

Student Name: Fremer, Faith Evangeline

Date: 4/23/2019

Student ID: 167358

## Cherokee County School District INDIVIDUALIZED EDUCATION PROGRAM (IEP)

IEP Meeting Date: 4/23/2019		Purpose of IEP		Initial <input type="checkbox"/>	Transfer <input type="checkbox"/>	Review <input checked="" type="checkbox"/>	Amendment <input type="checkbox"/>	Re-evaluation <input type="checkbox"/>
Student Name: Fremer, Faith Evangeline					Date of Birth: 05/28/15		GTID# 7326563907	
Eligibility Category(s): Autism, Speech/Lang Impairment					Most Recent Eligibility Date 4/26/2018			
IEP Start Date: 4/23/2019			IEP End Date: 4/22/2020		IEP Amendment Date:			
School: Oak Grove Preschool					Grade: P4	School Year: 2019-2020		
Parent(s): Fremer, Haley								
Address: 5000 Avonlea Place Woodstock, GA 30189								
Email: falling_for_the_truth@yahoo.com								

### TEAM MEMBERS IN ATTENDANCE

REQUIRED MEMBERS
Name/Title Fremer, Ben / Parent/Guardian
Name/Title Flowers, Katie / Speech/Lang. Path
Name/Title Fremer, Haley / Parent/Guardian
Name/Title Richards, Stacey / Special Ed Teacher
Name/Title Wolf, Tara / SE Facilitator
Name/Title Zamorski, Mary / Occupational Ther.
Name/Title
Name/Title
Name/Title

ADDITIONAL MEMBERS
Name/Title null / Behavior Specialist
Name/Title Henry, Katherine E / Sped District Representative
Name/Title
Name/Title
Name/Title
Name/Title
Name/Title
Name/Title
Name/Title

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I. PRESENT LEVELS OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE

Results of initial or most recent evaluation and results of state and district assessments:

Faith was referred for an educational evaluation by Babies Can't Wait (BCW) as part of the transition process for her upcoming third birthday. Current concerns were shared in adaptive, social-emotional, communication, and cognitive skill development secondary to the diagnosis of Autism Spectrum Disorder. A comprehensive preschool evaluation through Cherokee County School District was completed in February of 2018. The results are as follows:

Adaptive Development:

ABAS-3 Teacher Form SS 50 (well below average)  
DP-3 Parent SS 86 (average)  
BASC-3 Parent T-score 30 (well below average)  
BASC-3 Teacher T-score 37 (well below average)

Cognitive Development:

BDI-2 SS 75 (below average)  
DP-3 Parent SS 50 (well below average)

Communication Development:

Preschool Language Scale Total Language SS 59 (well below average)  
Expressive communication SS 70 (well below average)  
Auditory comprehension SS 54 (well below average)  
DP-3 Parent SS 65 (well below average)  
ABAS-3 Teacher SS 55 (well below average)

Social Emotional Development:

ABAS-3 Teacher Form SS 55 (well below average)  
DP-3 Parent SS 57 (well below average)  
BASC-3 Parent T-score 60 (below average)  
BASC-3 Teacher T-score-67 (well below average)

Physical Development:

DAYC-2  
Gross Motor SS 82 (slightly below average)  
Fine Motor SS 83 (slightly below average)  
Physical Development SS 82 (slightly below average)

The Autism Spectrum Rating Scales

The ASRS (2-5 years) Parent Rating was completed by Faith 's mother. Ratings on the Total Score scale indicate the extent to which Faith's behavioral characteristics are similar to the behaviors of children diagnosed with Autism Spectrum Disorder (ASD). Ratings on this scale yielded a T-score of 58 which falls in the Average Score range for a child of Faith's age. Ratings on the DSM-5 Scale indicate how closely Faith's reported symptoms match the DSM-5 criteria for ASD. Ratings on this scale yielded a T-score of 64, which falls in the Slightly Elevated Score range. This pattern of scores indicates that while faith is not exhibiting many of the associated features characteristic of ASD, she exhibits some symptoms directly related to the DSM-5 diagnostic criteria for this disorder.

