

INDIVIDUALIZED EDUCATION PROGRAM

IEP Dates 1/6/21 - 1/5/22 IEP Type Annual IEP

Eligibility Category Other Health Impairment (Primary)

Prior IEP Date 1/13/20 Re-Evaluation Due Date 1/12/23

Student Kyra Hart DOB 5/15/04 Age 16.7 Gender F Grade 11 Student ID# 574611623

Address 283 Walnut City Central State AZ Zip 44445

Primary Language of Student English Interpreter Needed: No English Language Learner

Primary Language of Instruction _____ Ethnicity: White Yes No

Home School _____ Attending School Central High School

Start Date	End Date	Placement
1/6/21	5/31/21	K-12 - Outside Regular Class less than 21% (A)
6/1/21	1/5/22	K-12 - Outside Regular Class less than 21% (A)

Parent/Guardian Name Reba Hart Primary Home Language _____

Address 283 Walnut City Central State AZ Zip 44445

Home Phone 555-222-2388 Work Phone _____ Mobile Phone _____

Special Education Services (§300.320(a)(4)(5)(7); A.A.C. R7-2-401(F)(4))						
Special Education Services	Init. Date	End Date	Amount	Frequency	Location (LRE Setting)	Provider Position
Written Expression	1/6/21	1/5/22	120	week	Special Ed Classroom	Special Education Teacher
Math	1/6/21	1/5/22	120	week	Special Ed Classroom	Special Education Teacher
Reading	1/6/21	1/5/22	80	week	Special Ed Classroom	Special Education Teacher
Related Services	Init. Date	End Date	Amount	Frequency	Location (LRE Setting)	Provider Position
None Needed						

Documentation of Participation at IEP Meeting §300.321

Name	Role	Signature
	General Education Teacher	
Reba Hart	Parent	
	School District Representative	
Josephine Potter	Service Coordinator	
Case Manager	Special Education Teacher	
Kyra Hart	Student	

Present Levels of Academic and Functional Performance (PLAAFP) §300.320(a)(1)

Clearly specify the student's current level of performance in the following areas: academic, non-academic, social, and emotional. Include a clear description of how the student's disability affects his/her involvement and progress in the general curriculum. Be sure to address any and all areas that are impacted by the student's disability.

Academic Strengths and Needs:

Kyra is an 18 year old 11th grade student and reported with ADHD and OHI for social and emotional challenges. Medical information was requested by the team to rule out Disruptive Mood Dysregulation Disorder and Depressive Disorder.

Kyra is a student whose cognitive variability ranging from mild to average levels; as significantly more visual than linguistic; with relative strengths in working memory; and with significant normative processing weaknesses in language processing, long term retrieval, visual processing, and processing speed.

Kyra is currently schooling at home due to COVID 19 and doing well with her classes with the exception being that she is failing Algebra 2. She is not checking in with her teachers as often as she should and not asking questions for Algebra 2 support. She passed all of her classes for the first semester; however, failed Algebra.

Functional Strengths and Needs:

Kyra has a difficult time communicating with her peers. She can be socially awkward and immature. Kyra struggles with organizing her thoughts while writing, and she forgets steps when using multi-step equations. Kyra demonstrates good time management and does get her assignments in on the due date; however, many time her assignments are incomplete. It is a challenge for Kyra to use critical thinking skills and this may lead to poor decision making.

Behavioral Strengths and Needs:

Kyra is reported with diagnosed ADHD and to be taking medication.

01/13/2020 - Medical and emotional documentation from Kyra's Dr. and Counselor from Central Behavioral Services was requested by the team.

Kyra qualifies as a student with Attention Deficit Disorder-Hyperactive Type (ADHD). She also has co-morbidity of Reactive Attachment Disorder. Due to her inability to self-regulate within the academic setting, This impedes progress without the support and services of special education. Due to this her ability to generalize on her academic performance and one on one testing in the classroom, her environment is greatly impaired. Her ability to self-soothe and regulate, as well as relate to others around her is a weak area for her.

Kyra is comfortable with sharing when she needs help when other students are bullying her. She knows that the bullying could lead to her anger coming out and she is well versed in seeking help before her anger escalates.

Kyra was in an in-patient treatment facility her freshman year due to anger problems that were mostly seen at home and not at school. She is also receiving weekly therapy for her anger. Again, Kyra does not display anger at school, and the few times she has asked to talk to her teacher or a counselor.

Records from in-patient treatment and Central Behavior have been requested; however, records have not been delivered at this time.

Independent Living Strengths and Needs:

Kyra was reported "at risk" for Activities of Daily Living from the BASC 3 Assessment and may need to follow up with a counselor or Vocational Rehabilitation Services for support with every day living skills.

Communication Strengths and Needs:

Kyra is comfortable with sharing when she needs help when other students are bullying her. She knows that the bullying could lead to her anger coming out and she is well versed in seeking help before her anger escalates.

