

Montgomery County Public Schools

200 JUNKIN STREET, P.O. BOX 29 CHRISTIANSBURG, VIRGINIA 24073

3 15 95
Month Day Year

NOTICE OF IEP MEETING

Dear Mrs. Hartmann :
(Parents, Guardians, or Surrogates)

This notice is to inform you of a meeting to discuss information and proposed action regarding the educational placement of your child, Mark Hartmann.

It was determined on 1/13/94 that your child is eligible for special education services.

Before our school division is permitted to provide and/or continue these special services for your child, we request your involvement in the writing of an Individualized Education Program (IEP).

For the purpose, a meeting has been scheduled as follows:

DATE: Thursday, March 9, 1995 TIME: 10:00 a.m.

LOCATION: Kipps Elementary (conference room)

PARTICIPANTS: Kenna M. Colley SPECIAL EDUCATION TEACHER

Ray Van Duke PRINCIPAL OR DESIGNEE

Kari Lester CLASSROOM TEACHER(S)

Barbara Piersol (speech) OTHERS AS APPROPRIATE

Lisa Brydlen (O.T.)

If this time is not convenient for you, please contact your child's teacher, 951-5760, or principal, 951-5760, to discuss another time.
Phone # Phone #

I look forward to meeting you.

Sincerely,

Kenna M. Colley



Montgomery County Public Schools

200 Junkin Street, CHRISTIANSBURG, VIRGINIA 24073

1 / 12 / 1995
Month Day Year

NOTICE OF IEP MEETING

RESCHEDULED
DUE TO ILLNESS OF
IEP MEMBER

Dear Mrs. Hartmann :
(Parents, Guardians, or Surrogates)

This notice is to inform you of a meeting to discuss information and
and proposed action regarding the educational placement of your child,
Mark Hartmann.

It was determined on 1/13/94 that your child is eligible for
special education services.

Before our school division is permitted to provide and/or continue these
special services for your child, we request your involvement in the
writing of an Individualized Education Program (IEP).

For this purpose, a meeting has been scheduled as follows:

DATE: Wednesday, Jan. 25, 1995 TIME: 3:30 p.m.

LOCATION: Kipps Elementary

PARTICIPANTS:	<u>Kenna M. Colley</u>	SPECIAL EDUCATION TEACHER
	<u>Ray Van Dyke</u>	PRINCIPAL OR DESIGNEE
	<u>Kari Lester</u>	CLASSROOM TEACHER(S)
	<u>Barbara Piessol</u>	OTHERS AS APPROPRIATE
	<u>Pat Redcliff</u>	

If this time is not convenient for you, please contact your child's teacher,
951-5760, or principal, 951-5760, to discuss
Phone number Phone number

another time. I look forward to meeting you.

Sincerely,

Kenna M. Colley

Original: Parents/Student
School Confidential File
Special Education Office

Agencies invited (for transitional planning):



Montgomery County Public Schools

200 Junkin Street, CHRISTIANSBURG, VIRGINIA 24073

1 / 25 / 95
Month Day Year

NOTICE OF IEP MEETING

RESCHEDULED
DUE TO LEGAL
PROCEEDINGS
BY COURT

Dear Mrs. Hartmann :
(Parents, Guardians, or Surrogates)

This notice is to inform you of a meeting to discuss information and
and proposed action regarding the educational placement of your child,

Mark Hartmann

It was determined on 1 / 13 / 94 that your child is eligible for
special education services.

Before our school division is permitted to provide and/or continue these
special services for your child, we request your involvement in the
writing of an Individualized Education Program (IEP).

For this purpose, a meeting has been scheduled as follows:

DATE: Thursday, Jan. 26, 1995 TIME: 3:30 p.m.

LOCATION: Kipps Elementary

PARTICIPANTS:	<u>Kenna M. Colley</u>	SPECIAL EDUCATION TEACHER
	<u>Ray Van Dyke</u>	PRINCIPAL OR DESIGNEE
	<u>Kari Lester</u>	CLASSROOM TEACHER(S)
	<u>Barbara Piersol</u>	OTHERS AS APPROPRIATE
	<u>Pat Radcliffe</u>	

If this time is not convenient for you, please contact your child's teacher,

951-5760, or principal, 951-5760, to discuss
Phone number Phone number

another time. I look forward to meeting you.

