

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Student Name: Love Danielle Elaine Thomas

IEP Dates: from 9/18/2020 to 3/11/2021

DOB: 9/5/2008

GTID:7526852565

I. INDIVIDUALIZED EDUCATION PROGRAM (IEP)

IEP Meeting Date: 3/12/2020		Case Manager: Fuller, Aundra
Amendment Meeting Date: 9/17/2020		
Purpose of IEP Meeting: Review and consider an amendment of a current IEP (or Services Plan when appropriate)		
Student Name: Love Danielle Elaine Thomas	Date of Birth: 9/5/2008	GTID#: 7526852565
Eligibility Category(s):SEVERE INTELLECTUAL DISABILITY, SPEECH OR LANGUAGE IMPAIRMENT		
School: Glynn Middle	Grade: 06	School Year: 20-21
Most Recent Eligibility or Reevaluation Date: 4/24/2018	IEP Implementation Date: 9/18/2020	IEP Ending Date: 3/11/2021

Parent(s):

Parent: Thomas, Porsche		
Address: 106 Buckingham Place, Brunswick, GA 31520		Email: tporsche57@yahoo.com
Phone(Home):	Work:	Cell Phone: 912-248-6712

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II. PRESENT LEVELS OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE

a.) Results of state and district assessments:

GAA 2.0 Summary			
Year	Subject	Score	Achievement
2019	ELA	1437	Level 3 - Adequate understanding
2019	MAT	1430	Level 3 - Adequate understanding
2018	ELA		
2018	MAT		

b.) Results of initial or most recent evaluation:

Category: COGNITIVE

Area: General

Sources:

Records Review

Assessment Date : 4/1/2018

Summary of Assessment Findings (including dates of administration) for areas assessed. This should include, but is not limited to, all areas in which the student has academic, developmental, and/or functional needs: Love's most recent psychological was completed April 2018. The eligibility committee determined that Love met the qualifications for special education services in the category of Severe Intellectual Disability and Speech Impairment. The results of the assessment indicate that Love has a severe developmental delay in personal/social development, cognition, communication, fine and gross motor skills that impedes her ability to participate in the general education classroom.

Does this area impact the student's academic achievement and/or functional performance? Yes

If so how will this need be addressed?

The IEP committee has chosen to provide this as background information regarding this student

Category: COMMUNICATION OR SPEECH/LANGUAGE

Area: Language

Sources:

Functional Communication Profile Revised (FCP - R)

Assessment Date : 3/12/2018

Summary of Assessment Findings (including dates of administration) for areas assessed. This should include, but is not limited to, all areas in which the student has academic, developmental, and/or functional needs: Love's most recent speech-language evaluation was on 03/12/18. The Functional Communication Profile - Revised (FCP-R) was utilized to assess language skills. Love displays a severe receptive / expressive language delay. Love is a nonverbal communicator. She does not use common gestures or sign language independently. Love does not demonstrate communication intent, initiate conversation, nor ask questions. She does not demonstrate an understanding of colors, body parts, shapes, etc. Love requires total physical assistance for her to respond to most environmental commands.

Does this area impact the student's academic achievement and/or functional performance? Yes

If so how will this need be addressed?

A specific goal aligned to this area of impact

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Instructional or testing accommodations or modifications, supplemental Aids and services, or supports for school personnel
Services

Category: MATH**Area: Early Math Literacy****Sources:**

Data Collection

Assessment Date : 3/11/2020

Observation

Assessment Date : 3/11/2020

Summary of Assessment Findings (including dates of administration) for areas assessed. This should include, but is not limited to, all areas in which the student has academic, developmental, and/or functional needs: Based on school year 2019-20 progress monitoring data, Love can identify the numbers 1-5, the colors red and blue, and the shape circle. Love would benefit from increasing her math literacy skills to include learning more of the basic colors and shapes.

Does this area impact the student's academic achievement and/or functional performance? Yes

If so how will this need be addressed?

