goal must be included in the instructional pages of the IEP.

General Information about the Student:

The student is an 11-year-old male currently enrolled in the 5th grade at [REDACTED] Elementary. He is ambulatory; however, parents are to provide a manual wheelchair for use as needed for emergency exits and as student fatigues during his day. Student's classes should be on the first floor. At present the student uses a desk and a table in class that has been adjusted to a height that allows him to comfortably rest his elbows on the surface - approximately one inch above his elbow bend; however, he often sits with his legs crossed in his chair with his materials placed in his lap. The student has been using erasable pens in lieu of pencils as they glide more easily and seem to allow him greater tolerance for writing time. In the afternoons (ELA this school year), the paraeducator will sometimes assist with writing non testing assignments as child appears to be more physically fatigued in the afternoons with regards to writing tolerance. He currently uses a electronic tablet in class and when possible teachers place notes, tests, and quizzes on the electronic tablet allowing him the ability to complete more of his work independently. A slantboard has been left in his classroom for use as he chooses. Paraeducator assists with carrying items between classes and to carpool in the afternoon. The student does come to school with a small backpack in which he carries his library books. This backpack is carried to the carpool line for him in the afternoon. The student will use a chair to sit on instead of the floor. In the future, the parents of the student are planning to provide a service dog to accompany the student to school in an effort to assist with tasks allowing him to be more independent in his community. The student will be responsible for all the needs of the service dog while at school. The student sometimes needs assistance opening items.

Strengths:

According to the multidisciplinary re-evaluation dated 02/07/2018, the student's strengths are listed as reading fluency, written expression and that he is able to perform most physical activities with modifications.

Parent Concerns:

DEPARTMENT OF EDUCATION

System: [REDACTED]

Meeting Date: 2/7/2018

State ID: XXXX [REDACTED]

Local ID: [REDACTED]

Page 2 of 12 Revised 2017

Parents are concerned with fire drill and intruder procedures once the wheelchair arrives. Moving on to middle school, the parents want to make sure accommodations are in place for things such as lunch trays, supplies for classes, make-up assignments and drop off/pick up procedures.

Evaluation /
Reevaluation Results:

According to the multidisciplinary re-evaluation dated 02/07/2018, the student continues to qualify for special education services with the primary exceptionality of OHI and a secondary exceptionality of Orthopedic Impairment. The description of impairments are listed as follows: medical diagnosis of Duchenne Muscular Dystrophy, which impacts his emotional functioning, attention and his neuromuscular functioning. The student also continues to qualify for the following related services: OT, PT, APE and Counseling.

Academic,
Developmental, and
Functional Needs:

The student's functional needs are in the areas of social interaction with teachers and peers, strategies to handle frustration with academic demands, and improve/preserve motor skills.

Statewide
Assessment Results:

The student took the LEAP 2025 Statewide Assessment in the Spring 2017. Results are as follows: ELA - 783 Mastery; Math - 720 Approaching Basic; Science - 344 Basic; Social Studies - 761 Mastery.

Progress or lack of
expected progress in
general education
curriculum:

The student is showing academic success in the general education setting with accommodations.

General Student Information (continued)**Consideration of Special Factors**

Behavior: Current behaviors observed this school year are: disrespectful comments to adults and/or peers, yelling and/or writing inappropriate comments, refusal to complete work given, disruptions within class (noises, blurting out, etc.). Antecedents to behaviors are: he is given an undesirable task to complete, being redirect/ corrected, and during unstructured times throughout his school day. Consequences that have followed are: time in the special education setting to regain control and conference with the student.

Limited English Proficient:

N/A

Communication Needs of Child:

N/A

Instruction in and use of Braille:

N/A

Assistive Technology Services / Devices - Please indicate AT devices used on the Accommodations Page

N/A

Health needs - IHP needs to be attached to IEP

The student has a medical diagnosis of Duchenne Muscular Dystrophy. See attached IHP which addresses the health needs of the student.

After consideration by the IEP team, there are no special factors that need to be addressed at this time

Transition Courses of Study - Attach plan to IEP:

Individual Prescription for Instruction Individual Graduation Plan Individual Graduation Plan for LAA 1 Students Educational/Career Plan for LAA 1 Students

Educational Needs:

Academic/Cognitive Behavior Communication Motor Self-Help Social

Instructional Plan #1

EDUCATIONAL NEED AREA: Behavior

CONTENT AREA:

- ESY Instruction
- Act 833 Applied
- Targeted for Secondary Transition

Present Level of Academic Achievement and Functional Performance

Given no more than two reminders, the student complies with directions given an average of 70% of documented opportunities.

