

School District Identifying Information

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Student Name: William X Date of Birth: 12/21/2004 Local ID #: 123456	Disability Classification: Other Health Impairment (ADD)
PROJECTED DATE IEP IS TO BE IMPLEMENTED: 06/01/2018	PROJECTED DATE OF ANNUAL REVIEW: 05/01/2019

PRESENT LEVELS OF PERFORMANCE AND INDIVIDUAL NEEDS

DOCUMENTATION OF STUDENT'S CURRENT PERFORMANCE AND ACADEMIC, DEVELOPMENTAL AND FUNCTIONAL NEEDS

EVALUATION RESULTS (INCLUDING FOR SCHOOL-AGE STUDENTS, PERFORMANCE ON STATE AND DISTRICT-WIDE ASSESSMENTS)

Assessments completed May 2018

Wechsler Intelligence Scale for Children, Fifth Edition (WISC-V):

Full Scale IQ (FSIQ): 81, 10th percentile, *Low Average*

Verbal Comprehension (VCI): 95, 37th percentile, *Average*

Visual Spatial (VSI): 78, 7th percentile, *Very Low*

Fluid Reasoning (FRI): 85, 16th percentile, *Low Average*

Working Memory (WMI): 88, 21st percentile, *Low Average*

Processing Speed (PSI): 77, 6th percentile, *Very Low*

Woodcock-Johnson IV (WJ-IV):

Reading: 90, 26th percentile, *Average*

Written Language: 92, 30th percentile, *Average*

Mathematics: 78, 7th percentile, *Low*

Beery Visual Motor Integration; Motor Coordination, & Visual-Perception subtests:

Visual-Motor Integration (VMI): 68, 2nd percentile, *Very Low*

Visual Perception: 85, 16th percentile, *Below Average*

Motor Coordination: 46, < 1st percentile, *Very Low*

Test of Handwriting Skills- Revised:

Overall Score: 90, 25th percentile, *Average*

ACADEMIC ACHIEVEMENT, FUNCTIONAL PERFORMANCE AND LEARNING CHARACTERISTICS

LEVELS OF KNOWLEDGE AND DEVELOPMENT IN SUBJECT AND SKILL AREAS INCLUDING ACTIVITIES OF DAILY LIVING, LEVEL OF INTELLECTUAL FUNCTIONING, ADAPTIVE BEHAVIOR, EXPECTED RATE OF PROGRESS IN ACQUIRING SKILLS AND INFORMATION, AND LEARNING STYLE:

Reading:

- Williams results on the WISC-V show verbal comprehension as an area of strength
- He is able to self correct when reading and utilizes a phonetic approach to sound out unfamiliar words
- Reading comprehension is an area of slight difficulty, William slows down and tries to use context clues to aid in comprehension however struggles with answering comprehension questions that require critical thinking and abstract reasoning. William also struggles with understanding the bigger picture and connecting ideas.

Writing:

- Results from the Beery Visual Motor Integration Assessment indicate handwriting as an area of great difficulty
 - Poor fine motor skills and difficulties with hand-eye coordination impact legibility and writing speed
 - William has poor handwriting that becomes increasingly illegible as more effort is needed
- At times, William is able to self correct his writing errors.
- Results from the WJ-IV indicate that spelling is an area of slight difficulty. William tends to incorrectly spell words with silent letters

Math:

- Math is a general area of academic difficulty and weakness for William
- He is able to correctly calculate problems involving addition and subtraction both with and without regrouping and addition problems with decimals
- He is able to complete applied problems consisting of one step addition and subtraction problems , problems involving counting money and calculating change
- He is able to multiply single digit multipliers
- Has difficulty multiplying double digit multipliers
- Has difficulty with long division
- Has difficulties with simplifying fractions
- Has difficulties understanding the order of operations
- Has difficulties with problems involving negative numbers
- Difficulties with applied problems requiring multistep multiplication or division
- Difficulties with applied problems determining elapsed time and future time passing
- Difficulties with questions including probability and percentages
- Uses his fingers to count when completing problems which impacts his math fluency

Classroom Behaviour:

- William is generally quiet in the classroom and listens to peers and teachers as they present or instruct
- He is a responsible student
- He may become distracted or discouraged when faced with difficult tasks
- William has very low classroom participation

Learning Style:

- Results from the WISC-V show that William has great difficulties with visual spatial reasoning and slow visual processing speed, his verbal comprehension on the other hand is an area of strength. Therefore William is an auditory learner.