Kyra does not reach out for assistance for her academics. However, she will accept assistance when it is noticed she is struggling.

Motor Skill Strengths and Needs:

Kyra also presents with fine motor integration skills at low average levels; and achieves commensurate with her visual spatial

ability in all broad and individual special education qualifying areas measured.

Social/Emotional Strengths and Needs:

She does have a difficult time in social settings and understanding social cues. Kyra tends to laugh at inappropriate times and does not have many friends. When greeted with a hello, she responds with making an animal noise (this is something new this year). Also new this year is Kyra faking injuries, for example, she wore a scarf over her eye because she said that she had an eye injury. Many of last years issues have disappeared, such as, not getting to the restroom soon enough, asking for food all of the time, looking up inappropriate material on-line.

On the BASC-3 completed by the teacher, Kyra was reported with a Behavioral Symptom Index within “at risk” levels at school (T-Score, 62 – PR, 88), including Withdrawal as well as being clinical for Atypicality. She also was reported “at risk” for Internalizing Problems, including Depression and Somatization. Adaptively, the teacher reported Kyra to fall within the normal range.

On the BASC-3 completed by the parent, Kyra was reported with a Behavioral Symptom Index within “at risk” levels at home (T-Score, 63 – PR, 89). Kyra was reported clinical for Externalizing Problems, including Aggression and Conduct Problems as well as being “at risk” for Hyperactivity. On the BASC-3, both respondents report that Kyra is easily distracted, has a short attention span and trouble concentrating, upsets easily, and has poor self-control. Both also report that Kyra worries, prefers to play alone, and has some conduct concerns, including lying and sneaking around. At school, the teacher reports that Kyra responds inappropriately at times, such as making strange noises as well as babbling to self and laughing and seeking attention by acting hurt or self-harming when angered. The teacher adds that Kyra is over active, acts without thinking, and is sad and appearing lonely. On the positive side, the teacher reports that Kyra is mannered, transitions well, is creative and resilient, communicates clearly, and tries to do well in school. At home, the mother reports that Kyra has conduct issues, including arguing when denied her own way, stealing, manipulating others, breaking rules, and disobeying. She also is reported as overly emotional, labile in mood, and over reacting to stressful situations.

Information Provided by Parents:

Per Parent (last year's IEP)-At home, it was mentioned that Kyra used a knife to self harm on her neck and the scar was visible; threatening her mother and leaving bruises on her (according to her mother.) Her mother also reported that Kyra steals from her.

Kyra is 18 and responded with her needs. She wants and needs assistance and support for finding a job and independent living skills. She is uncertain about a career but has researched many different careers in floral design, modeling, animal caretaker, and construction. Kyra is taking a construction class and is making good grades in that class.

Classroom-Based Information and Observation:

English 11 - Kyra is doing fine but does much better when she attends in-person. She gets lost doing on-line assignments and she turns in her work but it is usually incomplete.

History - She does well but needs to show quality over quantity.

W. History - Kyra needs to turn on her completed work more often for a better grade.

Algebra 2 - Behind on assignments and has 7 missing assignments. Her final exam grade should bring her up to passing the class.

Observational Information Provided by Special Education Teacher and/or Related Services Provider:

Kyra has a difficult year due to COVID and schooling. She has been learning from home and this has set her work quality back. She turns in her work, but it is not completed assignments and she is not asking questions from home for extra assistance. She made good grades and was able to keep up when she was in school and in-person.

Kyra needs to meet with Rehabilitation Services to assist her with living skills; job and food assistance. Kyra may need to continue seeing a counselor for depression and anger issues. She does very well with consistency and direction.

Consideration of Special Factors §300.324(a)(2)

Each of the following areas has been considered by the team. If supports are needed additional information has been included.

<p>Assistive technology devices and services:</p> <p>Notes: Kyra should have made available a graphing calculator and formulas for math problem solving.</p>	<input checked="" type="checkbox"/> Needed <input type="checkbox"/> Not Needed
<p>Communication needs</p> <p>Notes: Considered but not needed.</p>	<input type="checkbox"/> Needed <input checked="" type="checkbox"/> Not Needed
<p>Behavioral needs:</p> <p>Notes: Kyra is not on a behavior plan at this time. However, she may need to be reminded as to when she is communicating in an inappropriate way, or displaying inappropriate behaviors.</p>	<input checked="" type="checkbox"/> Needed <input type="checkbox"/> Not Needed
<p>For an English language learner—language needs</p> <p>Notes: Considered but not needed.</p>	<input type="checkbox"/> Needed <input checked="" type="checkbox"/> Not Needed
<p>For a student who is deaf or hard of hearing — language and communication needs:</p> <p>Notes: Considered but not needed.</p>	<input type="checkbox"/> Needed <input checked="" type="checkbox"/> Not Needed
<p>For a student who is blind or visually impaired — provision of Braille instruction:</p> <p>Notes: Considered but not needed.</p>	<input type="checkbox"/> Needed <input checked="" type="checkbox"/> Not Needed

