

Arkansas School District Individualized Education Program (IEP)

Name: Marsha Brady **ID#:** 10060 **Date of Birth:** 2/20/10
Age: 11.11 **Grade:** 5 **School/Site:** Central Elementary School

Duration of Services: From: 2/18/22 **To:** 2/17/23 *(excluding summer months and school holidays unless otherwise indicated)*

IEP Type: School Age - No Postsecondary Transition	
Purpose of IEP: Annual IEP	Date Developed: 2/18/22
Most Recent Evaluation Date (Date of most recent EPC or EDR with no testing): 2/20/20	

Parent Rights Under IDEA

- https://arksped.ade.arkansas.gov/rules_regs_08/RevisionstoRulesandRegulationJuly2010/YOUR%20RIGHTS%20UNDER%20THE%20IDEA.pdf
- https://arksped.ade.arkansas.gov/rules_regs_08/RevisionstoRulesandRegulationJuly2010/Spanish/Your%20Rights%20Under%20the%20IDEA%20-%20Spanish.pdf

Parent Rights Provided: Personally Presented

Parent Method of Participation: In person

Parent/guardian input regarding enhancing the education of the child was considered? Yes

Parent/Guardian Input

Parent reported the following concerns: ability to see learning material in the classroom and read small print; skeletal dysplasia continues to affect daily activities and gross motor skills; fine motor skills seem less developed than peers; ability to comprehend in reading and math; writing delays due to fine motor skills and/or visual impairment; lacks confidence which affects study skills; and social/emotional/mental health concerns, possibly due to Dad's recent accident. Parent also reported that Marsha struggles with collecting papers to bring home at the end of the school day.

Translation/Interpretation Needed: No

Parents received Parent Survey: No

Parents provided a copy of the IEP: By Mail

Team Members Excused			
Excusals? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No			
Team Member	Position	Excused member's area of curriculum being discussed?	Parent Agreement to Excusal

Present Level of Academic Achievement and Functional Performance

A statement of the child's present levels of academic achievements and functional performance including:

- Child's strengths and needs (include data used to determine strengths and needs)
 - Consider the academic, developmental, and functional needs resulting from the child's disability, which may require special education, related services, supplementary aids, supports for personnel, or modifications.
- Effect of the child's disability on his/her involvement and progress in the general education curriculum
- Achievement of annual goals, performance in related service areas, and a description of any significant lack of progress.

Marsha is a ten-year-old year old fourth grader who attends Central Elementary School. She is identified as a student with a Specific Learning Disability in Basic Reading and with Visual Impairment. Marsha's learning disability in basic reading may adversely affect her ability to read grade level text independently and fluently. It may take her longer to complete tasks due to poor reading skills. Her visual impairment may have an adverse affect on her progress in academic and community skills. Marsha's access to print will affect her ability to maintain progress when there are only visual stimuli. She will require adaptations of assignments in order to learn the skills necessary to be successful in an educational environment, as well as when interacting with peers and adults. Her visual impairment may affect Marsha's ability to participate in age appropriate activities. Marsha's genetic syndrome increases her risk of retinal detachment, caution will need to be used in activities involving flying objects to prevent blows to the head.

Parent reports Marsha has the following diagnoses: COL 2A1 genetic mutation, myopia, lordosis, and dwarfism. She takes ibuprofen and albuterol as needed. Dr. John Brown is Marsha's pediatrician. Parent reports Dr. Daniel Smith cares for Marsha's orthopedic needs and specializes in health needs associated with dwarfism. This will affect her access to the school environment. She will continue to require environmental adaptations in order to access desks, restroom facilities, water fountains, etc.

Marsha is a bright, happy child who is eager to learn, loves sharing her experiences, and is happy to participate. She is well liked by children and adults in her environment. Classroom teacher reported that Marsha is very creative. Her mother reported that Marsha takes a lot of pride in her accomplishments at school and she has become more confident and verbal in communicating her needs.

A re-evaluation was conducted. The following results were obtained:

Health: Marsha has a diagnosis of COL 2A1 mutation with dwarfism. She has chronic pain, vision impairments, arthritis, and skeletal dysplasia. She takes Ibuprofen as needed for pain and inflammation.