Measurable Academic / Functional Goal

Given no more than two reminders, the student will comply with directions given an average of 90% of documented opportunities per a nine weeks period for the duration of this IEP.

Method of Measurement: Charting

Additional Methods of Measurement: Tracking Sheets

Date Achieved:

REQUIRED FOR STUDENTS PARTICIPATING IN ALTERNATE ASSESSMENT (LEAP Connect)
 MEASURABLE SHORT-TERM OBJECTIVES or BENCHMARKS (Number each objective or benchmark)

No objectives have been entered.

PERSONNEL RESPONSIBLE FOR IMPLEMENTING GOAL (Check by position)

- Special Education Teacher
- Parent
- Speech/Language Pathologist
- Regular Education Teacher
- Student
- Adapted Physical Educator
- Other Related Service Providers (List) Counselor
- Other (List)

Paraprofessional

Instructional Plan #2

EDUCATIONAL NEED AREA: Motor

CONTENT AREA: Adapted PE

- ESY Instruction
- Act 833 Applied
- Targeted for Secondary Transition

Present Level of Academic Achievement and Functional Performance

The student ambulates to access the school campus. A wheelchair is available for use for longer distances on and off campus (fieldtrips) as needed and emergency exits. Tolerance for writing activities appears to wane in the afternoon. He participates in an individualized exercise program that is monitored by the PT. The student ambulates to access the full campus. Due to his medical diagnosis, there are limitations put on his activities to aid in maintaining his current level of function: no running, repetitive movements, walking down no steps or walking bleachers, hanging from playground equipment, or sitting on the floor, or (Continued on Addendum Pages...)

Measurable Academic / Functional Goal

The student will perform exercise program with 100% accuracy given 10 out of 10 documented opportunities over a 36 week period.

Method of Measurement: Observational Data

Additional Methods of Measurement: Progress Monitoring

Date Achieved:

REQUIRED FOR STUDENTS PARTICIPATING IN ALTERNATE ASSESSMENT (LEAP Connect)
 MEASURABLE SHORT-TERM OBJECTIVES or BENCHMARKS (Number each objective or benchmark)

No objectives have been entered.

PERSONNEL RESPONSIBLE FOR IMPLEMENTING GOAL (Check by position)

- Special Education Teacher
- Parent
- Speech/Language Pathologist
- Regular Education Teacher
- Student
- Adapted Physical Educator
- Other Related Service Providers (List) PT
- Other (List)

Act 833 Applied

Present Level of Academic Achievement and Functional Performance

The student uses respectful and appropriate words and actions with peers and adults an average of 75% of documented opportunities.

Measurable Academic / Functional Goal

The student will use respectful and appropriate words and actions with peers and adults an average of 90% of documented opportunities per a nine weeks period for the duration of this IEP.

Method of Measurement: Charting

Additional Methods of Measurement: Tracking Sheets

Date Achieved:

REQUIRED FOR STUDENTS PARTICIPATING IN ALTERNATE ASSESSMENT (LEAP Connect)
MEASURABLE SHORT-TERM OBJECTIVES or BENCHMARKS (Number each objective or benchmark)

No objectives have been entered.

PERSONNEL RESPONSIBLE FOR IMPLEMENTING GOAL (Check by position)

- Special Education Teacher Parent Speech/Language Pathologist Regular Education Teacher Student Adapted Physical Educator
- Other Related Service Providers (List) Counselor
- Other (List)

Paraprofessional

- ESY Instruction
- NONE (This student does not require Accommodations)

*English III Only
 **Replaced LEAP and EOC
 ***Except Reading Comprehension sections on the Eng III EOC

Accommodations

CHECK THE INDIVIDUAL ACCOMMODATIONS NEEDED

<input type="radio"/> Access For All <input type="triangle-up"/> Accessibility Feature	<input type="checkbox"/> Accommodation <input type="diamond"/> Assistive Technology	Statewide Assessments											
		Classroom						Paper			Online		
		Instruction		Testing		LEAP 2025** Grades 3-4		Grades 3-12	Grades 9-12	Grades 3-12	LEAP 2025** Grades 3-12		
		ELA	Math	Social Studies	Science	LAA 1 Science	LAA 2	LEAP Connect	ELA	Math	Social Studies	Science	