Measurable Annual Goals, Benchmarks or Short-term Objectives (§300.320(a)(2))

*Measurable annual goals should ensure the student's access to the general curriculum. Annual goals that meet other education needs and support measurable postsecondary goals can also be included. *Ensure that benchmarks or short-term objectives are included for any student who qualifies to take the alternate assessment.*

Area:

Measurable Annual Goal #1

By the end of her senior year, Kyra will write an essay addressing a writing prompt and achieving an 80% on her rubric.

How will progress toward meeting the annual goal be measured?

This will be measured by a graded writing rubric.

Progress toward Annual Goals (§300.320(a)(3))

Describe how parent(s) will be notified of student's progress towards measurable annual IEP goals. This should, at minimum, be at least as often as general education peers are notified of their academic progress.

Progress will be reported to the parent(s)/guardian(s): Quarterly

Mastery Criteria Level:

Baseline:

Area:

Measurable Annual Goal #2

By the end of her Senior year, Kyra will solve and achieve a 70% on graphing linear equations.

How will progress toward meeting the annual goal be measured?

This will be measured by worksheets; tests; and quizzes.

Progress toward Annual Goals (§300.320(a)(3))

Describe how parent(s) will be notified of student's progress towards measurable annual IEP goals. This should, at minimum, be at least as often as general education peers are notified of their academic progress.

Progress will be reported to the parent(s)/guardian(s): Quarterly

Mastery Criteria Level:

Baseline:

Area:

Measurable Annual Goal #3

By the end of her Junior year, Kyra will solve 7/10 two step equations.

How will progress toward meeting the annual goal be measured?

This will be measured by worksheets; tests; and quizzes.

Progress toward Annual Goals (§300.320(a)(3))

Describe how parent(s) will be notified of student's progress towards measurable annual IEP goals. This should, at minimum, be at least as often as general education peers are notified of their academic progress.

Progress will be reported to the parent(s)/guardian(s): Quarterly

Mastery Criteria Level:

Baseline:

Comments:

Progress towards goals will be given to parents at each semester.

Area:

Measurable Annual Goal #4

Before she graduates from high school, Kyra will comprehend text at the 6th grade level independently 8/10 times in 3 consecutive trials.

How will progress toward meeting the annual goal be measured?

This will be measured through teacher worksheets, tests, and quizzes.

Progress toward Annual Goals (§300.320(a)(3))

Describe how parent(s) will be notified of student's progress towards measurable annual IEP goals. This should, at minimum, be at least as often as general education peers are notified of their academic progress.

Progress will be reported to the parent(s)/guardian(s): Quarterly

Mastery Criteria Level:

Baseline:

Comments:

Progress towards goals will be sent home at each semester (December and May).

Accommodations for Instruction and Assessment §300.160(b), §300.320(a)(6)

Accommodations	Notes	State	Start Date	End Date
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Classroom Modifications

		Written Expression	Math	Frequency Codes D Daily W Weekly M Monthly A As Needed	
Modifications/Accommodations	Notes	Frequency		Begin*	End*
Assignment Modifications					
Break the assignment down into a series of tasks, having one task completed at a time		A	A		
Exam Modifications					
Allow open book exam			A		
Give additional time for exam			A		
Reduce length of exam			A		
Allow student to retake the test for additional points or higher grade		A	A		
Alternative Disciplinary Techniques					
Reinforce appropriate behavior		A	A		

*N/A if will be same as IEP Dates indicated on page 1.

Participation in State and PEA-Wide Assessments §300.160(c), §300.320(a)(6)

Student will participate in statewide assessment:

With no accommodations or with standard accommodations

With accommodations described below

Using alternate assessment (alternate assessment eligibility form is included)

Accommodations:

Student will participate in PEA-wide assessment(s):

With no accommodations or with standard accommodations

With accommodations described below

Alternative method through .

There are no PEA-wide assessments given

Accommodations:

Supplementary Aids and Services, Program Modifications, and Supports for School Personnel (§300.324(a)(4) (a)(3)(iii), §300.34(a))

Supplementary Aids and Services <small>(Including Extracurricular and Nonacademic Activities)</small>	Initiation Date	End Date	Frequency/ Amount	Location (LRE Setting)
None Needed				
Program Modifications or Supports for School Personnel	Initiation Date	End Date	Frequency/ Amount	Location (LRE Setting)
None Needed				

Participation in Regular Class, Extracurricular, and Nonacademic Activities §300.320(a)(5)

Provide an explanation of the extent, to which the student will not participate with nondisabled children in regular class, extracurricular, and nonacademic activities.