Gross motor: Marsha has difficulty with skipping, balance, biking, and overall coordination due to her dwarfism. She has the functional gross motor skills used to transition and manipulate safely around her academic environment.

Fine motor: This area was not assessed during the re-evaluation. Marsha has adequate fine motor ability.

Vision: Dr. Atkinson, Pediatric Ophthalmologist, reported per office visit, a distance visual acuity of right eye 20/100 and left eye 20/70 with correction. She has a diagnosis of Dwarfism, Myopia (nearsighted), and Regular Astigmatism. She wears glasses. There is a family history of Retinal Detachment. According to parent report, Marsha will have an appointment at the Retinal Institute later this summer to check the health of her retinas. She also has mutation of the COL2A1 gene that can cause Stickler's Syndrome, which is a connective tissue disease with ocular findings that include high myopia, cataracts, and vitreoretinal degeneration.

Obtained during Functional Vision Assessment: Obtained the ESTIMATED near and distance visual acuity results using the LEA symbol Chart.

Near: Both eyes (OU) 20/250*. To complete the acuity test, the chart was held at a standard set distance of 16". Marsha completed the 20/200* with one error by leaning closer (12") to the chart.

Distance: Both eyes (OU) 20/80* To complete the distance acuity test, the chart was set at the standard distance of 10'.

Hearing: Marsha passed hearing screening at 1000, 2000, and 4000 Hz @ 20 dB bilaterally. There are no concerns with Marsha's hearing.

Communication (speech): There are no concerns with Marsha's speech.

Communication (language): There are no concerns with Marsha's language skills.

General intelligence: The Stanford-Binet-Fifth Edition was administered with the following results: Nonverbal IQ - 106; Verbal IQ - 106; Full Scale IQ - 106. Marsha's true cognitive ability is best measured by the Full Scale IQ of 106, which is in the average range.

Adaptive behavior: There are no concerns with Marsha's adaptive behavior.

Academics: The Kaufman Test of Educational Achievement was administered with the following results: Marsha scored standard scores of 76 in Letter & Word Recognition and Word Recognition Fluency. These scores are in the low range. Her score in Reading Comprehension was 84, Silent Word Fluency was 88, and Nonsense Word Decoding was 85. All of these scores were in the below average range. Marsha scored a 94 in Math Concepts & Applications, 90 in Math Computation, and 109 in Written Expression. These scores were in the average range.

Social/emotional: There are no concerns in the area of social/emotional.

Transition: Transition is not applicable at this time due to Marsha's age.

Based on the assessment information, the team concluded Marsha meets the eligibility criteria to be identified with a Specific Learning Disability in Basic Reading and Visual Impairment.

Consideration of Special Factors

IEP Duration: 2/18/22 - 2/17/23 *(excluding summer months and school holidays unless otherwise indicated)*

Indicate whether the IEP team considers each special factor to be relevant to this child.
For relevant factors, explain any services and supports that are needed in the IEP.

Special Factor	Relevant?
Language needs as related to the IEP for a child who is an English Learner	
Instruction in Braille if the child is blind or visually impaired, unless determined inappropriate based on evaluation	
Communication needs, and for the child who is deaf or hard of hearing, the language and communication needs and opportunities for communication and instruction in the child's native language and communication mode	
Assistive technology devices and services	
Positive behavioral interventions and supports and other strategies to address behavior	
Supplementary aids and services, program modifications and accommodations, and/or supports for personnel in general education or other education-related settings	
Are there other factors that need consideration?	

Extended School Year (ESY)

ESY is not necessary.

Participation in Program Options, Nonacademic, and Extracurricular Activities

The district assures that this child will have an equal opportunity to participate in program options, nonacademic and/or extracurricular activities and services offered by the district.

IEP Goals

Annual Goals: provide measurable annual goals, including academic and functional goals to enable the child to be involved in and make progress in the general education curriculum and to meet other educational needs that result from the disability.