STUDENT STRENGTHS, PREFERENCES, INTERESTS:

Strengths:

- William hands in his homework on time
- He is respectful
- William is able to comprehend verbal information well

Preferences:

- William indicated a preference to type written work rather than handwriting, stating that he and others can understand what he write.

Interests:

- William enjoys playing video games
- He enjoys playing sports, especially tennis and baseball

ACADEMIC, DEVELOPMENTAL AND FUNCTIONAL NEEDS OF THE STUDENT, INCLUDING CONSIDERATION OF STUDENT NEEDS THAT ARE OF CONCERN TO THE PARENT:

- William needs additional support in math and fine motor skills
- William needs support in increasing his classroom participation and engagement
- Parent reported concerns on the Connors Assessment regarding learning problems, specifically in the areas of undersadning the bigger picture and difficulties understanding concepts in arithmetic.

SOCIAL DEVELOPMENT

THE DEGREE (EXTENT) AND QUALITY OF THE STUDENT'S RELATIONSHIPS WITH PEERS AND ADULTS; FEELINGS ABOUT SELF; AND SOCIAL ADJUSTMENT TO SCHOOL AND COMMUNITY ENVIRONMENTS:

- William has good relationships both with his peers and adults
- William has poor self esteem and may become discouraged when it comes to his academic weaknesses

STUDENT STRENGTHS:

- William's teachers report a good personality
- William is friendly and cooperative

SOCIAL DEVELOPMENT NEEDS OF THE STUDENT, INCLUDING CONSIDERATION OF STUDENT NEEDS THAT ARE OF CONCERN TO THE PARENT:

- William reported that he does not like to participate in class because he does not want to appear like he does not know the material, William will need support in developing his self esteem
- Parents reported during parent interview that William does not have confidence in his academics. She shared that William gives up, procrastinates and struggles with group projects

PHYSICAL DEVELOPMENT

THE DEGREE (EXTENT) AND QUALITY OF THE STUDENT'S MOTOR AND SENSORY DEVELOPMENT, HEALTH, VITALITY AND PHYSICAL SKILLS OR LIMITATIONS WHICH PERTAIN TO THE LEARNING PROCESS:

- William has poor fine motor skills which impact his ability to complete tasks at the same pace as his peers
- William has seasonal allergies, parents report no medication taken at this time (contact parents during the season to receive an update on medications and note any medications that may cause drowsiness and impact academic functioning.

STUDENT STRENGTHS:

William enjoys playing sports and is able to take part in all physical education classrooms

PHYSICAL DEVELOPMENT NEEDS OF THE STUDENT, INCLUDING CONSIDERATION OF STUDENT NEEDS THAT ARE OF CONCERN TO THE PARENT:

William needs assistance to work on his fine motor skills and visual perception skills. He will benefit from continuing with support from the occupational therapist.

