

Student Name: Fremer, Faith Evangeline

Date: 3/10/2022

Student ID: 167358

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

IEP Meeting Date: 3/10/2022		Purpose of IEP		Initial <input type="checkbox"/>	Transfer <input type="checkbox"/>	Review <input type="checkbox"/>	Amendment <input type="checkbox"/>	Re-evaluation <input checked="" 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 3/10/2022			
IEP Start Date: 3/10/2022			IEP End Date: 3/9/2023		IEP Amendment Date:			
School: Boston Elementary School					Grade: 01		School Year: 2021-2022	
Parent(s): Fremer, Haley								
Address: 104 West Point Trail Apt 107 Woodstock, GA 30189								
Email: Falling_for_the_truth@yahoo.com								

#### TEAM MEMBERS IN ATTENDANCE

REQUIRED MEMBERS
Name/Title
Allen-Nunes, Natalie / Speech/Lang. Path
Name/Title
Cain, Monica / Special Ed Teacher
Name/Title
Fremer, Ben / Parent/Guardian
Name/Title
Fremer, Haley / Parent/Guardian
Name/Title
Smith, Stacey / LEA Rep
Name/Title
Name/Title
Name/Title
Name/Title
Name/Title

ADDITIONAL MEMBERS
Name/Title
Smith, Mary Teresa / Occupational Ther.
Name/Title
Name/Title
Name/Title
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 indicated the extent to which Faith's behavioral characteristics were similar to the behaviors of children diagnosed with Autism Spectrum Disorder (ASD). Ratings on this scale yielded a T-score of 58 which fell in the Average Score range for a child of Faith's age. Ratings on the DSM-5 Scale indicated how closely Faith's reported symptoms matched the DSM-5 criteria for ASD. Ratings on this scale yielded a T-score of 64, which fell in the Slightly Elevated Score range. This pattern of scores indicated that while Faith was not exhibiting many of the associated features characteristic of ASD, she exhibited 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 indicated the extent to which Faith's behavioral characteristics were similar to the behaviors of children diagnosed with Autism Spectrum Disorder (ASD). Ratings on this scale yielded a T-score of 70, which fell 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 fell in the Very Elevated Score range. The pattern of scores on the teacher's rating indicated that Faith is exhibited symptoms directly related to the DSM-5 diagnostic criteria. Furthermore, she demonstrated many of the associated feature characteristic of a child with ASD.

Autism Diagnostic Observation Schedule-2 (ADOS-2)

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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.

\*\*\*2021-2022 School Assessment\*\*\*

ABLBS - Faith is progressing toward achievement of basic grade level standards with the utilization of an adaptive curriculum. Assessments conducted in February of 2022 show Faith scoring well in the areas of cooperation with effective reinforcers, visual performance, receptive language, dressing, eating, and toileting. She has shown improvement with motor imitation, labeling, and generalized responding. Faith's Reading shows she knows both upper and lower case letters, most sounds, and is beginning to recognize more functional sight words. Faith knows her numbers up to 10 with consistency and is working on higher numbers. She also knows most shapes and is very good with puzzles. She shows areas of concern with group instruction, classroom routines, social interaction, and spontaneous vocalizations.

Description of academic, developmental and/or functional strengths:

Cognitive: Faith can identify her colors, basic shapes, identify letters of the alphabet both upper and lower case, and is very good at sorting colors, shapes, and like items. She is very good at matching objects as well as numbers and letters and rhyming words. She enjoys many activities that involve letters and words. She is very good with patterns and puzzles, which she enjoys in class.

Adaptive: Faith responds well to praise and loves music. She is very interactive with movement songs when played as a group and will participate with the movements when prompted. Faith is independent in her toileting, eating, and dressing herself. She is also self-sufficient in acquiring snacks from her bookbag or a shelf when wanting additional snacks or drinks. She will self-advocate when she is hungry and when she needs to use the restroom on good days. She can complete a task for up to 10 minutes when focused or motivated with a positive reinforcer.