Presentation Accommodations

Modify Test/Assignments

Shorten assignments	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>									
Limit amount of work required or length of tests	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>									
Other Presentation Accommodations													
Task analysis	<input checked="" type="checkbox"/>	<input type="checkbox"/>											

Other (Classroom only - NOT for state assessments) The student requires a set of books at home for all academic areas

Unique (Requires additional documentation and LDOE approval for use on state assessments)

<input type="radio"/> Access For All <input type="triangle-up"/> Accessibility Feature	<input type="checkbox"/> Accommodation <input type="diamond"/> Assistive Technology	Statewide Assessments											
		Classroom						Paper			Online		
		Instruction		Testing		LEAP 2025** Grades 3-4		Grades 3-12	Grades 9-12	Grades 3-12	LEAP 2025** Grades 3-12		
		ELA	Math	Social Studies	Science	LAA1 Science	LAA 2	LEAP Connect	ELA	Math	Social Studies	Science	

Response Accommodations

Other Response Accommodations

Slant Board	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Copy of notes (teacher notes, class notes)	<input checked="" type="checkbox"/>	<input type="checkbox"/>										
Transferred Answers	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Other (Classroom only - NOT for state assessments)

Unique (Requires additional documentation and LDOE approval for use on state assessments)

<input type="radio"/> Access For All <input type="checkbox"/> Accommodation <input type="triangle-up"/> Accessibility Feature <input type="diamond"/> Assistive Technology	Statewide Assessments												
	Paper						Online						
	Classroom		LEAP 2025** Grades 3-4				Grades 3-12	Grades 9-12	Grades 3-12	LEAP 2025** Grades 3-12			
	Instruction	Testing	ELA	Math	Social Studies	Science	LAA1 Science	LAA 2	LEAP Connect	ELA	Math	Social Studies	Science

Timing & Scheduling

Extended Time/increase the amount of time allowed to complete assignments and tests	<input checked="" type="checkbox"/> <input type="checkbox"/>	<input checked="" type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>		<input type="checkbox"/> <input type="checkbox"/>		<input checked="" type="checkbox"/> <input type="checkbox"/>						
Extra time-written work	<input checked="" type="checkbox"/> <input type="checkbox"/>	<input checked="" type="checkbox"/> <input type="checkbox"/>											
Prior notice of tests	<input checked="" type="checkbox"/> <input type="checkbox"/>	<input checked="" type="checkbox"/> <input type="checkbox"/>											
Allow breaks during work periods, between tasks, during testing	<input checked="" type="checkbox"/> <input type="checkbox"/>	<input checked="" type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>		<input type="checkbox"/> <input type="checkbox"/>		<input checked="" type="checkbox"/> <input type="checkbox"/>						

Other (Classroom only - NOT for state assessments)

Unique (Requires additional documentation and LDOE approval for use on state assessments)

<input type="radio"/> Access For All <input type="checkbox"/> Accommodation <input type="triangle-up"/> Accessibility Feature <input type="diamond"/> Assistive Technology	Statewide Assessments												
	Paper						Online						
	Classroom		LEAP 2025** Grades 3-4				Grades 3-12	Grades 9-12	Grades 3-12	LEAP 2025** Grades3-12			
	Instruction	Testing	ELA	Math	Social Studies	Science	LAA1 Science	LAA 2	LEAP Connect	ELA	Math	Social Studies	Science

Setting Considerations

Small group testing		<input checked="" type="checkbox"/> <input type="triangle-up"/>	<input type="checkbox"/> <input type="triangle-up"/>		<input type="checkbox"/> <input type="triangle-up"/>		<input checked="" type="checkbox"/> <input type="triangle-up"/>						
Assign peer tutors/work buddies/note-takers	<input checked="" type="checkbox"/> <input type="checkbox"/>												
Specified Area or Seating	<input checked="" type="checkbox"/> <input type="checkbox"/>	<input checked="" type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="triangle-up"/>	<input type="checkbox"/> <input type="triangle-up"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>		<input type="checkbox"/> <input type="checkbox"/>		<input checked="" type="checkbox"/> <input type="triangle-up"/>			

Other (Classroom only - NOT for state assessments)

seating and desk at the appropriate height: seating with clear path to class exit, always seated at the bottom of the bleachers (do not climb bleachers) All classes on the first floor. A peer/buddy should retrieve materials for classes. Allow extended time to transition between classes. A locker with a key should be provided.