A specific goal aligned to this area of impact

Instructional or testing accommodations or modifications, supplemental Aids and services, or supports for school personnel
Services

Category: MOTOR**Area: Fine Motor****Sources:**

Observation

Assessment Date : 3/11/2020

Summary of Assessment Findings (including dates of administration) for areas assessed. This should include, but is not limited to, all areas in which the student has academic, developmental, and/or functional needs: Love has decreased functional fine motor skills. She prefers her left hand. With encouragement, she will hold her spoon for self feeding but does not use a fork or knife. Love does not hold a writing utensil to make meaningful marks but will use a name stamp with set up and verbal cues. Love does not independently brush her teeth or manipulate clothing closures. Modified work and adaptations will be used for success. Love would benefit from continued Occupational Therapy services to improve fine motor skills needed for use of classroom tools and for independence with self care.

Does this area impact the student's academic achievement and/or functional performance? Yes

If so how will this need be addressed?

A specific goal aligned to this area of impact

Instructional or testing accommodations or modifications, supplemental Aids and services, or supports for school personnel
Services

Category: READING**Area: Early Literacy****Sources:**

Data Collection

Assessment Date : 3/11/2020

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Summary of Assessment Findings (including dates of administration) for areas assessed. This should include, but is not limited to, all areas in which the student has academic, developmental, and/or functional needs: Based on 19-20 progress monitoring data, Love can identify her name from a field of two, and can match the letters of her name to a sample with 60% accuracy. She can also identify the survival sign "stop." Love should increase her early literacy skills to include identifying the name of a read aloud and frequently reviewed story and by continuing to recognize other basic survival signs.

Does this area impact the student's academic achievement and/or functional performance? Yes

If so how will this need be addressed?

A specific goal aligned to this area of impact

Instructional or testing accommodations or modifications, supplemental Aids and services, or supports for school personnel

Services

c.) Description of academic, developmental and/or functional strengths:

Love is a beautiful, sweet, energetic, generally happy 11 year old girl. She enjoys dancing, music, & clapping. Love enjoys the company of her classmates and likes to sit and play near her peers. She enjoys holding fidget toys. Her favorite times of day are breakfast and lunch, small group activities, and when she can have free time to clap (great reward!). The following areas indicate her individual strengths (when the word "identify" is used, it means by pointing/touching): Academic: Love can identify her name from a field of two, and match the letters "L," "o," and "e" from her name. Love can identify the colors red and blue. She can also identify the numbers 1 - 5 with frequent verbal and gestural prompting. Love can also identify the shape circle and the survival sign "stop." In the areas of fine motor skills, Love will grasp, release, and touch classroom materials. She will apply pressure to close adaptive table top scissors after initial guiding and verbal prompts. Love will make random marks on paper when given a writing tool, but will usually drop most items given to her and will often require initial hand over hand prompting. In the area of adaptive skills, Love will grasp and can independently drink from juice/milk cartons. Love uses a spoon with limited control. She enjoys all types of food and has a good appetite. Gross Motor: Love is able to navigate her surroundings independently, but will occasionally stumble with changes in terrain if not paying attention. She is able to access playground equipment with prompting (but prefers to wander around instead of climb on equipment). Love can squat to retrieve desired objects from the floor. She has increased her understanding of how to purposefully use a switch/single cell output device. She will push the switch typically with 50% accuracy to request an activity/item. SPEECH 2020: In the area of communication, Love has been attending better during structured language sessions. She will respond to her name, occasionally, by turning her head toward the speaker. Love will make eye contact at times. She has shown interest in some presented pictures / books by looking at them and smiling, and is now reaching for a given picture on occasion.

d.) Parental concerns regarding their child's education:

Through a daily agenda, use of the Remind classroom app, and phone calls, Ms. Thomas (Mom) and teacher have maintained an excellent communication system. Mom has mentioned that she would like to see Love continue to improve with her pottyng, especially now that she has started her menstrual cycle. We talked about continuing the goal of teaching Love to use a touchscreen monitor to help her gain access the curriculum. Mom has also mentioned that she is pleased with Love's growth, especially with not having to use a pacifier anymore and staying happy all day at school without crying.