Goal #1	Goal Area: Reading During the course of this IEP, Marsha will increase her basic reading skills by using decoding strategies to read instructional level text with 90% accuracy from a baseline of 85% accuracy in 4 out of 5 trials.
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Progress towards the Goal will be measured by:

- Observation Charts

Goal #2	Goal Area: Occupational Therapy During the course of this IEP, Marsha will improve her personal management skills, as evidenced by, completing classroom tasks and remaining in her assigned space from 80% accuracy to 100% accuracy.
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Progress towards the Goal will be measured by:

- Observation Charts

Goal #3	Goal Area: Reading During the course of this IEP, Marsha will increase her reading comprehension skills by reading stories on her instructional level and answering comprehension questions about the stories with 95% accuracy from a baseline of 60% accuracy in 4 out of 5 trials.
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Progress towards the Goal will be measured by:

- Observation Charts
- Data Collection

Services (Schedule of Services)

Special Education Services	Time/Amount	Frequency	Setting	Dates
Direct instruction in Reading	150 Minutes		Special Ed Classroom	2/18/22 - 2/17/23
Direct instruction in Reading	150 Minutes		Special Ed Classroom	2/18/22 - 2/17/23
Occupational Therapy			Regular Classroom	2/18/22 - 2/17/23

Services Summary

Related Services - None Needed

Placement Continuum

Selected Placement Checked Below

Early Childhood

A1	Child attends a regular early childhood program AT LEAST 10 hours per week and receives the majority (at least 50%) of their Special Education and Related Services in the Regular Early Childhood Program.
A2	Child attends a regular early childhood program AT LEAST 10 hours per week and receives the majority of their Special Education and Related Services in some OTHER LOCATION.
B1	Child attends a regular early childhood program LESS THAN 10 hours per week and receives the majority (at least 50%) of their Special Education and Related Services in the Regular Early Childhood Program.
B2	Child attends a regular early childhood program LESS THAN 10 hours per week and receives the majority (at least 50%) of their Special Education and Related Services in some OTHER LOCATION.
SP	Child attends a special education program in a class with a majority (at least 50%) of children with disabilities.
SS	Child receives education programs in a public or private day school designated for children with disabilities.
RS	Child receives education program in a publicly or privately operated residential school or medical facility on an inpatient basis.
HM	Child receives the majority of the special education and related services in the principal residence of the child's family or caregiver.
IO	Child receives the majority of special education and related services in a service provider location or some other location not in any other category.

K-12

RG	Regular Class with Indirect Service
✓ RG	Regular Class 80% or more [IEP Dates: (2/18/2022 - 2/17/2023)]
RR	Regular Class 40% to 79%
SC	Regular class less than 40%
1	School-Based Day Treatment
2	Special Day School
3	Residential School
4	Hospital Program
5	Homebound Instruction

Amount of time IN general education setting

IEP Dates (2/18/22 - 8/21/22): 80 % of time per week.

IEP Dates (8/22/22 - 2/17/23): 80 % of time per week.

Least Restrictive Environment Considerations

Extent of Participation in General Education

For K-12: The general education environment includes all academic instruction as well as meals, recess, assemblies, field trips, etc. Will this child participate 100% of the time with non-disabled peers in the general education environment? No

Indicate the reasons why the IEP team determined that provision of services in the general education setting was not appropriate for the child.

- The child's acquisition of academic/developmental skills cannot be addressed through modification/adaptation of the general curriculum.
- Small group instruction is necessary for the child to acquire skills specified in the IEP.

Is the placement in the school the child would normally attend if nondisabled? Yes

Assessment Decision

IEP Duration: 2/18/22 - 2/17/23 *(excluding summer months and school holidays unless otherwise indicated)*

1. Can the child participate in regular statewide and districtwide required assessments?

Yes

A. List accommodations needed consistent with IEP and general test administration guidelines.

Large Print, Extended Time, Small group setting, Calculator, Magnification

Team Participant Signatures

Name	Position	Signature
	Assessment Personnel	
	Other Agency Personnel	
Mike and Carol Brady	Parent	
	Public Agency Representative	
	Special Education Representative	
Jennifer Cantrell	Special Education Teacher	