

The Individualized Education Program

Name: First: Jake

Middle:

Last: Fakestudent

Student Demographic Information (Optional):

Current Address: 111 N Fake Address Holden MO 64040

Phone: (660) 909 - 9879

Birth Date: 01/01/15

Age: 8-1 Yrs

Student ID#: 9999717388

MOSISID#: 9999717388

Present Grade Level: 4th

Resident District Home School: Holden R-3 School District

If the child is **Not** receiving his/her special education and related services in his/her home school or resident district, indicate below where the services are being provided.

District/Agency Name:

School Name:

Address:

Telephone:

Primary Language or Communication Mode(s): English Spanish Sign Language Other (Specify):

Educational Decision Maker is: Parent Legal Guardian Educational Surrogate Foster Parent Child (Age 18+)
 Other:

Name: Fakestudnt, lma

Address: 111 N Fake Address Holden MO 64040

Phone: (660) 909 - 9879

Fax:

Email: bmconville@holdenschools.org

IEP Case Manager: Buffie J McConville

Tel#: (816) 850 - 4444

Date of Previous IEP Review:

Most Recent Evaluation/Re-Evaluation Date: 02/13/23

Projected Next Triennial Evaluation Date: 02/10/26

IEP Content (Required)

IEP Type IEP Meeting Date: 02/13/23 First Notification of IEP Meeting to Parents: 01/20/23

Initial IEP Initiation Date: 02/14/23 Second Notification of IEP Meeting to Parents: 02/14/23

Annual Proj. Next Annual IEP Date: 02/12/24 IEP: Parent(s)/Legal Guardian(s) provided copy of this IEP: 02/02/23

Participants in IEP Meeting And Role(s):

The names and roles of individuals PARTICIPATING IN DEVELOPING the IEP meetings must be documented.

Name of Person and Role		Method of Attendance/Participation
Signatures are not required. If a signature is used it only indicates attendance, not agreement.		
	Parent	Parent/Guardian
	Parent	Parent/Guardian
		Student
	Director	LEA Representative
	Teacher	Special Education Teacher
	Teacher	Regular Classroom Teacher
	PC	Individual Interpreting Instructional Implications of Evaluation Results
		Representative of an agency which may provide postsecondary transition services (if applicable)
		Part C Representative

Present Level Of Academic Achievement and Functional Performance

(Functional Performance refers to general ability and problem solving, attention and organization, communication, social skills, behavior, independent living, self-advocacy, learning style, vocational, employment)

How the child's disability affects his/her involvement and progress in the general education curriculum; or for preschool children, participation in age-appropriate activities. (For students with transition plans, consider how the child's disability will affect the child's ability to reach his/her post-secondary goals (what the child will do after high school)). For children with the most significant cognitive disabilities, describe how the disability impacts the child's access to the general education curriculum and how the alternate standards are appropriate.)

The Holden R-3 Special Education Department received the highest rating possible in the 2021-2022 Tiered Monitoring Cycle. The department was "examined" in three areas: Fiscal Management, Compliance and Programs/Services. Our district was required to submit financial records, eligibility documents and a total of 17 complete student files for review. As part of this 3 year review, I work closely with DESE to answer questions regarding our process, procedures and paperwork. We submitted a total of 487 pages of documentation and not a single error was found.

The goal of the Holden Special Education Department is to help ALL of our students reach their potential and unlock their special gifts. We strive to approach special education supports with our HEAD and our HEART. We prioritize partnering with our parents, students and staff.

The strengths of the child (For students with transition plans, consider how the strengths of the child relate to the student's post secondary goals.)

The strengths of the Holden R-3 Special Education Department:

- *The VERY BEST STAFF! We are comprised of 10 Special Education Teachers and 10 Paraprofessionals
- *We have a very knowledgeable Process Coordinator, Sarra Taylor
- *Excellent building administration who partner with us
- *Data Driven
- *Team Decision Making Model - our Eligibility Team was featured at the MOCASE Conference this year as an Exemplar Model
- *Ongoing Professional Development from DESE - they have been onsite twice this year

Our real strength is we approach this process as if every child and meeting is our own - we want to celebrate their strengths and progress!

Concerns of the parent/guardian for enhancing the education of the student (For students with transition plans, consider the parent/guardian's expectations for the student after the student leaves high school.)

Meeting the needs of our students

Changes in current functioning of the student since the initial or prior IEP (For students with transition plans, consider how changes in the child's current functioning will impact the student's ability to reach his/her post-secondary goal.)