Kyra will participate in all general education classes and will not be pulled out of any class for academic support. She is enrolled in a resource class for math and writing support 60 minutes a day.

Least Restrictive Environment (§300.115(b)(c)(d))

Is this placement as close as possible to the student's home school?

- Yes
- No

Does this IEP require that the student be placed in a school other than one he/she would attend if not for the disability?

- Yes
- No

The potential harmful effects of the student's placement are explained here. *(This is required for all students regardless of placement.)*

Kyra will only miss an elective credit when she is in her resource class 60 minutes a day to receive support in math and writing. The benefit of receiving additional support for math and writing outweigh any negative effects that could occur.

Explain the extent to which the student will not participate with their nondisabled peers based on the placement decision. Explain why this removal is necessary to meet the student's needs. *(If the student is 100% included in the general education environment, then this would not be required. A statement to this effect is sufficient.)*

Due to Kyra's inability to self-regulate within the academic setting, it could impede her progress without the support and services of special education. Due to this, her ability to generalize on her academic performance (group work with peers) and testing in the classroom, her environment is greatly impaired. Her ability to self-soothe and regulate, as well as relate to others around her is a weak area for her and it could cause her to need more time to complete class work.

Extended School Year §300.106

- Eligibility for ESY services:
- Yes
 - No
 - To be determined at a later date to be no later than 45 calendar days before the end of the current school year

This determination was based on the following information. *(Describe the data used to make the determination and whether it was based on critical skill and/or regression recoupment concerns.)*

Kyra is progressing towards her goals and there is not concern of her regressing at this time. ESY is not warranted.

If determined eligible, describe the ESY services to be provided:

Transition Services: IEP Requirements (§300.43, §300.320(b), §300.321(b))

Transition services must begin no later than the IEP to be in effect when the student turns 16 years of age, or younger if determined appropriate by the IEP team. The plan is required to be updated annually. Transition services need to include appropriate measurable postsecondary goals based on age-appropriate transition assessments related to training, education, employment, and where appropriate, independent living skills; the transition services (including courses of study) need to reasonably enable the student to achieve the measurable post secondary skills.

Assessments

Training:

Education:

Employment:

Other:

Age Appropriate Transition Assessment

Information about the student’s strengths, preferences, and interests were provided by:

Student, School Staff

Case Manager - Kyra has a good work ethic and good attendance. With clear and concise directions, she will do well in the working environment. Ida has expressed a desire in the past to work with and care for animals. Currently, she is unsure about a career and will research available careers.

Kyra is 18 and her parent was not present. Ida wants assistance for getting started in her career . She is struggling with identifying a career interest; however, she is researching different jobs. Ida enjoys her construction class.

Measurable Postsecondary Goals

Goal Type(s): Training/Education, Employment, Independent Living

1. Kyra will meet with Vocational Rehabilitation Services before she graduates to develop a career and independent living plan.
2. Kyra will apply to rent an apartment so that she may live independently.
3. Kyra will enroll in Mohave Community College to get her basic requirements for an AA degree.

Statement of Transfer of Rights at the Age of Majority §300.520

Beginning not later than one year before the child reaches the age of majority (age 18 in Arizona), the child and his/her parents were informed of the transfer of rights under Part B of IDEA (except for a child with a disability whose rights remain with a court appointed guardian).

Student Informed: Yes, Date: 1/6/21

Student Signature:

Transition Services Activities

Services and activities should be included in any area that is required to reasonably enable the student to meet his/her measurable postsecondary goals. The team will determine which area(s) need to be addressed, as not all are required.

Activity Area	Transition Activity/Strategy	Person and/or Agency Responsible	Start	End
Education/Training	Career Portfolio	Student		
Community Experience	Community Service Hours 20	Student		
Employment	Power Points/Career Research	Student		
Adult Living	Independent Transportation	Student		
Functional/Vocational	Meet with Vocational Rehabilitation	Student		

Courses of Study

Courses of study that will reasonably enable the student to meet his/her measurable postsecondary goals should be included. There needs to be more than one course that aligns to the student's measurable postsecondary goals. If the alignment is not obvious, additional explanation may be included to clarify. The courses of study should cover the life of the IEP, at a minimum.

	School Year: 2018/2019	School Year: 2019/2020	School Year: 2020/2021	School Year: 2021/2022
Language Arts	English 9	English 10	English 11	English 12
Math	Algebra 1	Geometry	Algebra 2	Financial Algebra or Construction Math
Science	Biology	Earth Science		Physical Science
Social Studies	Geography		US & AZ History	Government/Economics
Health/PE	Freshman Skills	Test Prep	Construction	Art
Elective	Resource	Resource	Resource	Resource
Elective			World History	Algebra 2

Additional Educational Opportunities or Comments/Clarification

Procedural Safeguards

Most recent version of Procedural Safeguards Provided on: