

# Special Services Building Report

For: May, 2021

## Board Meeting

Submitted by: Maureen Stott,  
Director of Special Services

### Special Education Activities

- In coordination with K/W- Vina, planning for a comprehensive Child Find is under way. The purpose of the yearly Child Find is to identify preschool aged children that have disabilities, and are eligible to receive services through the district under IDEA preschool regulations. Head Start will coordinate with the district to provide screenings for academic concepts, motor skills and speech development. This year we are going to attempt to add a few new components to our Child Find, hearing and dental screenings and safety elements such as identification cards for all children age 3-6.
- Plans for Extended School Year are moving forward. ESY will take place M-Th, July 19- august 6<sup>th</sup>. Parents and guardians will be notified by mail the detailed plans and schedules within the next couple of weeks.
- Throughout the year, I have shared each step it takes to identify a learner as a student with a disability. I shared each of the criteria for qualifying, the referral process, the evaluation process and culminating Evaluation Meeting that sums up all the data gathered to qualify, or not qualify if there is not enough evidence of a disability. As the year comes to an end, I will wrap up the series with the last step in the process, the Individual Education Plan. It has been a pleasure and honor sharing with you how things work over in the Special Services Department!

The final step in identifying a learner as a student with a disability and providing services is to complete an Individual Education Plan, or IEP. The IEP is revisited and updated annually. The plan needs to be completed prior to the annual date that the document was written the previous year. When this does not occur, the document is out of compliance with the rules and regulations that are set forth by the Montana Office Of Public Instruction. If the document is an initial IEP, or the first one a student has had after the student was assessed and an Evaluation Report Meeting was conducted, the assigned case manager has 30 days to write, meet and implement the IEP in order to stay in compliance with state regulations. Each IEP takes 2- 3 hours to write, and the more areas of services in the document, the longer it takes to coordinate with other service providers and get it completed. It is truly a team effort! Below is an example of an IEP using a fictitious student.

Office of Public Instruction PO Box 202501 Helena, MT 59620-2501	<b>Individualized Education Program</b>
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STUDENT INFORMATION						
Student's Name: Qwert Yuiop	Initials: QY	Birth Date: 12/13/2010	Age: 10	Gender: F	Meeting Date: 05/04/2021	Grade:
District / School: Browning Public Schools /	Last Re-Evaluation: 03/22/2021					
IEP Manager and Phone Number: ,						
Federal Designation: Race(s):	1 : Hispanic/Latino		Disability Category: Multiple Disabilities, Learning Disability, Speech-Language Impairment			

**GUARDIAN INFORMATION**

**STRENGTHS, EDUCATIONAL CONCERNS AND PREFERENCES/INTERESTS**

**Strengths, Preferences and Interests - Student's Perspective:**

Qwert has a passion for reading it is her favorite subject in school. She likes to read the boxcar kids series and many more. Qwert says she is good at spelling. She's active by going outside to play basketball. Qwert also gives a hand around the house by doing dishes and sweeping. When she grows up Qwert wants to be a teacher when she grows up.

**Student Strengths**

Parents:

Very friendly, kind, and she cares for animals. Over motherly at times. Very great big sister and is helpful at home. Tries very hard in school.

School Staff:

Qwert's strongest strength in class is her reading. She is a very engaged student on our online meetings. Qwert is uncomfortable reading aloud for our class. I can see Qwert is prepared for class each day and ready to learn.

**Educational Concerns**

Parents:

Qwert struggles with communicating with others because of her speech. Qwert also has extreme difficulty understanding basic math concepts and communicating that she doesn't understand to the teacher.

School Staff:

That Qwert is given opportunity to work on math skills at her level and that an intervention be put into place to help develop stronger speech skills.

**CONSIDERATION OF SPECIAL FACTORS**

	Yes	No
Does the student's behavior impede his/her learning or that of others?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Does the student have communication needs?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Does the student require assistive technology devices or services?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Has the student been determined to be an "English Learner"?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<b><u>Any item above checked "Yes" must be addressed in the IEP</u></b>		
For a student with blindness or visual impairment	<input checked="" type="checkbox"/>	N/A

**PRESENT LEVELS OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE AND MEASURABLE ANNUAL GOALS**

Special Education/Related Service Area:	Math
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Student Name: Yuiop, Qwert

IEP Date: 05/04/2021

### PRESENT LEVELS OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE AND MEASURABLE ANNUAL GOALS

#### Present Level of Academic Achievement and Functional Performance:

Describe the academic, developmental and functional strengths and needs of the student and how the disability affects involvement and progress in the regular curriculum or, for preschool children, involvement in appropriate activities. Test scores alone are insufficient.