Changes in the 2022-2023 School Year

Moving HMS and HHS to a Co-Teaching Model.

The addition of support paraprofessionals at HES to meet the needs of our students.

A summary of the most recent evaluation/re-evaluation results

2022-2023 Holden R-3 Special Education Child Count

Intellectual Disability 10
Emotional Disturbance 4
Orthopedic Impairment 0
Visual Impairment 0
Hearing Impairment 0
Specific Learning Disability 59
Other Health Impairment 27
Deaf/Blindness 0
Multiple Disabilities 0
Autism 13
Traumatic Brain Injury 0
Young Child w/ Developmental Delay 14
Language Impairment 1
Speech Impairment 5

Total: 133

A summary of the results of the child's performance on: general state (MAP/MAP-A/EOC, NAEP and ACCESS for ELLS)

2022 MAP Performance

2022 Special Education MAP Results

Grades 3-8 Math MAP Performance
21.8% Proficient/Advanced Holden
21% Proficient/Advanced State of Missouri

Grades 3-8 ELA MAP Performance
26.6% Proficient/Advanced Holden
26.1% Proficient/Advanced State of Missouri

2022 EOC Special Education Results

Algebra
8.8% Proficiency Rate Holden
11.7% Proficiency Rate State of Missouri

2.8% Growth from 2021

ELA II
7.6% Proficiency Rate Holden
13% Proficiency Rate State of Missouri

1.2% Growth from 2021

A summary of the results of the child's performance on: district-wide assessments

i-Ready Growth Monitoring
Reading K-8

15.6 point average growth rate from EOY 2022 to BOY 2023

27 point average growth rate from BOY 2023 to Mid-year 2022/23

Math K-8

11.9 point average growth rate from EOY 2022 to BOY 2022

20 point average growth rate from BOY 2022 to Mid-year 2022/23

The Special Education teachers use the i-Ready growth monitoring data to track IEP goals in the areas of reading and math. We do this so that we are comparing matching data points which helps drive the goal writing process.

A summary of formal and/or informal age appropriate transition assessments based on the student's needs, preferences and interests (must be included no later than the first IEP to be in effect when the student turns age 16)

Interest inventories are given as part of counseling curriculum. This information is used to develop the initial transition plan.

Once the IEP team determines that the student is unable to access the regular curriculum and that a curriculum based on alternative standards is appropriate (MAP-A guidance), complete this section by describing the following:

- How the student demonstrates the most significant cognitive disabilities and limited adaptive skills that may be combined with physical or behavioral limitations.
- How the most significant cognitive disability impacts the student's access to the curriculum and requires specialized instruction.
- How the most significant cognitive disability impacts the student's post-school outcomes.
- Any additional factors considered. (The student's inability to participate in the general education assessment must be primarily the result of the most significant cognitive disability and NOT excessive absences; visual or auditory disabilities; or social, cultural, language, or economic differences.)

The LEAP (Learning Experience Acquisition Program) is using a new curriculum this year. Unique Learning Systems is a specialized curriculum designed specially for foundational learners. This program has a paper/pencil and on-line component - both integrated to grow a student's ability level. The lessons are cross-curricular and aligned to Missouri ELO's and MAP-A standards.

Please select one of the following for students determined eligible for alternative assessments:

- Objectives/benchmarks are on goal page(s).
- Objectives/benchmarks described below:

Other

IEP Goal(s) with Objectives/Benchmarks and Reporting Form

Annual Measurable Goals

Annual Goal # 1

HES Staff: Tracy Taylor, Vicky Birkle, Nikki Wooster, Emily Ringen

HES Support Staff: Heather Yoder, Christy Smith, Amy Vance, Jaime Sullivan, Licia Hogan, Shellie Morrison, Emily Lay

Total IEP Students: ECSE - 15 HES - 42

Total Evaluations 22-23 School Year - 21

Measurable Benchmarks/Objectives: (Optional: only required for children taking alternate assessments if benchmarks/objectives not discussed in the Present Level.)

Resource Model is used to deliver specialized instruction. We focus on targeted teaching - utilizing manipulatives/variety of strategies/hands-on learning/use of technology to help our students learn and perform at their ability/grade level. HES embeds brain based research in the teaching and behavioral modification strategies we use on a daily basis.