e.) Impact of the disability on involvement and progress in the general education curriculum (for preschool, how the disability affects participation in appropriate activities:

Love's severe receptive / expressive language delays impact her ability to communicate her wants / needs with peers and teachers. She requires total physical assistance to respond to most environmental commands. Her academic level of functioning, fine motor skills, adaptive skills, and decreased attention to tasks causes her to be unable to participate in the general education curriculum for academics. Love is on an adapted, leveled, & modified curriculum. Love participates in the general education setting during enhanced curriculum (art, PE, music, computer lab) rotations with a supportive paraprofessional 5 times per week for 45 minutes, as well as attending lunch with parapro support for 30 minutes 5 times a week. This allows her socialization with same age peers.

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III. CONSIDERATION OF SPECIAL FACTORS**Communication****Does the student have special communication needs?** Yes

Love does have special communication needs, specifically in the area of receptive / expressive language. These needs will be addressed in speech/language therapy.

Assistive Technology (AT)**Does the student need assistive technology device(s)?**

Yes, AT device(s) will be described in the following IEP section(s)

Annual Goals and/or objectives

Classroom testing Accommodations

Instructional Accommodations

Program Modifications

State Required Testing Accommodations

Supplemental Aids and Services

Supports for School Personnel

Does the student need assistive technology service(s)?

No, the student independently accomplishes tasks in all instructional areas using

Standard Classroom Tools

Accommodations

Modifications

AT devices which student is able to utilize without an AT service

Alternate Formats**Does the student require alternative format for instructional materials?** No**Behavior Intervention Plan****Does the student have behaviors which interfere with his/her learning or the learning of others ?** No**Limited English Proficiency****Does the student have Limited English Proficiency (LEP)?** No

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IV. TRANSITION SERVICE PLAN

Student is not ready for a Transition Plan.

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V. MEASURABLE ANNUAL GOALS & SHORT TERM OBJECTIVE/BENCHMARKS

Academic and/or functional goals are designed to meet the child's needs that result from the disability to enable the child to be involved in and make progress in the general education curriculum or to meet each of the child's other educational needs that result from the disability.

Short term objectives/benchmarks are measurable, intermediate steps or targeted sub-skills to enable student to reach annual goals.(Objectives may not be developed for all the students)

How often will the parent be notified of the student's progress? Every 9 Weeks

Annual Goals	By	Evaluation Method	Mastery Criteria	ESY
Category : COMMUNICATION OR SPEECH/LANGUAGE Area : Language Annual Goal : Given accommodations and training as well as fading level of prompts, Love will improve her functional communication for requesting and answering simple questions to 3 of 5 (60%). Baseline: 1 of 5 (20%)	3/13/2021	Data Collection	60 % Accuracy	No
Objective 1: Love will request using picture based as well as voice output picture communication boards given visual, verbal, and fading physical prompts with 3 of 5 or 60% accuracy from a baseline of 1 of 5 20% accuracy	3/13/2021	Data Collection	3 out of 5 trials	
Objective 2: Love will answer simple questions using picture based as well as voice output picture communication boards given visual, verbal, and fading physical prompts with 3 of 5 or 60% accuracy from a baseline of 0 of 5 or 0% accuracy.	3/13/2021	Data Collection	3 out of 5 trials	
Category : MATH Area : Early Math Literacy Annual Goal : Love would benefit from increasing her math literacy skills to include learning more of the basic colors and shapes.	3/13/2021	Data Collection	70 % Accuracy	No
Objective 1: Love will answer simple questions using picture based as well as voice output picture communication boards given visual, verbal, and fading physical prompts with 3 of 5 or 60% accuracy from a baseline of 0 of 5 or 0% accuracy.	3/11/2021	Data Collection	3 out of 5 trials	
Objective 2: From a baseline of 0%, Love will identify (touching) the shapes square and triangle, with no more than 5 verbal & partial physical (tapping her elbow to initiate arm movement) prompts.	3/11/2021	Data Collection	70 % Accuracy	
Category : MOTOR Area : Fine Motor Annual Goal : Love will increase her hand use and grasp to use classroom tools to complete classroom task (such as using her name stamp, dotter, glue stick and adapted scissors).	3/13/2021	Data Collection	4 out of 5 trials	No
Objective 1: Love will use her name stamp on her class work beginning with tolerating hand over hand, verbal and gestural prompting with fading prompts for 3out of 5 trials	3/13/2021	Data Collection	4 out of 5 trials	