The ASRS (2-5 years) Teacher/Childcare Provider Rating was completed by Faith 's teacher. Ratings on the Total Score scale on the teacher rating indicate the extent to which Faith's behavioral characteristics are similar to the behaviors of children diagnosed with Autism Spectrum Disorder (ASD). Ratings on this scale yielded a T-score of 70, which falls in the Very Elevated Score range. Ratings on the DSM-5 Scale indicate how closely Faith's symptoms match the DSM-5 criteria for ASD. Ratings on this scale yielded a T-score of 71, which falls in the Very Elevated Score range. The pattern of scores on the teacher's rating indicates that Faith is exhibiting symptoms directly related to the DSM-5 diagnostic criteria. Furthermore, she demonstrates many of the associated features characteristic of a child with ASD.

Autism Diagnostic Observation Schedule-2 (ADOS-2)

The ADOS-2 Toddler Module was administered by Julie Cash at the Marcus Autism Center as part of an evaluation completed on 7/18/2018. Faith met the criteria cutoff for the Moderate to Severe range of concern for autism spectrum disorder. Specific observations in the areas of social communication, reciprocal social interaction, and restricted and repetitive behavior were noted.

**Description of academic, developmental and/or functional strengths:**

In the area of communication, Faith has improved her communication skills in the classroom and during therapy. She will combine multiple words when given a simple model. Her independent verbal communication is continuing to emerge in the school setting for high frequency routines. For example when completing a toileting routine Faith has started to label the following step. She will follow one step directions containing three or more words. She will use a simple social language gesture for 'my turn' during highly preferred activities like during structured kitchen play. She is not carrying over this skill outside of the structured kitchen play activities.

In the area of cognitive, Faith can receptively recognize upper case letters and some lower-case letters. She receptively recognizes number 1-10. She can find her name in a group of names. She will match object to picture by association with no more than one verbal prompt. She is able to imitate actions with a known reinforcer when working one on one. She is doing beautifully with having waiting hands when task materials are in front of her.

In the area of adaptive, Faith will unpack her backpack and put her folder in the basket with verbal prompts. Faith will use the toilet when taken. She can pull her pants up and down, wipe, and flush the toilet during the toileting routine. She will wash and dry her hands with some verbal and physical assistance.

In the area of Social Emotional, Faith will hug her teachers, and give some eye contact and smile to initiate a social interaction with her teachers. She is beginning to respond to her teachers praise. She will smile and sometimes clap when she knows she made her teachers proud of her accomplishments.

In the area of Fine Motor, Faith is able to place pegs in a peg board and do simple inset puzzles independently. Faith is now stringing medium size beads onto a lace.

**Description of academic, developmental and/or functional needs:**

In the area of communication, Faith struggles to request, label or describe without a cue or model. She needs to improve her initiation and independent speech production. Faith exhibits weaknesses in the area of receptive vocabulary.

In the area of cognitive, Faith struggles with looking to the instructor for instructions before starting a task. She has difficulty copying a block design card. She is unable to sort non-identical objects.

In the area of adaptive, Faith has difficulty independently washing and drying her hands, getting in line when instructed, expressing her need to use the restroom.

In the area of Social Emotional, Faith struggles with playing with toys as designed, independently engaging in outdoor activities (sliding, running with peers, playing with a ball)

In the area of Fine Motor, Faith does not copy directional lines upon request during prewriting tasks without heavy prompting and physical cues from an adult. She will randomly scribble or draw lines but has very little joint attention for writing tasks in general.

**Parental concerns regarding their child's education:**

Annual Review: 4/16/2019

Parents noted, per parent input form, that they have seen progress since entering the CCSD special needs program. However, they are concerned with Faith's speech/communication and social skill levels, as they feel she has not made much progress specifically in these areas. The team discussed Faith's previous goals and reported good progress across all areas. Parents are also concerned with Faith's lack on interest in working on OT goals; however, Mary Zamorski, CCSD OT, discussed program in recent sessions and a willingness to work during sessions. Parents feel Faith should have more speech therapy time per week due to communication concerns. Katie Flowers, SLP, discussed current levels of performance and coordinating goals, noting that 60 minutes per week of speech/language therapy services continues to be appropriate in the educational setting. Parents discussed social concerns, noting that Faith would benefit from time spent with typical peers to assist with social communication. The team discussed inclusion opportunities built into the school day, such as recess and meal times. Parent concerns are addressed within the span of the IEP.