Communication: Faith is a sweet girl. She is making gains in the area of functional communication with several accommodations in place. She follows routine and simple verbal and visual directives to participate in structured and unstructured activities in her self-contained classroom setting and when she transitions to the speech/language therapy room. Faith works well in a one-to-one and small group setting. Her receptive language skills are increasing. She follows simple verbal/picture directives to start tasks. Faith listens and points to vocabulary objects/verbs/attributes when given 2 or 3 items. Her expressive is slowly showing some increase as well. She is verbalizing more social words spontaneously (ie. hi/bye), common vocabulary (items/verbs), and hums or sings along to frequently heard educational songs with visual and verbal cues and prompts. Given verbal cues, Faith repeats 1-2 words. Faith is able to consistently point to some emotions (ie. happy, angry, sad, silly). She also demonstrates when she is happy, sad or frustrated with varied vocalizations and on her AAC device when presented. Faith participates better with lots of praises, positive reinforcers-snack, small sensory items she can squeeze or hold. When she is having a good day, her participation efforts are amazing. Even when she does not appear to be having the best day, Faith still tries to participate in activities with motivation and positive reinforcers.

Fine Motor: When she is attending, Faith is showing progress with her fine motor skills. She is improving in her ability to copy circular strokes and trace the letters of her first name. When given setup assistance, she can use standard scissors to cut along single straight lines. She is beginning to learn how to change direction while cutting bold simple zigzag lines with frequent verbal and gestural cues and physical assistance.

Description of academic, developmental and/or functional needs:

Cognitive: Faith is improving with her one to one number correspondence up to 10 but needs additional assistance with correspondence up to 20. Faith shows difficulty with matching words to pictures. She appears to have regressed a bit this year from her accomplishments last year needing additional prompting and reinforcers to complete work as well as data. This is also very dependent upon her focus and mood. Consistent and accurate data is difficult to obtain due to Faith leaving school early every day. Faith is very aware of time and seems to be in a constant state of waiting to leave each day as she knows she checks out early which impedes her ability to progress.

Adaptive: Faith demonstrates difficulty with following the handwashing routine without significant additional prompting. Faith has improved in her verbal requesting of objects such as "banana" and "apple" and will sometimes express her wants or needs by leading the adult to an item or area. However, she was much better with this at the beginning of the year than she is now and she becomes upset first and requires prompting by an adult to communicate her desire more often than not. She has regressed in the area of expressing wants or needs. Faith needs a visual schedule to keep her on task with work boxes. Her compliance with this task, as with most tasks, is very dependent upon mood.

Fine Motor: Faith has difficulty with sensory processing which impacts her ability to perform in the classroom. She continues to seek deep pressure and vestibular input. She continues to switch hands with regards to fine motor tasks. She needs help with tracing/imitating writing letters as well as with cutting zigzag lines.

Communication: Faith is making progress in the area of communication, however she has significant delays in her receptive, expressive, pragmatic language skills. She continues to be inconsistent with spontaneous verbal communication for social and daily wants and needs purposes.

Parental concerns regarding their child's education:

Parent expressed interest in having communication between Faith's private providers (ABA, OT, SLP). Ms. Smith shared with parents that a release of records can be sent home so that communication can take place between the school and private providers. Parents agreed and requested for the release to be sent home.

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:

3/10/22 - Parents shared that all information is accurate and current.

Information from 11/6/2021- Ms. Fremer expressed that Faith had an EEG done recently which showed small amounts of abnormal brain activity, but it did not detect seizures currently. However, it does have the potential to develop into seizures, and the doctor prescribed an emergency medication in case she ever does have a severe seizure. A seizure action plan will be on file with the school nurse. Additionally, Ms. Fremer reported that she believes Faith has pica, and will ask to doctor for a formal diagnosis and documentation.

Previous IEP Information---

Faith has a diagnosis of autism and 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. These items should be avoided at school, per GI doctor, as they tend to cause constipation.  
 Gluten is also a sensitivity; parent noted positive differences in behavior since eliminating gluten from Faith's diet.  
 Parent noted she feels Faith may be allergic to Benadryl.  
 Faith is 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 prescribed by the doctor and the school nurse has this medication in the clinic at Oak Grove PS, which was provided by Faith's mother; however, the doctor does not feel it is necessary and therefore future epi pens will not be prescribed. 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.

Faith's behaviors will be addressed through classroom accommodations within this Individualized Education Plan.

- b) Does the student have Limited English proficiency?  Yes  No  
 If yes, consider the language needs as related to the IEP and describe below.  
 Faith does not have limited English proficiency.

- 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.  
 Faith is not blind/visual impairment.

- 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.  
 Faith is not deaf or hard of hearing.