MANAGEMENT NEEDS

THE NATURE (TYPE) AND DEGREE (EXTENT) TO WHICH ENVIRONMENTAL AND HUMAN OR MATERIAL RESOURCES ARE NEEDED TO ADDRESS NEEDS IDENTIFIED ABOVE:

- William will need to have information presented to him verbally, when information is presented visually it must be supplemented verbally.
- William need prompting to complete his work, when faced with challenging tasks William needs encouragement and redirection.
- Due to his visual processing speed and poor fine motor skills (specifically in relation to hand-eye coordination), William will need to be given extra time (time and a half) to complete assignments and assessments.
- William will benefit from interventions aimed at analyzing and synthesizing visual information to improve his visual spatial abilities. He should be given opportunities to construct models or dioramas, create maps, build 3d structures and puzzles and be given access to a variety of digital games that may help.
- William self reported feeling more confident and preferring typing any written assignments. William was also trialled on use of assistive technology and was assessed using the DeCoste Writing Protocol, in which benefits were evident for the use of assistive technology in the form of a laptop.
 - William will need to have the technology available to him and be allowed to type any written assignments
 - William will also benefit from practicing his keyboarding skills to use appropriate technique and increase his current typing speed of 20 words per minute self composed text/ 92 characters per minute on dictated sentences (results from the DeCoste writing protocol)
- Results from the Protocol for Accommodations in reading (PAR) suggest potential benefits for the use of a text reader to support William in accessing visual information in auditory form.

EFFECT OF STUDENT NEEDS ON INVOLVEMENT AND PROGRESS IN THE GENERAL EDUCATION CURRICULUM OR, FOR A PRESCHOOL STUDENT, EFFECT OF STUDENT NEEDS ON PARTICIPATION IN APPROPRIATE ACTIVITIES

Results from the Beery Visual Motor Integration assessment indicate poor hand eye coordination and poor visual perception, this impacts Williams handwriting and processing speed causing him to complete tasks at a slower pace than his peers. William will need extra time and support to keep up with his peers and the general education curriculum, especially in the area of math.

STUDENT NEEDS RELATING TO SPECIAL FACTORS

BASED ON THE IDENTIFICATION OF THE STUDENT'S NEEDS, THE COMMITTEE MUST CONSIDER WHETHER THE STUDENT NEEDS A PARTICULAR DEVICE OR SERVICE TO ADDRESS THE SPECIAL FACTORS AS INDICATED BELOW, AND IF SO, THE APPROPRIATE SECTION OF THE IEP MUST IDENTIFY THE PARTICULAR DEVICE OR SERVICE(S) NEEDED.

Does the student need strategies, including positive behavioral interventions, supports and other strategies to address behaviors that impede the student's learning or that of others? Yes **No**

Does the student need a behavioral intervention plan? **No** Yes:

For a student with limited English proficiency, does he/she need a special education service to address his/her language needs as they relate to the IEP?

Yes No **Not Applicable**

For a student who is blind or visually impaired, does he/she need instruction in Braille and the use of Braille? Yes No **Not Applicable**

Does the student need a particular device or service to address his/her communication needs? Yes **No**

In the case of a student who is deaf or hard of hearing, does the student need a particular device or service in consideration of the student's language and communication needs, opportunities for direct communications with peers and professional personnel in the student's language and communication mode, academic level, and full range of needs, including opportunities for direct instruction in the student's language and communication mode?

Yes No **Not Applicable**

Does the student need an assistive technology device and/or service? **Yes** No

If yes, does the Committee recommend that the device(s) be used in the student's home? **Yes** No

Text reader and laptop devices recommended for use in the home to help William complete homework assignments and study.

BEGINNING NOT LATER THAN THE FIRST IEP TO BE IN EFFECT WHEN THE STUDENT IS AGE 15 (AND AT A YOUNGER AGE IF DETERMINED APPROPRIATE)

MEASURABLE POSTSECONDARY GOALS

LONG-TERM GOALS FOR LIVING, WORKING AND LEARNING AS AN ADULT

Education/Training: **Not Applicable**

EMPLOYMENT: **Not Applicable**

INDEPENDENT LIVING SKILLS (WHEN APPROPRIATE): **Not Applicable**

TRANSITION NEEDS

In consideration of present levels of performance, transition service needs of the student that focus on the student's courses of study, taking into account the student's strengths, preferences and interests as they relate to transition from school to post-school activities:

Not Applicable

MEASURABLE ANNUAL GOALS

THE FOLLOWING GOALS ARE RECOMMENDED TO ENABLE THE STUDENT TO BE INVOLVED IN AND PROGRESS IN THE GENERAL EDUCATION CURRICULUM, ADDRESS OTHER EDUCATIONAL NEEDS THAT RESULT FROM THE STUDENT'S DISABILITY, AND PREPARE THE STUDENT TO MEET HIS/HER POSTSECONDARY GOALS.