Sincerely,

Kenna M. Colley

Original: Parents/Student
School Confidential File
Special Education Office

Agencies invited (for transitional planning):

CHANGE IN CASELOAD

STUDENT'S NAME: Hartmann, Mark Andrew SPEC. ED. TEACHER: Colley
Last, First, Middle

BIRTHDATE: 8-21-85 SCHOOL: Kipps Elem. GRADE: 3

SOC. SEC. #: 230-55-7425 SPEC. ED. PROGRAM/SERVICES: Autism

GENDER: M RACE CODE: _____

I. CHECK EITHER A OR B

A. ADDITION TO ROLL

1. _____ % of day NEW PLACEMENT FROM REFERRAL

1-13-94 3-9
Eligibility Date IEP Date

② 100 % of day TRANSFERRED FROM OUT OF COUNTY
includes support: instruction

Aspburn Elementary 3-7 95
Name of Former School Date

Mailing Address of Former School

3. _____ % of day TRANSFER BETWEEN MCPS SCHOOLS

Last MCPS School Attended Date

Student's New Mailing Address

B. DELETION FROM ROLL

- 1. TRANSFERRED TO
- 2. REMOVED AT IEP/ELIGIBILITY
- 3. WITHDREW OR DROPPED OUT

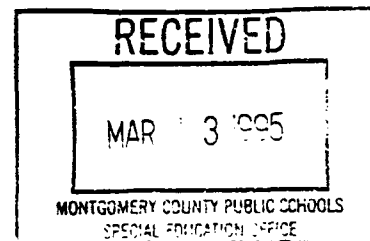
New School Date

Date of Removal

Date of Withdrawal

II. OTHER SPECIAL EDUCATION SERVICES CHILD RECEIVES (EX: SPEECH THERAPY, PT, OT, ETC.)

Speech
OT



Original: Special Education Office
cc: School Confidential File

Special Education Individualized Education Plan
LEA: Montgomery County Public Schools

I. Student: Mark Hartmann
School: Kipps Elementary School code: 0901
Social Security/ I.D. # 230 - 55 - 7425
Grade: 3 Age: 9 Birth: 8 - 21 - 85

Parent/Guardian/Surrogate: Joseph and Roxanna Hartmann
Address: 750 Tall Oaks Drive 2100C Blacksburg, VA. 24060
Home Phone: 953 - 0776 Work Phone: —

Date of most recent Eligibility: 1-13-94
Triennial date: 1 - 13 - 97

Date of IEP meeting: 3-9-95
Date IEP begins: 3-10-95
Date IEP expires: 3-9-96

II. Present Level of Educational Performance: Summary of data/strengths and weaknesses to include academic, social, emotional, motor, communication, cognition and behavior.

A. Academic/Achievement Ability Estimate (see attachment)

B. PREVOCATIONAL/VOCATIONAL: Mark has been observed to follow directions well. He needs a structured school day with a picture schedule for aiding in transitions. It is necessary to advise him prior to changes in his schedule. He responds the best to work times followed by short breaks.

C. BEHAVIORAL/SOCIAL: Mark requires the assistance from an instructional aide throughout the school day for direction and assistance with academics. He requires consistency and time delays for him to process information.

D. MOTOR: Mark currently receives occupational therapy to help improve his fine motor coordination and assist with his ability to integrate sensory information.

E. SELF HELP: Mark can use the bathroom with only verbal reminders to close the door and wash his hands. He may need some assistance with meal time skills (i.e. using his napkin and utensils).

Note: Information on this page is confidential and must remain in a confidential and/or teacher's file.

Academic Achievement

The following information is based on an educational evaluation that was conducted in June and July, 1994 by Mark's summer teacher who worked with him from May, 1994 to September. It is also based on an ecological questionnaire I conducted with Mrs. Hartmann on January 25, 1995.