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Objective 2: Love will use her classroom tools such as her dotter for make selections, glue stick , markers, adapted scissors with fading prompts, hand over hand, verbal and gestural for 4 out of 5 trials.	3/13/2021	Data Collection	4 out of 5 trials	
Category : READING Area : Early Literacy Annual Goal : Love should increase her early literacy skills to include making a correct selection from a field of 3 picture cues after listening to classroom text read aloud.	3/13/2021	Data Collection	4 out of 5 trials	No
Objective 1: From a baseline of 0%, Love will make a correct selection from a choice of 3 picture cues from a classroom read aloud by either touching, or pointing, with no more than 4 verbal/gestural prompts to fading prompting.	3/13/2021	Data Collection	4 out of 5 trials	
Objective 2: From a baseline of 0%, Love will attend (focus on her classroom assignments by looking her work and with quiet hands) during small group or whole group activities across settings for a 10 minute period. For 4/5 verbal and gestural prompting.	3/13/2021	Data Collection	4 out of 5 trials	
Objective 3: From a base line of 0% Love will touch the touch screen monitor to make a selection for 4 out of 5 with fading verbal and gestural prompts.	3/13/2021	Data Collection	4 out of 5 trials	

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VI. PARTICIPATION GUIDELINES FOR THE GAA 2.0

Participation Decision: Yes, this student is eligible to participate in the GA Alternate Assessment

Prior to reviewing the eligibility criteria for GAA, the Individualized Education Program (IEP) team must understand all assessment options, including the characteristics of each assessment and the potential implications of each assessment choice. The GAA 2.0 is intended for students with the most significant cognitive disabilities. Instruction for these students is based on alternate academic achievement standards, which are aligned to the Georgia Standards of Excellence at a reduced depth, breadth, and complexity. Beginning with students who enroll in ninth grade for the first time on or after the 2020-2021 school year, students who participate in the GAA 2.0 will be eligible for the state-defined alternate diploma rather than the regular high school diploma (SBOE 160-4-2-.48). According to O.C.G.A § 20 - 2 - 281, school districts are required to follow the procedures specified in the applicable test administration materials. As a result, the IEP team must use this form to document its assessment decisions. If GAA is being considered, the IEP team must review the four criteria below and select Yes or No if applicable to the student. To be eligible to participate in GAA, the answer to all four of the questions below must be Yes. If the answer to any of the questions is No, the student is not eligible to participate in GAA and must participate in the Georgia Milestones Assessment System. Each Yes answer requires a justification that contains evidence that the student meets the criteria.

GAA	Evidence in the IEP clearly shows that :
YES	<p>Instructional Needs Result: The student needs specialized academic instruction and techniques over a period of time to ensure that he or she can learn, retain information, and transfer skills to other settings.</p> <p>Indicate where this is documented in the IEP:</p> <ul style="list-style-type: none"> Present Levels of Academic Achievement and Functional Performance Anecdotal Notes and Observations Benchmark Data Progress Monitoring Data Other Learning Characteristics Inventory <p>Justification: Love needs specialized academic instruction and techniques over a period of time to ensure that she can learn, retain information, and transfer skills to other settings</p>
YES	<p>Disability Result: A significant cognitive disability is determined by the IEP team and must be based on evaluation information performed by a qualified evaluation team. The significant cognitive disability must affect the student's intellectual functioning and be documented as such in the student's individualized education program (IEP).</p> <p>Indicate where this is documented in the IEP:</p> <ul style="list-style-type: none"> Results of Individual Cognitive Ability Test Results of Adaptive Behavior Skills Assessment Other Learning Characteristics Inventory <p>Justification: Love has a significant cognitive disability that was determined by the IEP team and is based on evaluation information performed by a qualified evaluation team. The significant cognitive disability</p>