At this present time Qwert's is at approximately a 2.0 level in math. Beginning of winter quarter, Qwert's Aimsweb testing score was an 81 which is significantly below average and shows that Qwert is working at approximately a 2nd

grade level in math. Qwert can do single digit addition with 20% accuracy. She is able to do single digit subtraction at about 15% accuracy.

Qwert is unable to tell time on a digital or an analog clock. Qwert is able to identify coins at 75% accuracy, but is unable to count money.

5th graders are able to interpret and compute quotients of fractions and solve word problems involving division, multiplication, addition and subtraction.

Qwert is a student that has a significant deficiency in mathematics, and is functioning well below a level of her peers.

Qwert is a student that would benefit from the continued support of special education with accommodations, modifications, and materials presented at her learning level.

#### Measurable Annual Goal:

Describe academic and functional goals to meet the student's identified needs and enable the student to be involved in and make progress in the regular education curriculum. Clearly specify the desired level of achievement.

By this time next year, Qwert will be able to compute addition problems through 10 with 70% proficiency in 4/5 attempts as measured by daily work, quizzes, tests and teacher observation.

Mark here if the Measurable Annual Goal will be part of an Extended School Year service:

#### Measurable Annual Goal:

By this time next year, Qwert will be able to complete simple subtraction problems through, 10 with 70% proficiency in 4/5 attempts as measured by daily work, quizzes, tests, and teacher observation.

Mark here if the Measurable Annual Goal will be part of an Extended School Year service:

#### Measurable Annual Goal:

By this time next year, Qwert will be able to identify and count money (coins and bills) with 80% proficiency in 4/5 attempts as measured by daily work, quizzes, tests, and teacher observation.

Mark here if the Measurable Annual Goal will be part of an Extended School Year service:

Special Education/Related Service Area: Speech/Language

#### Present Level of Academic Achievement and Functional Performance:

Describe the academic, developmental and functional strengths and needs of the student and how the disability affects involvement and progress in the regular curriculum or, for preschool children, involvement in appropriate activities. Test scores alone are insufficient.

In a typical school environment, Qwert actively participates in group speech therapy. She transitioned to individual teletherapy when school closed due to the COVID-19 pandemic without incident.

As measured in the therapeutic environment, Qwert can produce vocalic /r/ in all word positions at the word level of speech at 50% accuracy. Her accuracy at the conversational level of speech is 25%.

Qwert continues to qualify for and will likely benefit from speech therapy each week where she will continue to work toward increasing her ability to properly articulate age appropriate sounds.

#### Measurable Annual Goal:

Describe academic and functional goals to meet the student's identified needs and enable the student to be involved in and make progress in the regular education curriculum. Clearly specify the desired level of achievement.

Qwert will produce the vocalic /r/ (ire, ear, er, or, ar, and ir), /r/ and /r/ blends, and /th/ phonemes (voiced and voiceless) in all word positions at all levels of speech with no cueing and at least 80% accuracy per target as measured by SLP/SLPA data collection and maintained over a period of 3-5 weeks.

Mark here if the Measurable Annual Goal will be part of an Extended School Year service:

Student Name: Yuiop, Qwert IEP Date: 05/04/2021

**PROGRESS REPORT FREQUENCY**

When will progress reports on the measurable annual goal(s) be provided to the parents?

quarterly       semester       other:

SPECIAL EDUCATION SERVICES			
Special Education or Related Service Area	Education Setting	Total Minutes per week	Dates of service
Math	Special Education Setting	350.0	05/05/2021 - 05/04/2022
Speech/Language	Special Education Setting	40.0	05/05/2021 - 05/04/2022
<b>Total Minutes: 390</b>			

**LEAST RESTRICTIVE ENVIRONMENT**

A student with a disability shall not be removed from education in age-appropriate regular classrooms solely because of needed modifications in the regular education curriculum.

The educational placement is based on the student's IEP.  YES     NO

The educational placement is as close as possible to the student's home.  YES     NO

The educational placement is in the school that the student would attend if he or she did not have a disability.  YES     NO

The IEP team considered any potential harmful effect of the educational placement on the student or on the quality of needed services.  YES     NO

If "No" is checked, explain why.

If the student's school day or week is shorter or longer than peers without disabilities, explain why.

Qwert releases 10 minutes early each day to ride the SpEd bus which departs earlier than the other district busses.