Mark is a child with autism who is nonverbal. He communicates through facial expressions, gestures, sounds, a picture communication board, and a Canon communicator with and without facilitation. In the report, it indicates that Mark can currently work for 30-45 minutes and responds well to the auditory cue provided by a timer. Mark has good days and bad days. He takes time to establish a rapport with any new adults or peers. Conditions that affect Mark's learning are seating conditions, auditory and visual distractions, medication, and changes in the calendar. It is difficult to achieve an accurate assessment of Mark's true abilities due to most assessments being language-based.

Mark needs breaks throughout the school day. He needs a structured routine where he can anticipate events that are approaching, this is best achieved with a picture schedule. During meal times, Mark needs cue to use utensils and his napkin correctly and not wipe food on his shirt. He needs to learn to pour his own drinks and clean up after himself. Mark can follow directions well. He may need a brief time delay for processing. He can use the bathroom independently with reminders to close the door and may need some assistance with rearranging his clothing.

Mark needs directions to be consistent and meaningful. He needs a calm approach with reminders of what he needs to be doing. Once he has established a routine, he can go through his day fairly smoothly.

Kenna M. Colley
Inclusion Specialist

NOTE: Information on this page must be maintained in the student's confidential file.

Original: Special Education Office
cc: School Confidential File
Parent

Student: Mark Hartmann
School: Kipps Elementary
Grade: 3
Year: 1994-95

IEP Accommodations:

1. Mark will receive direct assistance and instruction from an instructional assistant throughout the course of a school day for academic instruction, assistance with personal and daily routines, and to facilitate effective transitions and provide needed support for use of communication techniques.
2. Mark will have a peer support and planning program established for adults to work directly with his classmates and peers to facilitate understanding of his disability, understanding of his needs and directly plan for interactions and involvement in class lessons and activities.
3. Mark's educational planning team (parents, spec.ed. and general ed. teacher, instructional assistants, related service personnel, and principal (when requested) will meet on a monthly basis for progress discussion and educational planning.
4. Curricular adaptations will be provided by the special education teacher and instructional assistants weekly, based on the general education teacher's lesson plans and classroom units.
5. There will a designated location in the school building for Mark to take breaks if it is felt he needs to leave the classroom. Most breaks will be taken within the classroom.
6. A communication log between home and school will be established so Mark's family can talk with him about his day.
7. Mark's educational team will attempt to use the methods of facilitated communication to enhance Mark's ability to be able to communicate.

Note: Information on this page may be maintained in the student's confidential folder and/or the teacher's files.

Section B: Annual Goals and Short Term Objectives

Student: Mark Hartmann

Date of Birth:

Year: 1994-95

IV. IEP Annual Goals: These annual goals will begin the first school day Mark is in attendance after the IEP meeting and will continue to be in effect until the IEP is updated or is to be reviewed.

1. Mark will use his communication systems/devices to communicate his needs, wants, and to express himself throughout the day.
2. Mark will increase his independence across the school day by increasing the number and length of routines he can complete without direct assistance from an adult or peer.
3. Mark will increase his math skills by engaging in simple addition and subtraction and practicing time and money skills.
4. Mark will improve his social communication skills and interactions with others by initiating more interactions and increasing his number of interactions he has with peers and adults.
5. Mark will develop semantic skills and participate in Language Arts activities that emphasize the reading of functional sight words, classmates names, dictation and choice making for answering questions and choosing activities.

Note: Information on this page may be maintained in the student's confidential file and/or teacher's file

Student: Mark Hartmann
Date of Birth:
Year: 1994-95

Short Term Objectives:

Annual Goal 1: Mark will use his communication systems/devices to communicate his needs, wants, and to express himself throughout the school day.

1:1 Mark will use symbols and/or pictures to identify "sad", "happy" and "angry" after direct instruction and modeling 4 out of 5 times.

1:2 Mark will correctly identify the "happy", "sad" and "angry" feeling associated with a model or example of a situation 4 out of 5 times.