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

Faith's difficulties in the areas of cognitive, communication, adaptive, fine motor and social-emotional skills make it difficult for Faith to participate fully in age appropriate activities without additional support.

**Medical Issues:**

Faith presents with a diagnosis of autism and is suspect for apraxia of speech.  
Faith has Joint laxity, which causes her arms to be dislocated easier than most children.  
Faith has digestive sensitivity to bananas, apple juice, and dairy should be avoided at school, as these food items cause constipation  
Faith was currently diagnosed with an allergy to wasp and yellow jacket stings, and may react to other insect bites, such as fire ants. She has an AUVI-Q 0.3mg/0.3ml perscibe by the doctor and the school nurse has one in the clinic given by Faith's mother. An allergic action plan is on file with the school nurse.

**II. CONSIDERATION OF SPECIAL FACTORS**

- a) Does the student have behavior which impedes his/her learning or the learning of others?  Yes  No  
*If yes, consider the appropriateness of developing a Behavior Intervention Plan.*  
 Behavior Intervention Plan developed?  Yes  No  
 Refer to Behavior Intervention Plan for additional information.

- b) Does the student have Limited English proficiency?  Yes  No  
 If yes, consider the language needs as related to the IEP and describe below.

- c) Does the student have blindness/visual impairment?  Yes  No  
 If yes, provide for instruction in Braille and the use of Braille, unless the IEP Team determines that instruction in Braille is not appropriate for the student after an evaluation of the student's reading and writing skills, needs, and appropriate reading and writing media, including evaluation of future needs for instruction in Braille or the use of Braille. Describe below.

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d) Does the student have communication needs?  Yes  No

If yes, consider the communication needs and describe below.

Faith's communication needs will be addressed through the goals and objectives within this Individualized Education Plan.

e) Is the student deaf or hard of hearing?  Yes  No

If yes, consider and describe the student's language and communication needs, opportunities for direct communication 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. Describe communication needs below.

f) Does the student need assistive technology devices or services?  Yes  No

If yes, describe the type of assistive technology and how it is used. If no, describe how the student's needs are being met in deficit areas.

Faith has access, as needed, to assistive technology standard to the special needs preschool classroom such as computer touchscreen, adapted scissors, visual schedules and supports, single and multi-level voice output devices, etc.

g) Does the student require alternative format for instructional materials?  Yes  No

If yes, specify format(s) of materials required below.

Braille  Large type  Auditory  Electronic

### III. TRANSITION SERVICE

A transition service plan must be completed no later than entry into 9th grade or by age 16, whichever comes first, or younger, if determined appropriate by the IEP team and updated annually. If transition service plan is developed, attach to the IEP.

*No Transition Service Plan completed*

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**IV. MEASURABLE ANNUAL GOALS**

<b>Measurable Annual Goals:</b> Academic and/or functional goals 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.	<b>Criteria For Mastery</b>	<b>Method of Evaluation</b>
<b>Adaptive Independent Living Skills</b>  Faith will improve her adaptive skills to a more age appropriate level through the mastery of the following objectives.	See individual objectives	Teacher/Therapist observation;Data collection
<b>Cognitive Functional Academics</b>  Faith will improve her cognitive skills to a more age appropriate level through the mastery of the following objectives.	See individual objectives	Teacher/Therapist observation;Data collection
<b>Comm Speech/Language</b>  Faith will improve her communication skills to a more age appropriate level through the mastery of the following objectives.	see individual objectives	Data Collection & Therapist/Teacher Observation
<b>FM Fine Motor</b>  Faith will improve fine motor Skills to a more age appropriate level through the mastery of the following objectives.	80% accuracy over 9 week marking period	Teacher/Therapist observation;Data collection
<b>Soc/Em Social Skills</b>  Faith will improve her social skills to a more age appropriate level through the mastery of the following objectives.	See individual objectives	Teacher/Therapist observation;Data collection

**REPORT OF STUDENT PROGRESS**

The parents will be informed of the student's progress toward meeting the annual goals with quarterly report cards.