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	<p>affects Love's intellectual functioning and be documented as such in the student's individualized education program (IEP).</p>
<p>YES</p>	<p>GSE Access Result: Access to the grade-level curriculum is mandated by the federal government. A student with a significant cognitive disability requires access to the GSEs through prerequisite skills that are linked to the grade-level curriculum.</p> <p>Indicate where this is documented in the IEP:</p> <ul style="list-style-type: none"> Results of Individual Cognitive Ability Test Results of Adaptive Behavior Skills Assessment Anecdotal Notes and Observations Benchmark Data Progress Monitoring Data Results of language assessments including English Learner (EL) assessments, if applicable Other Learning Characteristics Inventory <p>Justification: Love requires modification and specialized supports and accommodations in order to access the GSE.</p>
<p>YES</p>	<p>Adaptive Behavior Result: A student with a significant cognitive disability needs specialized support throughout the day in areas such as expressing his or her needs, getting from place to place, eating lunch, negotiating social situations, and/or taking care of personal needs.</p> <p>Indicate where this is documented in the IEP:</p> <ul style="list-style-type: none"> Results of Individual Cognitive Ability Test Results of Adaptive Behavior Skills Assessment Other Learning Characteristics Inventory <p>Justification: Love requires specialized support throughout the day in all areas of communication, adaptive behaviors, and social behaviors.</p>

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Assurance Statement:

Under 34 Code of Federal Regulations (CFR) 300.320(a)(6) and [O.C.G.A § 20-2-281], if the IEP team determines that the student will take GAA, the IEP team may provide additional summary statements of why the student cannot participate in the Georgia Milestones Assessment System, with or without allowable accommodations, and why the alternate assessment is appropriate for the student, including that all of the eligibility criteria are met.

Additional Summary Statements (if necessary):

The GAA is appropriate for Love.

The decision to administer GAA is based on multiple sources of measurable, objective evidence, including, but not limited to current IEP PLAAFP statements, goals and/or objectives, report cards, progress reports, work samples, teacher observations, Full and Individual Evaluations (FIE), standardized achievement test results, and classroom, district, and statewide assessment results. This decision is not based solely on the student's previous performance on statewide assessment.

The decision to administer GAA is made by the IEP team, not administratively based on federal accountability requirements which limit the number of students taking an alternate assessment who can be counted as proficient in CCRPI performance calculations. Although GAA is intended for a small number of students, the proficiency cap does not limit the number of students receiving special education services who may take the alternate assessment.

The decision to administer GAA is based on the student's educational needs and the instruction the student is receiving. This decision is not based solely on the student's disability category and is not based on the student's racial or economic background, excessive or extended absences, or amount of time or location of service delivery.

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VII. ACCOMMODATIONS FOR STATE REQUIRED ASSESSMENTS

The student will participate in the following regular required assessments (Each state mandated test and subtest must be considered individually and documented below).

Specific Testing Accommodations (Accommodations used for assessment must be consistent with accommodations used for classroom instructions/testing and specified in the IEP. Some accommodations used for instruction may not be allowed for state-required assessment. Refer to the GaDOE Student Assessment Handbook for the only allowable accommodations. Conditional accommodations are only allowable for students who meet eligibility criteria.) All subtests must be considered individually.

GAA/ALL	Standard
Presentation Accommodations	Explain or paraphrase the directions for clarity (in English only)
Response Accommodations	Use of a Scribe following specific guidelines
GAA/ALL	Administration
Presentation Accommodations	Oral reading of test questions in English
	Repetition of directions (in English only)
Response Accommodations	Student points to answers
Scheduling Accommodations	Extended time up to end of school day
	Extending sessions over multiple days; allowed for Listening and Reading subtests; not allowed for Writing and Speaking subtests
	Flexibility in the order of administration for content areas
	Frequent monitored breaks
	Optimal time of day for testing
Setting Accommodation	Adaptive furniture (such as slant board)
	Individual administration
	Preferential seating
	Small group
	Special education classroom
	Test administered by certified educator familiar to student

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VIII. PARTICIPATION GUIDELINES FOR THE MATH RUBRIC

The math rubric is not appropriate for consideration based on the student's current grade.