Unique (Requires additional documentation and LDOE approval for use on state assessments)

Program / Services

LOUISIANA EDUCATIONAL ASSESSMENT PROGRAM

Regular Assessments
Alternate Assessment

LAA 1 -- For a 12th grade student who is eligible to participate in LAA 1, continue selecting this option even though the student is not required to test during the 12th grade year.

LAA 2 -- The LAA 2 will no longer be administered in grades 4-8 starting with the 14-15 school year. IEP teams may continue to check these boxes for eligible students who have entered a high school cohort in 13-14 or before and those students will continue to have access to the LAA 2 graduation exams.

- ELA Math
- Science Social Studies

None This option should be selected only under one of the following two conditions:
- Prekindergarten through second grade students
- Graduating seniors who have passed the required components of the exit examination

The ACT assessment requires separate documentation and approval for local, state, and ACT approved accommodations as outlined in the Procedures for Requesting ACT Test Accommodations.

Act 833 Eligibility

- No Yes
- Promotion Graduation

Special Transportation

- No Yes - Describe

[Empty box for special transportation description]

REGULAR CLASSES

- Reading Spelling Physical Education
- Science Writing Social Studies
- Math Art/Music Foreign Language
- Vocational English/Language Arts
- Electives (list)

Any offered by the school; Due to the student's medical diagnosis, he will not attend regular physical education class.

If not in regular classes, explain

[Empty box for explanation of non-regular classes]

ACTIVITIES WITH NON-DISABLED PEERS (Check all activities with non-disabled peers)

- Assemblies Buses Field Trips
- Library Meals Recess
- Extracurricular/Nonacademic
- Other

Any offered by the school

If not participating in activities with non-disabled peers, explain

[Empty box for explanation of non-participation]

EXTENDED SCHOOL YEAR SERVICES (ESYS)

Criteria For Consideration:

- Regression / Recoupment
- Critical Point of Instruction 1
- Critical Point of Instruction 2

Special Circumstances

- Employment
- Transition to Part B (Preschool)
- Transition to Post School Outcomes
- Excessive Absences
- Extenuating Circumstances

Supports Needed for School Personnel (Describe)

Collaboration between all service providers, the regular education teachers and the special education teachers will occur to monitor the students progress. The teachers will allow the student to make up any work missed due to medical absences in the special education setting when needed.

Services / Placement

Time Frame A

STUDENTS TOTAL INSTRUCTIONAL DAY (Minutes): 390 Student attends school 5 days per week.

Service	Date to Begin	Duration	Individual / Group	Regular Class		Community		Special Class	
				Minutes	Sessions	Minutes	Sessions	Minutes	Sessions
Adapted PE	2/7/2018	Yearly	I	0	0	0	0	10	3
Special Education Instruction	2/7/2018	1 Year	N/A	0	0	0	0	60	5
Counseling Services	2/7/2018	1 Year	Both	0	0	0	0	30	1
Total Number of Minutes in Special Setting per Week: 362									

Service	Date to Begin	Frequency	Individual / Group	Regular Class		Community		Special Class	
				Minutes	Sessions	Minutes	Sessions	Minutes	Sessions
Physical Therapy	2/7/2018	M	I	10	1	0	0	10	1
Occupational Therapy	2/7/2018	M	Both	15	1	0	0	0	0
Total Number of Minutes in Special Setting per Week: 3									

PLACEMENT/SERVICE DETERMINATION CHECKLIST

This list is not a continuum of least restrictive environment for the deaf or hard of hearing students.

- Inside the regular class 80% or more of the day
 Inside the regular class less than 40% of the day
 Residential Facility
 Correctional Facilities
 Inside regular class between 40%-79% of the day
 Separate School
 Hospital / Homebound

Document the educational benefit for the placement **if not inside regular class 80% or more of the day.**

COMMENTS

PT and OT require current MD orders. PT and OT consult minutes will be averaged over the month. OT minutes may be provided in the regular or special education setting.

(Addendum For Field: Instructional Plan #2: Present Level of Academic Achievement and Functional Performance)
 looking up for an extended time. There is increased toe gait observed. Weight bearing on the lateral surfaces of his feet has been observed as well as use of compensatory skills to accommodate changes in strength and range of motion. Upper extremity weakness is noted in shoulder stability with weight bearing. He participates in APE for active assisted cervical flexion, active assisted hip extension, independent heel cord stretches, quadruped active pelvic tilts (cat/cow active range of motion), and passive hip flexor stretches in prone. His current participation level in APE is 100%.