ANNUAL GOALS WHAT THE STUDENT WILL BE EXPECTED TO ACHIEVE BY THE END OF THE YEAR IN WHICH THE IEP IS IN EFFECT	CRITERIA MEASURE TO DETERMINE IF GOAL HAS BEEN ACHIEVED	METHOD HOW PROGRESS WILL BE MEASURED	SCHEDULE WHEN PROGRESS WILL BE MEASURED
ELA: When given a teacher compiled list of 50 irregular spelling words, William will correctly spell the words with 96% accuracy.	96% accuracy (48/50 words spelled correctly)	Correction of spelling probes/ assessment	Once a month

<u>ELA:</u> After completing a unit on a single topic, William will accurately identify three ideas, concepts or events found in 2 or more grade level texts used throughout the unit by writing a six-sentence paragraph about the ideas, concepts, or events and including the text title.	Accurately identifying idea, concept or event and correctly naming the source text.	Teacher correction of student writing	At the end of each unit (once every 6 weeks)
<u>ELA:</u> When given a grade-level poem, William will read and analyze the poem by identifying the author's message, stating how the poem made him feel and one thing the poem made him think about by writing a short paragraph of 5 or more sentences.	Paragraph is a minimum of 5 sentences, accurate identification of author's message, includes at least one emotion and one thing the poem made him think about.	Teacher correction of student writing	Once a month
<u>ELA:</u> When given a grade-level text, William will read the text, accurately identify the climax and at least one conflict in the text and describe what he would do to resolve the conflict if he were a character in the text by verbally discussing it with the teacher.	Correctly identifies the climax, one conflict and provides one possible solution to resolve the conflict	Teacher observation	Once a month
<u>Math:</u> When given 20 two-digit by two-digit multiplication problems, William will correctly solve the problems using the standard algorithm with 85% accuracy.	85% accuracy (17/20 problems solved correctly)	Teacher record and correction of student work	Every two weeks
<u>Math:</u> When given an applied problem requiring a multistep solution involving multiplication or division, William will accurately solve the problem using the standard algorithm on 3 out of 5 consecutive trials.	Correctly solving the problem on 3 out of 5 consecutive trials	Teacher record and correction of student work	Every two weeks
<u>Math</u> When given 15 math problems requiring applying knowledge of the order of operations and given a visual representation of BE*DMAS (Exponents will be excluded on the visual representation), William will correctly solve the problems with 80% accuracy.	80 % accuracy (12/15 problems solved correctly)	Teacher record and correction of student work	Every two weeks
<u>Math:</u> When given a worksheet of 20 division problems of up to two-digit dividends and divisors resulting in a quotient without decimals/remainders, William will accurately solve 75% of the problems.	75 % accuracy (15/20 problems solved correctly)	Teacher record and correction of student work	Every two weeks

<u>Other Skills</u> William will correctly use the touch typing method to type simple sentences dictated to him by the teacher using a word processor with speed tracking capabilities increasing his speed from 92 characters per minute to 115 characters per minute.	Accurately typing dictated sentences at a speed of 115 characters per minute and correctly using touch typing method	Teacher record and software speed tracking feature	Monthly
<u>Classroom behaviour</u> William will participate in classroom discussions or responding to questions posed by the teacher by raising his hand or using a pre-agreed upon signal for the teacher to call on him a minimum of 7 times a week.	Participate in classroom discussions or solving questions/problems a minimum of 7 times per week	Teacher observation and frequency record	Daily

REPORTING PROGRESS TO PARENTS

Identify when periodic reports on the student's progress toward meeting the annual goals will be provided to the student's parents:
Progress will be reported to parents 3 time per year when semester report cards are distributed to all students.

ALTERNATE SECTION FOR STUDENTS WHOSE IEPs WILL INCLUDE SHORT-TERM INSTRUCTIONAL OBJECTIVES AND/OR BENCHMARKS
(REQUIRED FOR PRESCHOOL STUDENTS AND FOR SCHOOL-AGE STUDENTS WHO MEET ELIGIBILITY CRITERIA TO TAKE THE NEW YORK STATE ALTERNATE ASSESSMENT)

MEASURABLE ANNUAL GOALS

THE FOLLOWING GOALS ARE RECOMMENDED TO ENABLE THE STUDENT TO BE INVOLVED IN AND PROGRESS IN THE GENERAL EDUCATION CURRICULUM OR, FOR A PRESCHOOL CHILD, IN APPROPRIATE ACTIVITIES, ADDRESS OTHER EDUCATIONAL NEEDS THAT RESULT FROM THE STUDENT'S DISABILITY, AND, FOR A SCHOOL-AGE STUDENT, PREPARE THE STUDENT TO MEET HIS/HER POSTSECONDARY GOALS.

ANNUAL GOAL WHAT THE STUDENT WILL BE EXPECTED TO ACHIEVE BY THE END OF THE YEAR IN WHICH THE IEP IS IN EFFECT	CRITERIA MEASURE TO DETERMINE IF GOAL HAS BEEN ACHIEVED	METHOD HOW PROGRESS WILL BE MEASURED	SCHEDULE WHEN PROGRESS WILL BE MEASURED
<i>Not Applicable</i>	<i>Not Applicable</i>	<i>Not Applicable</i>	<i>Not Applicable</i>

SHORT-TERM INSTRUCTIONAL OBJECTIVES AND/OR BENCHMARKS (INTERMEDIATE STEPS BETWEEN THE STUDENT'S PRESENT LEVEL OF PERFORMANCE AND THE MEASURABLE ANNUAL GOAL):

Not Applicable

ANNUAL GOAL	CRITERIA	METHOD	SCHEDULE
<i>Not Applicable</i>	<i>Not Applicable</i>	<i>Not Applicable</i>	<i>Not Applicable</i>

SHORT-TERM INSTRUCTIONAL OBJECTIVES AND/OR BENCHMARKS (INTERMEDIATE STEPS BETWEEN THE STUDENT'S PRESENT LEVEL OF PERFORMANCE AND THE MEASURABLE ANNUAL GOAL):

Not Applicable

ANNUAL GOAL	CRITERIA	METHOD	SCHEDULE
<i>Not Applicable</i>	<i>Not Applicable</i>	<i>Not Applicable</i>	<i>Not Applicable</i>

SHORT-TERM INSTRUCTIONAL OBJECTIVES AND/OR BENCHMARKS (INTERMEDIATE STEPS BETWEEN THE STUDENT'S PRESENT LEVEL OF PERFORMANCE AND THE MEASURABLE ANNUAL GOAL):

Not Applicable

(DUPLICATE TABLE/ROWS AS NEEDED)

REPORTING PROGRESS TO PARENTS

Identify when periodic reports on the student's progress toward meeting the annual goals will be provided to the student's parents: *Not Applicable*