- 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.  
 On 1/22/2021, the team discussed and agreed that Faith would have a school-issued speech generating device. After the meeting, CCSD's Assistive Technology Specialist had a discussion with Mrs. Fremer as well as Faith's private SLP and at the suggestion of Faith's private SLP, it was decided Faith will be using her personal speech-generating device as opposed to one provided by the school for consistency purposes as there was some concern by her private SLP for potential confusion between the two different devices. Faith will be bringing her device to school daily.

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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

Faith does not require alternative instructional materials.

### 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**

<p>Measurable Annual Goals: 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.</p>	<p>Criteria For Mastery</p>	<p>Method of Evaluation</p>
<p><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.</p>	<p>See individual objectives</p>	<p>Teacher/Therapist observation;Data collection</p>
<p><b>AdPE Gross Motor Skills</b>             Faith will improve her adaptive skills to a more age-appropriate level through the mastery of the following objectives.</p>	<p>See individual objectives</p>	<p>Teacher/Therapist observation, data collection</p>
<p><b>Cognitive Functional Academics</b>             Faith will improve her cognitive skills to a more age appropriate level through the mastery of the following objectives.</p>	<p>See individual objectives</p>	<p>Teacher/Therapist observation;Data collection</p>
<p><b>Comm Speech/Language</b>             Faith will improve her communication skills to a more age appropriate level through the mastery of the following objectives.</p>	<p>see individual objectives</p>	<p>Data Collection &amp; Therapist/Teacher Observation</p>
<p><b>FM Fine Motor</b>             Faith will improve fine motor Skills to a more age appropriate level through the mastery of the following objectives.</p>	<p>See individual objectives</p>	<p>Teacher/Therapist observation;Data collection</p>

**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) Baseline of a 75% and a target of 80%	80	Teacher/Therapist observation;Data collection
Faith will use words, picture exchange, sign or verbal approximations to request wants and needs as needed. With a baseline of 38% and a target of 80%	80	Teacher/Therapist observation;Data collection
Faith will use a visual schedule to follow classroom routines. With a baseline of 50% and a target of 80%.	80	Teacher/Therapist

**REPORT OF STUDENT PROGRESS**

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**MEASURABLE ANNUAL GOAL: AdPE Gross Motor 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 participate in Adapted PE activities 70% of the class period from a baseline of 40% and mastery at 70%.	70	Teacher 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
Faith will match numbers to given objects from a field of 3 between the numbers of 1 and 20 with a baseline of 50% with mastery criteria of 80% accuracy over a 9 week period.	80	Teacher observation, Data collection
When presented with a picture and a field of 3 words, Faith will match the correct word to the picture increasing from 6 words to 20 words with a baseline of 40% and mastery criteria of 80% within a 9 week period.	80	Teacher observation, data collection

**REPORT OF STUDENT PROGRESS**

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

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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
Faith will accurately identify common verbs when presented with 2-3 pictures from a baseline of 40% to 80% of opportunities across 4 consecutive sessions.	80	Data Collection & Therapist/Teacher Observation
Faith will verbally say the for common objects/items when presented with choices of 2-3 items with no more than 1 visual cue and verbal prompt, from a baseline of 40% to 70% accuracy across 4 consecutive sessions.	70	Data Collection & Therapist/Teacher Observation
Faith will spontaneously say or use her AAC device to produce the carrier phrase "I want..." to make her requests known to others from a baseline of 20% to 60% across 4 consecutive sessions.	60	Data Collection & Therapist/Teacher Observation
Utilizing AAC device, Faith will increase her functional social language skills to answer 10 personal questions across her daily natural settings (i.e. "What is your name, Who is mom, who is dad, who are siblings, who is teacher, Therapists, Location (home/school/etc) from a baseline of 46% to 70% accuracy for 4 consecutive sessions.	70	Data Collection & Therapist/Teacher observation

**REPORT OF STUDENT PROGRESS**

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

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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 trace the letters of her first name with verbal and visual cues with 60% legibility from a baseline of 20%.	60	Teacher/Therapist observation; Data collection
When given setup assistance, Faith will cut bold zigzag lines within ½ inch deviation with verbal and gestural cues 50% of opportunities. (Baseline: 25%)	50	Teacher/therapist observation, data collection