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**V. MEASURABLE ANNUAL GOALS & SHORT TERM OBJECTIVES/BENCHMARKS**

Academic and/or functional goals 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.

**MEASURABLE ANNUAL GOAL: Adaptive Independent Living Skills**

Faith will improve her adaptive skills to a more age appropriate level through the mastery of the following objectives.

Short term objectives/benchmarks: Measurable, intermediate steps or targeted sub-skills to enable student to reach annual goals.	Criteria for Mastery	Method of Evaluation
Faith will independently follow the hand washing routine after toileting with no more than 1 verbal prompt. (i.e. Prompting verbage: What comes next?) (i.e. Get soap from soap dispenser, turn water on, rub hands together while rinsing, pull paper towel lever 3X, rip paper towel fully out, dry hands, throw paper towel in trash) (80% accuracy over a 9-week marking period)	80% accuracy over a 9 week marking period	Teacher/Therapist observation;Data collection
Faith will use words, picture exchange, sign or verbal approximations to request to use the restroom as needed. (80% accuracy over a 9-week marking period)	80% accuracy over a 9 week marking period	Teacher/Therapist observation;Data collection
Faith will follow instructions to form a line and wait appropriately while standing in the line with no more than 1 verbal prompt. (80% accuracy over a 9-week marking period)	80% accuracy over a 9 week marking period	Teacher/Therapist observation;Data collection

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**MEASURABLE ANNUAL GOAL: Cognitive Functional Academics**

Faith will improve her cognitive skills to a more age appropriate level through the mastery of the following objectives.

Short term objectives/benchmarks: Measurable, intermediate steps or targeted sub-skills to enable student to reach annual goals.	Criteria for Mastery	Method of Evaluation
When engaged in an obvious series of learning tasks, Faith will scan the materials and look at the instructor to seek the instruction for the next task. (80% accuracy over a 9-week marking period)	80% accuracy over a 9 week marking period	Teacher/Therapist observation;Data collection
When given a variety of non-identical objects or pictures representing three items, and given an array of sample items, Faith will sort 12 items into the appropriate groups with no more than 1 verbal prompt. (80% accuracy over a 9-week marking period)	80% accuracy over a 9 week marking period	Teacher/Therapist observation;Data collection
When given a block design card and blocks, Faith will copy the design card with no more than 1 verbal prompt. (80% accuracy over a 9-week marking period)	80% accuracy over a 9 week marking period	Teacher/Therapist observation;Data collection

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**MEASURABLE ANNUAL GOAL: Comm Speech/Language**

Faith will improve her communication skills to a more age appropriate level through the mastery of the following objectives.

Short term objectives/benchmarks: Measurable, intermediate steps or targeted sub-skills to enable student to reach annual goals.	Criteria for Mastery	Method of Evaluation
Given a field of 2, Faith will identify/select functional or thematic classroom vocabulary when named with 80% accuracy across a 9-week grading period.	80% accuracy across a 9-week grading period	Data Collection & Therapist/Teacher Observation
Faith will complete a carrier phrase with a verbal response to request needed or preferred item with 80% accuracy across a 9-week grading period.	80% accuracy across a 9-week grading period	Data Collection & Therapist/Teacher Observation
Faith will complete a carrier phrase with a verbal response to comment with vocabulary label or description with 80% accuracy across a 9-week grading period.	80% accuracy across a 9-week grading period	Data Collection & Therapist/Teacher Observation

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**MEASURABLE ANNUAL GOAL: FM Fine Motor**

Faith will improve fine motor Skills to a more age appropriate level through the mastery of the following objectives.

Short term objectives/benchmarks: Measurable, intermediate steps or targeted sub-skills to enable student to reach annual goals.	Criteria for Mastery	Method of Evaluation
Faith will copy vertical lines in prewriting tasks. (80% accuracy over a 9-week marking period)	80% accuracy over 9 week marking period	Teacher/Therapist observation;Data collection
Faith will copy horizontal lines in prewriting tasks. (80% accuracy over a 9-week marking period)	80% accuracy over 9 week marking period	Teacher/Therapist observation;Data collection
Faith will independently snip paper 15 times with scissors with 80% accuracy across a 9-week grading period.	80% accuracy across a 9-week grading period	Teacher/therapist observation, data collection

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**MEASURABLE ANNUAL GOAL: Soc/Em Social Skills**

Faith will improve her social skills to a more age appropriate level through the mastery of the following objectives.