RECOMMENDED SPECIAL EDUCATION PROGRAMS AND SERVICES

SPECIAL EDUCATION PROGRAM/SERVICES	SERVICE DELIVERY RECOMMENDATIONS*	FREQUENCY HOW OFTEN PROVIDED	DURATION LENGTH OF SESSION	LOCATION WHERE SERVICE WILL BE PROVIDED	PROJECTED BEGINNING/ SERVICE DATE(S)
SPECIAL EDUCATION PROGRAM:					
RELATED SERVICES:					
Resource Room services to support William Math	Small group (1 teacher and 4 students)	5 times per week	45 minutes	Resource Room	06/01/2018
Occupational Therapy to work on fine motor skills	Individual Service	2 times per week	30 minutes	Therapy room	06/01/2018
SUPPLEMENTARY AIDS AND SERVICES/PROGRAM MODIFICATIONS/ACCOMMODATIONS:					

Time and a half to complete assignments and assessments	Individual Accommodation	On going	On going	All locations which require completion of assignments and assessments	06/01/2018
Written questions and instructions read aloud by a teacher or through technology via a text reader	Individual Accommodation	On going	On going	All locations which require completion of assignments and assessments with instructions and information presented only visually	06/01/2018
Permission to type instead of handwrite	Individual Accommodation	On going	On going	All locations which require completion of assignments and assessments requiring written responses longer than 1 sentence.	06/01/2018
ASSISTIVE TECHNOLOGY DEVICES AND/OR SERVICES:					
Provision of a laptop to type written assignments and assessments	Individual Accommodation	On going	On going	All locations which require completion of assignments and assessments requiring written responses longer than 1 sentence.	06/01/2018
AT Assessment to identify appropriate text reader	Individual Service	One time service	One time service	In the classroom or teachers office	06/05/2018
Provision of appropriate text reader	Individual Evaluation/ Accommodation	On going	On going	All locations which require completion of assignments and assessments with instructions and information presented only visually	06/20/2018
SUPPORTS FOR SCHOOL PERSONNEL ON BEHALF OF THE STUDENT:					
Consultation with OT to learn how to continue supporting William in the classroom		Once every two months	30 minutes	Therapy room/ classroom	06/20/2018
* Identify, if applicable, class size (maximum student-to-staff ratio), language if other than English, group or individual services, direct and/or indirect consultant teacher services or other service delivery recommendations.					

12-MONTH SERVICE AND/OR PROGRAM – Student is eligible to receive special education services and/or program during July/August: No Yes

If yes:
 Student will receive the same special education program/services as recommended above.
 OR
 Student will receive the following special education program/services:

SPECIAL EDUCATION PROGRAM/SERVICES	SERVICE DELIVERY RECOMMENDATIONS	FREQUENCY	DURATION	LOCATION	PROJECTED BEGINNING/ SERVICE DATE(S)
<i>Not Applicable</i>	<i>Not Applicable</i>	<i>Not Applicable</i>	<i>Not Applicable</i>	<i>Not Applicable</i>	<i>Not Applicable</i>

Name of school/agency provider of services during July and August:
 For a preschool student, reason(s) the child requires services during July and August:

TESTING ACCOMMODATIONS (TO BE COMPLETED FOR PRESCHOOL CHILDREN ONLY IF THERE IS AN ASSESSMENT PROGRAM FOR NONDISABLED PRESCHOOL CHILDREN):
 INDIVIDUAL TESTING ACCOMMODATIONS, SPECIFIC TO THE STUDENT’S DISABILITY AND NEEDS, TO BE USED CONSISTENTLY BY THE STUDENT IN THE RECOMMENDED EDUCATIONAL PROGRAM AND IN THE ADMINISTRATION OF DISTRICT-WIDE ASSESSMENTS OF STUDENT ACHIEVEMENT AND, IN ACCORDANCE WITH DEPARTMENT POLICY, STATE ASSESSMENTS OF STUDENT ACHIEVEMENT

TESTING ACCOMMODATION	CONDITIONS*	IMPLEMENTATION RECOMMENDATIONS**
Extra Time	All Assessments	Time and a half
Questions and Instructions read aloud	Any assessment where instructions and questions are provided in only visual form	Read aloud by teacher in a separate testing room to avoid distracting peers / read aloud via text reader in same exam room with the use of earphones
Typing answers to questions	Any assessment that requires responding in written form with answers longer than 1 sentence	Use of desktop computer in a separate testing room