**REPORT OF STUDENT PROGRESS**

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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
<p>(1) All: Other: ELOPEMENT concerns; close proximity to adult during transitions and unstructured time outside of the classroom</p> <p>(2) All: Other: Faith often responds on the second request, she may need additional processing time in a large group setting.</p> <p>(3) All: Other: Allow extended time for response. Provide carrier phrase for Faith to complete before providing verbal model.</p> <p>(4) All: Allow short breaks Allow short breaks as needed</p> <p>(5) All: Other: Sensory strategies or breaks as recommended by occupational therapist</p> <p>(6) All: Other: Short instructions</p> <p>(7) All: Other: Visual Cues: Such as, but not limited to: visual schedules, first/then boards.</p>
Supplemental Aids and Services
<p>(1) All: Other: Assistive Technology- speech generating device (Faith will be using her private device and bringing it to school daily per parental request)</p>
Supports for School Personnel
<p>(1) All: Other: The OT will consult with appropriate school personnel as needed regarding the fine motor and sensory needs of the student. OT will provide fine motor and sensory facilitation techniques to Faith's teachers to increase her success in the classroom.</p> <p>(2) All: Other: Teacher Curriculum Training</p> <p>(3) All: Other: The SLP will consult with appropriate school personnel as needed regarding the communication needs of the student. SLP will provide speech and language facilitation techniques to Faith's teachers to increase her success in the classroom.</p> <p>(4) All: Other: Teachers will consult with Assistive Technology specialist for ongoing training on Faith's technology needs.</p>

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Classroom Testing Accommodations
(1) All: NO Accommodations Required

**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.

Test:	Setting:
Subtest:	Timing & Scheduling:
Type:	Presentation:
	Response:
Test:	Setting:
Subtest:	Timing & Scheduling:
Type:	Presentation:
	Response:
Test:	Setting:
Subtest:	Timing & Scheduling:
Type:	Presentation:
	Response:
Test:	Setting:
Subtest:	Timing & Scheduling:
Type:	Presentation:
	Response:

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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**

- Adapted PE                                      Extended School Year                                      Spec.Transportation                                      Supportive Instr 100%
- Regular Transportation                                      Related Service/Consult                                      General Education                                      Speech Consultation
- Related Service                                      Small Separate Class                                      Consultation                                      Speech/Direct Service
- Co-teaching(100% of time)

**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)
Supportive Instr 100%	45 Minutes / Daily	03/10/22	03/09/23	Paraprofessional	Spec (Elementary)

**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)
Spec.Transportation	2 Segment(s) / Daily	03/10/22	03/09/23	Assistive personnel	Special Transportation
Adapted PE	60 Minutes / Weekly	03/10/22	03/09/23	Related Service Provider	Adapted PE
Small Separate Class	250 Minutes / Daily	03/10/22	03/09/23	Certified SPED Teacher	Any Academic Class
Speech/Direct Service	60 Minutes / Weekly	03/10/22	03/09/23	SpeechLang Path	Speech/Lang. Therapy
Related Service	30 Minutes / Weekly	03/10/22	03/09/23	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:**

The IEP team reviewed Faith's progress towards goals and objectives, present level of performance, and teacher's observations and discussed options for continued services. The team considered multiple options including general education with special education support to small group, special education class instruction.

Due to Faith's cognitive, adaptive, and communication weaknesses, she has difficulty participating in the general education setting without additional support. Faith continues to require supports such as differentiation, repetition, re-teaching, additional instruction, scaffolding, specialized instruction, frequent reinforcement, frequent monitoring for behavioral or emotional support, monitoring for self-regulation, frequent monitoring for academic comprehension in order to acquire and master new concepts across all academic areas.

Faith's behavioral needs consistently and significantly impact her ability to participate in a general education setting. Therefore, the committee considers and accepts a total of 250 minutes per day of special education services in the self-contained Autism, small group setting for all academic to address cognitive, adaptive, and communication weaknesses. Also reviewed and agreed upon: Related Services for OT - 30 minutes/weekly, Speech Direct Services - 60 minutes/weekly; Adaptive PE - 60 minutes/weekly, Supportive Instruction in Specials - 45 minutes/daily. Special transportation was discussed and accepted.

ESY: The team discussed services and extended school year. Current data indicates that Extended School Year (ESY) services are not needed at this time. Faith does not show significant regression after extended breaks from school and is not at a critical point of instruction. Should data indicating need for ESY become available, the committee will reconvene to explore options.

**XI. EXTENDED SCHOOL YEAR**

- a) Are extended school year services necessary?  Yes  No  
If yes, complete the section below.

The team discussed services and extended school year. Current data indicates that Extended School Year (ESY) services are not needed at this time. Faith does not show significant regression after extended breaks from school and is not at a critical point of instruction. Should data indicating need for ESY become available, the committee will reconvene to explore options.