For students with Post-secondary Transition Plans, please indicate which goal domain(s) this annual goal will support:

- Post-secondary Education/Training
 Employment
 Independent Living

Progress toward the goal will be measured by: (check all that Apply)

- Work Samples
 Curriculum-based Tests
 Portfolios
 Checklists
 Scoring Guides
 Observation Chart
 Reading Record
 Other

Progress Towards Meeting Goal

Date of Report	Summary Statement (Select one)	Description of progress data supporting selected summary statement
	<input type="radio"/> Making progress toward annual goal <input type="radio"/> Not making progress toward annual goal <input type="radio"/> Goal not addressed this reporting period <input type="radio"/> Goal met	
	<input type="radio"/> Making progress toward annual goal <input type="radio"/> Not making progress toward annual goal <input type="radio"/> Goal not addressed this reporting period <input type="radio"/> Goal met	
	<input type="radio"/> Making progress toward annual goal <input type="radio"/> Not making progress toward annual goal <input type="radio"/> Goal not addressed this reporting period <input type="radio"/> Goal met	
	<input type="radio"/> Making progress toward annual goal <input type="radio"/> Not making progress toward annual goal <input type="radio"/> Goal not addressed this reporting period <input type="radio"/> Goal met	

IEP Goal(s) with Objectives/Benchmarks and Reporting Form

Annual Measurable Goals

Annual Goal # 2

HMS Staff: Teresa Littrell, Brandon Pemburlin

HMS Support Staff: Kyndal Phelps

Total IEP Students: 27

Total Evaluations 2022-23 School Year: 8

Measurable Benchmarks/Objectives: (Optional: only required for children taking alternate assessments if benchmarks/objectives not discussed in the Present Level.)

HMS moved to a co-teaching model for the 2022-23 school year. Special education support is provided in 6th-8th grade Math, 6th-8th grade ELA and 2 Science and 2 Social Studies classes. HMS teachers and special education staff participated in professional development on the successful implementation of Co-Teaching in September.

For students with Post-secondary Transition Plans, please indicate which goal domain(s) this annual goal will support:

- Post-secondary Education/Training
 Employment
 Independent Living

Progress toward the goal will be measured by: (check all that Apply)

- Work Samples
 Curriculum-based Tests
 Portfolios
 Checklists
 Scoring Guides
 Observation Chart
 Reading Record
 Other

Progress Towards Meeting Goal

Date of Report	Summary Statement (Select one)	Description of progress data supporting selected summary statement
	<input type="radio"/> Making progress toward annual goal <input type="radio"/> Not making progress toward annual goal <input type="radio"/> Goal not addressed this reporting period <input type="radio"/> Goal met	
	<input type="radio"/> Making progress toward annual goal <input type="radio"/> Not making progress toward annual goal <input type="radio"/> Goal not addressed this reporting period <input type="radio"/> Goal met	
	<input type="radio"/> Making progress toward annual goal <input type="radio"/> Not making progress toward annual goal <input type="radio"/> Goal not addressed this reporting period <input type="radio"/> Goal met	
	<input type="radio"/> Making progress toward annual goal <input type="radio"/> Not making progress toward annual goal <input type="radio"/> Goal not addressed this reporting period <input type="radio"/> Goal met	

IEP Goal(s) with Objectives/Benchmarks and Reporting Form

Annual Measurable Goals

Annual Goal # 3

HHS Special Education Staff: Dana Scott, Stephanie Stewart, Ashley Perman, Mitti Manor

HHS Support Staff: Anthony Taylor, Jenny Whitehead, Kristi Miller

Total IEP Students: 46

Total Evaluations for the 2022-23 School Year: 12

Measurable Benchmarks/Objectives: (Optional: only required for children taking alternate assessments if benchmarks/objectives not discussed in the Present Level.)

HHS utilizes the co-teaching model to deliver special education services to students on an IEP. Co-taught sections are offered in all graduation required classes and select electives. A resource room has also been created to offer assistance to students every academic block. HHS staff received professional development this fall in the area of transition services. They have worked to create better opportunities for our students after high school. We have partnered with Johnson County Board of Services, which offers many opportunities for our students moving into supported employment.