<p>*Conditions – Test Characteristics: Describe the type, length, purpose of the test upon which the use of testing accommodations is conditioned, if applicable.</p> <p>**Implementation Recommendations: Identify the amount of extended time, type of setting, etc., specific to the testing accommodations, if applicable.</p>		

COORDINATED SET OF TRANSITION ACTIVITIES		
NEEDED ACTIVITIES TO FACILITATE THE STUDENT'S MOVEMENT FROM SCHOOL TO POST-SCHOOL ACTIVITIES	SERVICE/ ACTIVITY	SCHOOL DISTRICT/ AGENCY RESPONSIBLE
Instruction	<i>Not Applicable</i>	<i>Not Applicable</i>
Related Services	<i>Not Applicable</i>	<i>Not Applicable</i>
Community Experiences	<i>Not Applicable</i>	<i>Not Applicable</i>
Development of Employment and Other Post-school Adult Living Objectives	<i>Not Applicable</i>	<i>Not Applicable</i>
Acquisition of Daily Living Skills (if applicable)	<i>Not Applicable</i>	<i>Not Applicable</i>
Functional Vocational Assessment (if applicable)	<i>Not Applicable</i>	<i>Not Applicable</i>

PARTICIPATION IN STATE AND DISTRICT-WIDE ASSESSMENTS
(TO BE COMPLETED FOR PRESCHOOL STUDENTS ONLY IF THERE IS AN ASSESSMENT PROGRAM FOR NONDISABLED PRESCHOOL STUDENTS)
<p><u>The student will participate in the same State and district-wide assessments of student achievement that are administered to general education students.</u></p> <p>The student will participate in an alternate assessment on a particular State or district-wide assessment of student achievement. Identify the alternate assessment: Statement of why the student cannot participate in the regular assessment and why the particular alternate assessment selected is appropriate for the student:</p>

PARTICIPATION WITH STUDENTS WITHOUT DISABILITIES
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REMOVAL FROM THE GENERAL EDUCATION ENVIRONMENT OCCURS ONLY WHEN THE NATURE OR SEVERITY OF THE DISABILITY IS SUCH THAT, EVEN WITH THE USE OF SUPPLEMENTARY AIDS AND SERVICES, EDUCATION CANNOT BE SATISFACTORILY ACHIEVED.

FOR THE PRESCHOOL STUDENT:

Explain the extent, if any, to which the student will not participate in appropriate activities with age-appropriate nondisabled peers (e.g., percent of the school day and/or specify particular activities):

FOR THE SCHOOL-AGE STUDENT:

Explain the extent, if any, to which the student will not participate in regular class, extracurricular and other nonacademic activities (e.g., percent of the school day and/or specify particular activities):

William will spend 45 minutes of each school day in the resource room where he will be pulled out of the regular class to receive instruction in math , he will also spend 1 hour a week pulled out from the classroom to receive OT services to work on his fine motor skills and visual processing skills.

If the student is not participating in a regular physical education program, identify the extent to which the student will participate in specially-designed instruction in physical education, including adapted physical education:

William will be participating in regular physical education

EXEMPTION FROM LANGUAGE OTHER THAN ENGLISH DIPLOMA REQUIREMENT: **No** Yes - The Committee has determined that the student's disability adversely affects his/her ability to learn a language and recommends the student be exempt from the language other than English requirement.

SPECIAL TRANSPORTATION

TRANSPORTATION RECOMMENDATION TO ADDRESS NEEDS OF THE STUDENT RELATING TO HIS/HER DISABILITY

None.

Student needs special transportation accommodations/services as follows:

Student needs transportation to and from special classes or programs at another site:

PLACEMENT RECOMMENDATION

General Education Classroom with pullout services to the resource room and for receiving OT services.