- 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)

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

	Date	Method of Notification	By Whom
1st Notification	02/18/22	<input checked="" type="checkbox"/> Invitation <input type="checkbox"/> Phone Call <input type="checkbox"/> In Person <input type="checkbox"/> Reminder Notice <input type="checkbox"/> Other: <b>NOM to parents</b>	Monica Cain
2nd Notification	02/28/22	<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>Noted home note of</b>	Monica Cain
3rd Notification	03/02/22	<input checked="" type="checkbox"/> Invitation <input type="checkbox"/> Phone Call <input type="checkbox"/> In Person <input type="checkbox"/> Reminder Notice <input type="checkbox"/> Other: <b>sent hardcopy to</b>	Monica Cain

**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: **Parental Input Form**  
**Covid Contingency Plan**  
**Special Needs Scholarship Form**

If parent did not attend the meeting, complete below.

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

Student Name: Fremer, Faith Evangeline

Date: 3/10/2022

Student ID: 167358

**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**

The team reviewed Faith's progress on IEP objectives, current classroom performance, and her previous evaluation. The team determined that further testing is not needed at this time to continue with her current eligibility in the areas of Autism and Speech and Language Impairment. Faith's new eligibility date is reflected in her IEP as 3/10/2022.

Student Name: Fremer, Faith Evangeline

Date: 3/10/2022

Student ID: 167358

XVI. FINAL NOTES

\*\*\*Annual Review Meeting March 10, 2022\*\*\*

The IEP meeting was held digitally via Microsoft Teams.

Start Time: 9:25 AM End Time: 10:17 AM

ATTENDEES:

LEA Rep/Special Education Facilitator: Stacey Smith  
Parent/Guardian: Ben Fremer, father; Haley Fremer, mother  
Special Education Teacher: Monica Cain  
General Education Teacher: Stephanie Goss  
Speech and Language Pathologist: Natalie Allen-Nunes  
Occupational Therapist: Mary-Teresa Smith  
School Administrator: Michelle Calkins

Introductions were made. Ms. Smith, LEA Rep/special education facilitator, offered parent(s) a copy of parental rights and asked if they had questions. Parents declined a copy and did not have questions at this time. She stated the purpose of the meeting. The purpose of the meeting was to review the end of IEP progress reports, develop an IEP, update a CCP, and review GAA Matrix.

The team reviewed the end of IEP progress report.

The team reviewed Faith, current strengths and needs.

The team reviewed parental concerns. A release will be sent home to parents to allow for access between Faith's ABA therapist and her private OT and SLP.

Medical information was updated as noted in the IEP.

Special Factors were reviewed by the IEP team.

Goals were reviewed by the IEP team. Goals were included to meet needs noted in the IEP.

Classroom instructional accommodations and testing accommodations were reviewed.

Services were reviewed and agreed upon as noted in the IEP. Faith will receive the following services

Small group for any academic class - 250 minutes/daily, Related Services for OT - 30 minutes/weekly, Speech Direct Services - 60 minutes/weekly; Adaptive PE - 60 minutes/weekly, Supportive Instruction in Specials - 45 minutes/daily. Special transportation was discussed and accepted.

ESY: The team discussed services and extended school year. Current data indicates that Extended School Year (ESY) services are not needed at this time. Faith does not show significant regression after extended breaks from school and is not at a critical point of instruction. Should data indicating need for ESY become available, the committee will reconvene to explore options.

\*\*\*Redetermination Review\*\*\*

The team reviewed Faith's progress on IEP objectives, current classroom performance, and her previous evaluation. The team determined that further testing is not needed at this time to continue with her current eligibility in the areas of Autism and Speech and Language Impairment. Faith's new eligibility date is reflected in her IEP as 3/10/2022.

The updated Covid Contingency Plan was updated by the IEP team to reflect any changes made during this annual review meeting. A copy will be sent to the parents to review and sign. Georgia's Special Needs Scholarship Program was reviewed with the parent. A copy will be sent home to the parent to review and sign.

Parent did not have any questions.

Meeting Adjourned

Student Name: Fremer, Faith Evangeline

Date: 3/10/2022

Student ID: 167358

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Parents will be sent the following documents:

- Special Needs Scholarship Program
- IEP
- End of IEP Progress Reports
- Updated CCP
- Parent Mentor Brochure

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