Short term objectives/benchmarks: Measurable, intermediate steps or targeted sub-skills to enable student to reach annual goals.	Criteria for Mastery	Method of Evaluation
Faith will be able to engage in appropriate independent outdoor activities with no more than 2 verbal prompts. (80% accuracy over a 9-week marking period)	80% accuracy over a 9 week marking period	Teacher/Therapist observation;Data collection
Faith will actively play with toys as designed with no more than 2 verbal prompts. (80% accuracy over a 9-week marking period)	80% accuracy over a 9 week marking period	Teacher/Therapist observation: Data collection
When reading a book or singing a song with others, Faith will be able to fill in some words and phrases with no more than 1 verbal prompt. (80% accuracy over a 9-week marking period)	80% accuracy over a 9 week marking period	Teacher/Therapist observation;Data collection

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**VI. STUDENT SUPPORTS**

To advance appropriately toward attaining annual goals; to be involved and progress in the general curriculum; to be educated and participate with other children in academic, nonacademic and extracurricular activities, the following accommodations, supplemental aids and services and/or supports for school personnel will be provided:

**Instructional Accommodations**

- (1) All: Other: Faith often responds on the second request, she may need additional processing time in a large group setting.
- (2) All: Other: Allow extended time for response. Provide carrier phrase for Faith to complete before providing verbal model.
- (3) All: Allow short breaks Allow short breaks as needed
- (4) All: Other: Sensory strategies or breaks as recommended by occupational therapist
- (5) All: Other: Short instructions
- (6) All: Other: Visual Cues: Such as, but not limited to: visual schedules, first/then boards, task boards, visual classroom rules, etc.
- (7) All: Other: Use a visual timer to help with transitions

**Supplemental Aids and Services**

**Supports for School Personnel**

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**Classroom Testing Accommodations**

**VII. ASSESSMENT DETERMINATION FOR DISTRICT AND STATEWIDE ASSESSMENTS FOR GRADES K-12**

State mandated test is NOT required during the current school year.

a) 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 instruction/testing and specified in the IEP. Some accommodations used for instruction may not be allowed for statewide 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.

<b>Test:</b>	<b>Setting:</b>
<b>Subtest:</b>	<b>Timing &amp; Scheduling:</b>
<b>Type:</b>	<b>Presentation:</b>
	<b>Response:</b>
<b>Test:</b>	<b>Setting:</b>
<b>Subtest:</b>	<b>Timing &amp; Scheduling:</b>
<b>Type:</b>	<b>Presentation:</b>
	<b>Response:</b>
<b>Test:</b>	<b>Setting:</b>
<b>Subtest:</b>	<b>Timing &amp; Scheduling:</b>
<b>Type:</b>	<b>Presentation:</b>
	<b>Response:</b>
<b>Test:</b>	<b>Setting:</b>
<b>Subtest:</b>	<b>Timing &amp; Scheduling:</b>
<b>Type:</b>	<b>Presentation:</b>
	<b>Response:</b>

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If GAA is being considered, the IEP team must complete the eligibility criteria document for the Georgia Alternative Assessment 2.0.

b) After completing the Georgia Alternate Assessment 2.0 eligibility criteria form, the IEP determined the student will participate in the Georgia Alternative Assessment (GAA).

Yes

No

N/A

Refer to Georgia Alternative Assessment 2.0 eligibility criteria form for additional information.