1:3 When offered a choice of objects and activities during "reward" or "break" periods, Mark will use gestures or point to symbols to indicate his choices 4 out of 5 times.

1:4 When offered a choice of activities for his reward/break periods, Mark will use a communication device (Canon, picture board) to answer "yes" or "no" with regard to the desired object or activity 4 out of 5 times.

1:5 Mark will use gestures consistently (with or without vocalizations) to choose an object or activity in the classroom setting 4 out of 5 times.

1:6 Mark , with direct support, will expand his choice making communications to include his Canon or communication board (with or without vocalizations and or gestures) 4 out of 5 times.

1:7 With cues and prompts, Mark will use gestures , his Canon, or communication board to choose an object or activity across school environments 4 out of 5 times.

Criteria , Method, and Schedule for Evaluation: Weekly data book, six week progress reports included with report card, anecdotal notes on a weekly basis, and videotaping once or twice a year.

NOTE: Information on this page may be maintained in the student's confidential file and/or teacher's file.

Student: Mark Hartmann
School: Klipps Elementary
Grade: 3
Year: 1994-95

Annual Goal 2: Mark will increase his independence across the school day by increasing the number and length of routines he can complete without direct assistance from an adult or peer.

Short Term Objectives:

2:1 Mark will attend to task directions and will initiate each task with physical, gestural or verbal cues by a peer or adult 4 out of 5 times.

2:2 Mark will attend to task directions and demonstrate a task from beginning to end with verbal encouragement only 4 out of 5 times.

2:3 Mark will wait in the lunch line, proceed through the same as his peers, and carry his tray to the table with minimal assistance from peers or adults daily.

2:4 Mark will enter the school building upon arrival and proceed to his classroom with visual supervision only 100% of the time.

2:5 Mark will follow his morning and afternoon routines with verbal prompts only by hanging up coat, packing and unpacking backpack, cleaning out his cubby, and putting his chair up on his desk with physical assistance only needed once for every five tries.

Criteria, Method, and Schedule for Evaluation: Weekly data book, six week progress report included with report card, anecdotal notes on a weekly basis, and ecological inventories completed with team members once a year.

Note: Information on this page may be kept in the student's confidential file and/or teacher's files.

Student: Mark Hartmann
School: Kipps Elementary
Year: 1994-95

Short Term Objectives

Annual Goal 3:

Mark will increase his math skills by engaging in simple addition and subtraction and practicing time and money skills daily, working for at least 20 minutes without breaks.

3:1 With demonstration and modeling, Mark will match numbers from 0-100 using tangible numbers and in various math tasks 3 out of 5 times.

3:2 Mark will use a number line to solve addition and subtraction problems that require counting and identifying the correct number 4 out of 5 times.

3:3 Mark will use a number line to demonstrate "more" and "less" and "bigger" and "smaller" numbers when named and shown to him 4 out of 5 times.

3:4 Mark will match clock face pictures to his daily schedule 4 out of 5 times.

3:5 Mark will identify pictures and activities that are events which happen in the "day" or "night" 4 out of 5 times.

3:6 Mark will participate in third grade math lessons with manipulatives and that are adapted for his learning style and understanding when appropriate.

Criteria and Schedule for Evaluation: Weekly data book, six week progress reports included with report card, anecdotal records on a weekly basis, and ecological inventories completed with team members once a year.

Note: Information on this page must be kept in the student's confidential file and/or teacher's files.

Student: Mark Hartmann
School: Kipps Elementary
Year: 1994-95

Short Term Objectives

Goal 4: Mark will improve his social communication skills and interactions with others by initiating more interactions and increasing his number of interactions he has with peers and adults.

4:1 Mark will approximate a gentle arm touch in combination with vocalizations to seek attention of the person he would like to communicate with supported by needed cues and prompts 90% of the time.

4:2 Mark will choose another student to share an activity with in the classroom with cues and modeling provided when needed 80% of the time.