For students with Post-secondary Transition Plans, please indicate which goal domain(s) this annual goal will support:

- Post-secondary Education/Training
 Employment
 Independent Living

Progress toward the goal will be measured by: (check all that Apply)

- Work Samples
 Curriculum-based Tests
 Portfolios
 Checklists
 Scoring Guides
 Observation Chart
 Reading Record
 Other

Progress Towards Meeting Goal

Date of Report	Summary Statement (Select one)	Description of progress data supporting selected summary statement
	<input type="radio"/> Making progress toward annual goal <input type="radio"/> Not making progress toward annual goal <input type="radio"/> Goal not addressed this reporting period <input type="radio"/> Goal met	
	<input type="radio"/> Making progress toward annual goal <input type="radio"/> Not making progress toward annual goal <input type="radio"/> Goal not addressed this reporting period <input type="radio"/> Goal met	
	<input type="radio"/> Making progress toward annual goal <input type="radio"/> Not making progress toward annual goal <input type="radio"/> Goal not addressed this reporting period <input type="radio"/> Goal met	
	<input type="radio"/> Making progress toward annual goal <input type="radio"/> Not making progress toward annual goal <input type="radio"/> Goal not addressed this reporting period <input type="radio"/> Goal met	

Reporting Progress

When Progress will be reported to the Parent(s)/guardian(s)

Bi-Quarterly
 Quarterly
 Trimester
 Semester
 Other:

Services Summary

Special Education Services

Service(Select From List)	Amt	Freq.(List)	Wkly Min.	Location	Year (List)	Teacher	CT	Per Day	Begin Date*	End Date*	Comp
Specialized Instruction in Math(IM1)	30	Daily	150	Special Ed			<input type="checkbox"/>		02/14/23		
Specialized Instruction in Basic Read Skills(IR1)	30	Daily	150	Special Ed			<input type="checkbox"/>		02/14/23		
Specialized Instruction in Written Expression(IWE)	30	Daily	150	Special Ed			<input type="checkbox"/>		02/14/23		

Note:

Related Services None

Service(Select From List)	Amt	Freq.(List)	Wkly Min.	Location	Year (List)	Teacher	CT	Per Day	Begin Date*	End Date*	Comp
Occupational Therapy(OCCU)	30	Weekly	30	Special Ed			<input type="checkbox"/>		02/14/23		

Note:

Platinum Abilities provides speech, language, OT and PT services to the Holden R-3 School District.

Supplementary Aid/Services None

Service(Select From List)	Amt	Freq.(List)	Wkly Min.	Location	Year (List)	Teacher	CT	Per Day	Begin Date*	End Date*	Comp
			0				<input type="checkbox"/>				

Note:

Parent and School Personnel Supports None

Support	Amt	Freq.(List)	Begin Date*	End Date*

Transportation as a Related Service

- The student **does not** require transportation as a related service.
- The student requires transportation as a necessary related service.

AM Override:

PM Override:

The student needs accommodations or modifications for transportation.

- No
- Yes

If yes, check any transportation accommodations/modifications needed:

- | | |
|---|---|
| <input type="radio"/> Door-to-door pick-up and drop-off | <input type="radio"/> Bus/Van transport |
| <input type="radio"/> Curb-to-curb pick-up and drop-off | <input type="radio"/> Wheelchair lift |
| <input type="radio"/> Corner-to-corner pick-up and drop-off | <input type="radio"/> Taxi |

- | | |
|--|---|
| <input type="checkbox"/> Safety restraint: Car seat | <input type="checkbox"/> Safety restraint: Seat belt |
| <input type="checkbox"/> Safety restraint: Harness | <input type="checkbox"/> Safety restraint: Wheelchair locks |
| <input type="checkbox"/> Safety restraint system. Specify: | |

- Aide
- Other Specify:

Note:

Begin Date:

End Date:

Placement Considerations and Decision

This section is a SUMMARY of all of the following: Present Level of Academic Achievement and Functional Performance, goals, objectives/ benchmarks (if applicable), characteristics of services, adaptations, and special education and related services information.

Annual Consideration of Placement

For ECSE: At least annually, the IEP team must consider whether all the special education and related services will be provided with non-disabled peers in a regular education setting (designed primarily for children without disabilities).

For K-12: At least annually, the IEP team must consider if the IEP goals can be met with services provided 100% of the time in the regular education environment.

Check all placement options that were considered for the provision of special education and related services (For K-12, "Inside regular class at least 80% of time" must be checked. For preschool, an EC setting must be checked.)

Check the one placement option that was selected.