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**Instruction/Related Services Considered**

Speech Consultation                      Related Service                      Community Based Preschool                      Consultation  
 Extended School Year                      Facility Based Preschool                      Spec.Transportation                      Speech/Direct Service  
 Related Service/Consult

**VIII. SPECIAL EDUCATION: Instruction/Related Services in General Education Classroom/Early Childhood Setting**

Service	Frequency	Initiation of Services (mm/dd/yy)	Anticipated Duration (mm/dd/yy)	Provider Title	Content/Specialty Area(s)

**IX. SPECIAL EDUCATION: Instruction/Related Services Outside of the General Education Classroom**

Service	Frequency	Initiation of Services (mm/dd/yy)	Anticipated Duration (mm/dd/yy)	Provider Title	Content/Specialty Area(s)
Speech/Direct Service	60 Minutes / Weekly	04/23/19	04/22/20	SpeechLang Path	Speech/Lang. Therapy
Facility Based Preschool	300 Minutes / Daily	04/23/19	04/22/20	Certified SPED Teacher	Preschool Curriculum
Related Service	30 Minutes / Weekly	04/23/19	04/22/20	Related Service Provider	Occupational Therapy

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**X. The explanation of the extent, if any, to which the child will not participate with peers without disabilities in the regular class and/or in nonacademic and extracurricular activities:**

Annual Review 4/23/2019

The IEP team reviewed Faith's progress and discussed options for continued services. The team considered options ranging from consultation to small group, special education class instruction. The team agreed that Faith requires more intensive instruction in a small group setting where instruction can be targeted to her specific social/emotional, communication, adaptive, cognitive and fine motor needs and presented in short segments with multiple opportunities for extra practice and repetition. Therefore, Faith's current instructional model, facility-based preschool 300 minutes daily, continues to appropriately support her needs as described in the Present Levels of Performance and goals/objectives sections of this IEP.

Direct speech/language services are accepted 60 minutes per week to support functional communication.

Occupational therapy services are accepted to support fine motor and sensory needs.

**XI. EXTENDED SCHOOL YEAR**

a) Are extended school year services necessary?  Yes  No

If yes, complete the section below.

ESY: There is no documentation of regression, extended recoupment period, or lack of progress to support extended school year services at this time. Should future data demonstrate the needs for services, the IEP committee will meet again and determine which, if any, services are warranted.

b) Goals to be extended or modified.

Services	Frequency	Initiation of Services (mm/dd/yy)	Anticipated Duration (mm/dd/yy)	Provider Title	Content/Specialty Area(s)

**XII. DOCUMENTATION OF NOTICE OF IEP MEETING**

	Date	Method of Notification	By Whom
1st Notification	02/26/19	<input type="checkbox"/> Invitation <input type="checkbox"/> Phone Call <input checked="" type="checkbox"/> In Person <input type="checkbox"/> Reminder Notice <input type="checkbox"/> Other:	Stacey
2nd Notification	03/15/19	<input type="checkbox"/> Invitation <input type="checkbox"/> Phone Call <input type="checkbox"/> In Person <input type="checkbox"/> Reminder Notice <input checked="" type="checkbox"/> Other: <b>Email</b>	Stacey
3rd Notification	04/11/19	<input checked="" type="checkbox"/> Invitation <input type="checkbox"/> Phone Call <input type="checkbox"/> In Person <input type="checkbox"/> Reminder Notice <input type="checkbox"/> Other:	Stacey



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**XIII. PARENT PARTICIPATION IN THE IEP PROCESS**

The following documents were provided to parent(s):

- Parental Rights in Special Education
- Individualized Education Program (IEP)
- Eligibility Report(s)
- Evaluation
- Other: Parent mentor brochure, progress report

If parent did not attend the meeting, complete below.

On \_\_\_\_\_ the documents were:     Mailed     Given In Person     Sent via Student     Other \_\_\_\_\_

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**XIV. REEVALUATION/REDETERMINATION**

The IEP Committee has reviewed the student data as outlined below and determined whether or not additional or updated data may be needed for continuing eligibility:

**Recommendations**

**Eligibility Determination**

- Student Continues to Meet Eligibility
- Eligibility Determination Will Be Made after Additional Information/Data is obtained.
- Student Does Not Meet Eligibility for \_\_\_\_\_
- Other \_\_\_\_\_

**Eligibility Notes**

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**XVI. FINAL NOTES**

Annual Review 4/16/2019

IEP participants were as follows: Tara Wolf (LEA-local education agency), Stacey Richards (special education teacher), Haley Fremer (mother), Ben Fremer (father), Katie Flowers (SLP-speech/language pathologist), Mary Zamorski (OT-occupational therapist), Katherine Henry (Cherokee County School District BCBA) and Brandy Riley (private ABA therapist).