STATEWIDE ASSESSMENTS			
Assessment	Content Area	Reason for Support/Accommodation	Support/Accommodation
ACCESS for ELLs	Listening	Supports for Calculation Disabilities, Dyscalculia	Individual Setting, Small Group Setting
<input type="checkbox"/> Without Accommodations <input checked="" type="checkbox"/> With Accommodations <input type="checkbox"/> Alternate <b>Accommodation/support specifics and notes</b>			
Science	Science	Supports for Calculation Disabilities, Dyscalculia	Extended Time, Multiplication Table (1-9)
<input type="checkbox"/> Without Accommodations <input checked="" type="checkbox"/> With Accommodations <input type="checkbox"/> Alternate <b>Accommodation/support specifics and notes</b>			
Smarter Balanced	Mathematics	Supports for Calculation Disabilities, Dyscalculia	100s Number Table (non-embedded), Breaks, Extra Time, Multiplication Table (Grades 4-8), Scratch Paper, Separate Setting Individual, Separate Setting Small Group
<input type="checkbox"/> Without Accommodations <input checked="" type="checkbox"/> With Accommodations <input type="checkbox"/> Alternate <b>Accommodation/support specifics and notes</b> needs the accommodations of the use of number and multiplication tables, calculator and extra time since she has significant deficits in her math development and her instructional level is significantly below her present grade level.			

Student Name: Yuiop, Qwert IEP Date: 05/04/2021

**STATEWIDE ASSESSMENTS**

**DISTRICTWIDE ASSESSMENTS**

**Aimsweb**

Without Accommodations     With Accommodations     Alternate Assessment\*     N/A (only for students not taking a district wide assessment)

Identify any test accommodations that must be provided for the student:

Use of 100's and multiplication table, extra time, scratch paper, separate small group setting when appropriate, individual separate seating when appropriate, breaks

**SUPPLEMENTARY AIDS AND SERVICES**

**Necessary Accommodations/Modifications**  
This section includes the accommodations, modifications, supplemental aids and services, assistive technology devices, staff and parent training, etc. that the student will need to be successful in the general education classroom.

**Content Area: Classroom Assessment**

Use of 100's and multiplication table, extra time, scratch paper, separate small group setting when appropriate, individual separate seating when appropriate, breaks

**Content Area: Instructional**

Use of 100's and multiplication table, extra time, scratch paper, separate small group setting when appropriate, individual separate seating when appropriate, breaks

**EXTENDED SCHOOL YEAR (ESY)**

Extended School Year services are not necessary for the student.  
 Extended School Year services are necessary for the student.  
 Determination of need for Extended School Year services will be made by:

Describe in Detail the Extended School Year Services:

**NEED FOR REEVALUATION TO DETERMINE ELIGIBILITY**

A reevaluation **is necessary** at this time to determine:

- whether the child continues to have a disability and needs special education;
- whether any additions or modifications to the special education and related services are needed to enable the child to meet the measurable annual goals, and to participate, as appropriate, in the general education curriculum: **or**
- the parent has requested a reevaluation.

The parent and the school district agree that a reevaluation **is unnecessary** at this time.

**Reevaluations must occur at least once every three years, unless the parent and the school district agree that a reevaluation is unnecessary.**

**IEP ACCESSIBILITY AND RESPONSIBILITIES**

**How** will each teacher, related service provider, transportation provider and others working with this student be informed of his or her specific responsibilities for implementing this IEP and the accommodations, modifications, and supports that must be provided for this student?

Copy of Accommodations/Modifications     Email     Verbal communication

Other: Case manager will give a copy of accommodations and modifications to teachers that work with Qwert. They will also conference and review the IEP document in the SpEd room for any teachers that need additional information.



Student Name: Yuiop, Qwert

IEP Date: 05/04/2021

**Prior Written Notice (34 CFR 300.503)**

Description of any other options the district considered and the reasons why those options were rejected:  Additional Documentation attached

The team considered not providing services but felt that Qwert's progress without intervention would be insufficient to achieve educational and speech/language skills necessary to be successful in the regular education classroom.

Description of other factors relevant to the district's proposal or refusal to take the action:  Additional Documentation attached

Relevant factors of which the team is aware of at this time that influenced this proposal to take action include orders by the Blackfeet Tribal Council that have closed our school to face to face pupil instruction and efforts are being made to ensure that FAPE is provide for all students via distance learning options including but not limited to: teletherapy, home work packets, educational phone call, a hybrid learning model and individual tutoring sessions.

As a parent of a child with a disability you have certain protections under the Procedural Safeguards of the Individuals with Disabilities Education Act (IDEA). You may obtain a copy of the pamphlet "Procedural Safeguards in Special Education" by clicking the link, or by requesting a copy from the school district.

For assistance in understanding the provisions of the Individuals with Disabilities Education Act (IDEA) you may contact your child's school, the Office of Public Instruction at (406) 444-5661, or the Montana Parent Information & Training Center at 1-877-870-1190.

**IEP NOTES**

This meeting was held virtually due to the restricts caused by COVID 19 closures. Signatures will be obtained when we are able to meet face to face.