Placement Continuum (K-12)	Placement Options (ECSE)	
Considered <input checked="" type="checkbox"/> <input checked="" type="radio"/> Inside Regular class at least 80% of time <input checked="" type="checkbox"/> <input type="radio"/> Inside Regular class 40% to 79% of time <input checked="" type="checkbox"/> <input type="radio"/> Inside Regular class less than 40% of time <input type="checkbox"/> <input type="radio"/> Public Separate School (Day) Facility <input type="checkbox"/> <input type="radio"/> Private Separate School (Day) Facility <input type="checkbox"/> <input type="radio"/> Public Residential Facility <input type="checkbox"/> <input type="radio"/> Private Residential Facility <input type="checkbox"/> <input type="radio"/> Home/Hospital <input type="checkbox"/> <input type="radio"/> Correctional Facility <input type="checkbox"/> <input type="radio"/> Parentally placed private school	Considered <input type="checkbox"/> <input type="radio"/> Early childhood setting <input type="checkbox"/> <input type="radio"/> Early childhood special education <input type="checkbox"/> <input type="radio"/> Home <input type="checkbox"/> <input type="radio"/> Part-time early childhood/Part-time early childhood special education <input type="checkbox"/> <input type="radio"/> Residential Facility <input type="checkbox"/> <input type="radio"/> Separate School <input type="checkbox"/> <input type="radio"/> Itinerant service outside the home	

For K-12 students: Is this student's placement as close as possible to child's home and/or school he/she would attend if non-disabled?

- Yes
- No. If NO, explain why another school/setting is required.

- IEP team decision
- Parent transfer request
- Other:

9/16/2022

Dr. S. Michael Hough
HOLDEN R-III
1612 S Main
Holden, MO 640401605

Dear Dr. Hough,

Enclosed is the Special Education Performance Report documenting the findings of the program review conducted as an agency self-assessment and desk review by the Office of Special Education. This report includes the desk review verification results of the agency's self-assessment file review.

SELF-ASSESSMENT FILE REVIEW RESULTS

According to the desk review, there was **NO** systemic noncompliance identified for your agency. As a result, your agency is considered to be **IN COMPLIANCE** with all state and federal regulations and no corrective actions are required.

SPECIAL EDUCATION TIERED MONITORING ONSITE DETERMINATION

Several local education agencies are selected from each monitoring cohort for an additional onsite review. The Office of Special Education has recently updated the onsite review process. The review process now focuses on educational benefit and onsite reviews are scheduled for the third year of the monitoring cycle rather than the second year. Onsite determinations for cohort two will be made in the next few weeks and districts will be notified by November 15, 2022.

The Office of Special Education appreciates the efforts made by you and your staff in assisting with this review process. It is hoped that compliance with state and federal regulations implementing the Individuals with Disabilities Education Act (IDEA) and outcomes for students with disabilities will be enhanced through our joint efforts in the review process. If you have any questions or concerns, do not hesitate to contact us at 573-751-0699.

Sincerely,

Connie Roth

Supervisor, Special Education Compliance

cc: bmconville@holdenschools.org, jlharris@ucmo.edu, Bmconville@holdenschools.org

Subject: Congratulations

Date: Monday, September 19, 2022 at 6:19:47 AM Central Daylight Time

From: Julie Harris

To: Buffie McConville

CC: Mike Hough, Superintendent

[EXTERNAL] You are receiving this email from someone outside of the district. Do NOT click links or open attachments unless you recognize the sender and know the content is safe.

Hello, Mrs. McConville,

Congratulations on achieving the very rare score of 100% on the DESE Special Education Department review of your special education program. It is time for you to celebrate and enjoy the DESE acknowledgement of knowing your special education tiered monitoring review was met with 100% in compliance in all areas. What is interesting to note, there are literally hundreds of legal indicators that any district can be found out of compliance. Most of your surrounding districts have a few, if not many, indicators that have been found to be out of compliance. That being said, Holden has a perfect score!

I will tell you I wasn't surprised when I was notified of the outstanding score for your district. From the moment you began as Director of Special Education, you have strived to run a program that was lawful and student focused. Your diligence and determination has resulted in an outstanding score that is rarely achieved. Please share this outstanding DESE review with your administration and your Board of Education. The district needs to celebrate the success of their special education program and acknowledge your outstanding job performance.

Julie Harris

Special Education Compliance Consultant

University of Central Missouri

jlharris@ucmo.edu

1 660 232 0387 direct line

1 800 762 4146 RPDC toll free number

1 660 543 8240 RPDC reception desk