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IX. STUDENT SUPPORTS**Classroom Testing Accommodations:**

- * Explain or paraphrase the directions for clarity (in English only)
- * Oral reading of test questions in English
- * Repetition of directions (in English only)
- * Student points to answers
- * Use of a Scribe following specific guidelines
- * Extended time up to end of school day
- * Extending sessions over multiple days; allowed for Listening and Reading subtests; not allowed for Writing and Speaking subtests
- * Flexibility in the order of administration for content areas
- * Frequent monitored breaks
- * Optimal time of day for testing
- * Adaptive furniture (such as slant board)
- * Individual administration
- * Preferential seating
- * Small group
- * Special education classroom
- * Test administered by certified educator familiar to student
- * -reduced choices
- * -communication devices

Classroom Testing Modifications:

- * Love will be assessed through the Georgia Alternate Assessment. (GAA)
- * -reduced choices
- * -communication devices

Instructional Accommodations :

- * Explain or paraphrase the directions for clarity (in English only)
- * Oral reading of test questions in English
- * Repetition of directions (in English only)
- * Student points to answers
- * Use of a Scribe following specific guidelines
- * Extended time up to end of school day
- * Extending sessions over multiple days; allowed for Listening and Reading subtests; not allowed for Writing and Speaking subtests
- * Flexibility in the order of administration for content areas
- * Frequent monitored breaks
- * Optimal time of day for testing
- * Adaptive furniture (such as slant board)
- * Individual administration
- * Preferential seating
- * Small group
- * Special education classroom
- * Test administered by certified educator familiar to student
- * -1:1 instruction for critical concepts to reinforce small group activity

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- * -extended (up to 10 seconds) answer time
- * -for paper pencil tasks: gain visual attention, model correct tracing, use physical prompts and praise
- * -repetition for all tasks
- * -writing aides to assist in proper grasp
- * -adaptive scissors
- * -incline board
- * -visual schedule
- * -visuals
- * -language based instruction
- * -constant modeling during instruction
- * -multimodal instruction
- * -use of manipulatives
- * -positive reinforcement
- * -voice out put switch for communication
- * -name stamp for signature of work

Instructional Modifications:

- * Love participates in the ACCESS program with focus on individual goals.

Supplemental Aids and Services:

- * Love currently participates in the ASPIRE program.
- *
- * Teachers will provide access to accommodations and modifications.
- *
- * Student will receive nursing services as needed throughout the school day.

Support for School Personnel:

- * SLP will assist with communication board templates and ideas as needed.
- *
- * OT and Ad PE will assist with improving Love's gross and fine motor skills including strengthening fine motor skills needed to accomplish basic writing tasks and improve independence in self help areas.
- *
- * OT will also consult with the teacher and SLP concerning any further AT needed for Love to adequately access the modified curriculum.
- *
- * OT will assist teacher and support staff with sensory diet concerns/needs.
- *
- * Support staff will be instructed on how to best provide appropriate supportive instruction for Love.

The student requires medication and/or medical treatments that will be provided at school by the school nurse or other appropriately trained school personnel.

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X. EXTENDED SCHOOL YEAR

The IEP committee has considered the following factors in order to determine whether or not ESY services are needed.

- * The chance of significant regression of critical skills caused by a normal school break with a failure to recover those lost skills in a reasonable time
- * The actual and expected progress related to critical skills
- * Any emerging skills or breakthrough opportunities which might require ongoing instruction during a school break
- * Any significant interfering behaviors targeted as IEP goals that prevented the student from receiving some benefit from his educational program during the regular school year
- * The nature and severity of the disability
- * Other special circumstances

The IEP Committee has made the following comments:

Committee members discussed these factors and have determined that none apply; therefore the student is not in need of ESY services.

After considering the above questions, will the benefits that the student receives from his/her educational program during the regular school year be significantly jeopardized if the student is not provided ESY? No

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XI. TRANSPORTATION

Does this student require special transportation ? Yes

What special transportation is needed? Please explain below. Include all specialized equipment, personnel, or other services required to safely transport the student.

Love requires a bus aide for close monitoring while on the bus. She is non-verbal and will wander away from adults. Love requires assistance when walking up and down the stairs. She does not need someone to hold her hand, but she needs someone to stand there and guide her hand to the rails.

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XII. SPECIAL EDUCATION SERVICES

Placement option(s) considered:

- Consultative
- Collaborative
- Co-teaching
- Supportive Instruction
- Small Group

If removed from the general education environment, explain reasons why the student will not participate with peers without disabilities in the regular class and/or in nonacademic and extracurricular activities:

Due to Love's significant delays in all areas of development, it is most appropriate for her to attend a special education classroom where she will be able to work on communication, social, emotional, cognitive and motor skills. The small class size and small group instruction as well as adapted and modified curriculum will allow Love the opportunity to practice these skills so that her abilities will be closer to that of her general education peers. In a general education setting, Love would need constant 1:1 support to help with normal classroom distractions. She would be unable to participate in any language based activities and would require hand-over-hand assistance to participate in activities. Occupational Therapy will provided specialized instruction within her special education classroom 30 minutes 1/week to work on Love's fine motor skills.

Instruction / Related Services in General Education Classroom / Early Childhood Setting:

Category	Service	Frequency	Begin Date	End Date	Primary Provider	Content Area
Supportive Services	Supportive Instruction	5 - 45Min sessions Weekly	9/18/2020	3/11/2021	Paraprofessional	Activity (e.g. Art, Music, PE,)

Instruction/Related Services Outside of General Education Classroom:

Category	Service	Frequency	Begin Date	End Date	Primary Provider	Content Area
Special Education	Small Group	5 - 5Hr 10Min sessions Weekly	9/18/2020	3/11/2021	Sp Ed Teacher	Other
Special Education	Small Group	5 - 30Min sessions Monthly	9/18/2020	3/11/2021	Speech/Language Pathologist	Speech/Language (small group therapy)
Related Services	Occupational Therapy	1 - 30Min sessions Weekly	9/18/2020	3/11/2021	Occupational Therapist	Related Services
Related Services	Transportation	10 - 1Hr sessions Weekly	9/18/2020	3/11/2021	Transportation Personnel	Transportation To and/or From School

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Student Name: Love Danielle Elaine Thomas

IEP Dates: from 9/18/2020 to 3/11/2021

DOB: 9/5/2008

GTID:7526852565

XIII. MEETING OUTCOMES and FORMS SENT TO PARENTS

Required Team Members:

A Special Ed Teacher, General Ed Teacher and Local Education Agency Representative are required to be in attendance. Student is also required if age 16 or 9th grade.

IEP is Finalized on 10/1/2020 By Christine Metzger

Meeting Notes:

The IEP was amended to modify goals and objectives after speaking with parent.

Meeting Attendees

Attended	Name	Title	Meeting Role
Attended	Steven Ginn	Adapted PE Teacher	
Attended	Porsche Thomas	Parent	Parent,
Attended	Love Thomas	Student	Student,
Attended	Aundra Fuller	IEP Case Manager	Special Ed Teacher,
Attended	Rhonda Harper	Occupational Therapist	Special Ed Teacher,
Attended	Lori Jones	Speech & Language Pathologist	Special Ed Teacher,
Attended	Sloane Molloy	LEA Rep or Designee	LEA Rep or Designee,

The following documents were provided to parent(s):

Parental Rights in Special Education
 Individualized Education Program(IEP)

Date documents were provided to parents: **9/25/2020**

Documents provided to parents by: **Mailed**