4:3 Mark will initiate a give and take interaction with a peer in activities throughout the day such as playing ball together at recess or swinging together 75% of the time.

4:4 Mark will respond to a "hello" greeting with a smile, nod, or eye contact with peers and adults in the school building 4 out of 5 times.

4:5 Mark will give a "good-bye" communication with a wave or vocalization in structured and unstructured settings with peers and adults 4 out of 5 times.

4:6 Mark will use his Canon and communication board to answer questions from peers relating to social information and respond to them when asked a question with direct support and assistance as needed 4 out of 5 times.

Criteria, Method, and Schedule of Evaluation: Weekly data book, six week progress notes included with report cards, anecdotal notes on a weekly basis, and ecological inventories completed with team members once a year.

Note: Information on this page must be in the student's confidential file and/or teacher's files.

Student: Mark Hartmann
School: Kipps Elementary
Year: 1994-95

Short Term Objectives

Goal 5: Mark will develop semantic skills and participate in Language Arts activities that emphasize the reading of functional sight word, classmates names, dictation and choice making for answering questions and choosing activities.

5:1 Mark will match his classmates names to their pictures when the name is handed to him 4 out of 5 times.

5:2 Mark will answer simple comprehension questions about a story or lesson by choosing a picture or word 4 out of 5 times.

5:3 Mark will use the computer for simple word processing for Language Arts assignments such a journal writing with direct instruction and assistance from an adult.

5:4 Mark will match weekly functional spelling words to the actual word where it appears (school environment, textbooks, chalkboard) 4 out of 5 times.

5:5 Mark will complete weekly spelling tests incorporating functional sight words after the opportunity to match the word to the word for a quick study 4 out of 5 times.

5:6 Mark will participate in dictating a short phrase or sentence to describe an activity or key concept by using pictures, his Canon or picture board with direct adult assistance and instruction.

5:7 Mark will develop semantic skills by recognizing and labeling/naming by using all communication forms such as pointing, using his Canon, using a communication board, and pointing to picture cards of nouns, verbs, and adjectives.

Criteria, Method, and Schedule of Evaluation: Weekly data books, progress reports included with report cards, anecdotal notes on a weekly basis, and ecological inventories completed with team members once a year.

LITERACY TESTING PROGRAM PARTICIPATION (LTP)
 (This is a Section of the Student's Individual Educational Program, IEP)

Complete this section for students beginning in the sixth grade until the student has passed all literacy tests.

I. Participation in the Literacy Testing Program

The student will participate in the LTP. yes no

If yes, indicate the test(s) the student will be taking: Who will be responsible to deliver the LTP to the student?

- | | |
|---|-------------------------|
| <input type="checkbox"/> Reading Comprehension Test
<input type="checkbox"/> Writing Test
<input type="checkbox"/> Mathematics Test | _____

_____ |
|---|-------------------------|

For this student the following accommodation(s) will be made and are based upon those accommodations the student needs/uses during instruction. The accommodations listed below are not an exhaustive list but should be considered when determining appropriate conditions for taking the tests.

<u>FORMAT</u>	<u>ENVIRONMENT</u>	<u>OTHER AIDS</u>
<input type="checkbox"/> Audio Cassette	<input type="checkbox"/> Home/Hospital	<input type="checkbox"/> Answers Recorded
<input type="checkbox"/> Braille	<input type="checkbox"/> Multiple Test Sessions*	<input type="checkbox"/> by Proctor
<input type="checkbox"/> Large Print	<input type="checkbox"/> Testing in Separate Room	<input type="checkbox"/> Dictation/Tape
<input type="checkbox"/> Oral Administration	<input type="checkbox"/> Regular Classroom	<input type="checkbox"/> Dictation/Scribe
		<input type="checkbox"/> Interpreting Test
		<input type="checkbox"/> Directions
		<input type="checkbox"/> Magnification
		<input type="checkbox"/> Abacus
		<input type="checkbox"/> Calculators
		<input type="checkbox"/> Braille Writer
		<input type="checkbox"/> Marking Responses in Test Booklet
		<input type="checkbox"/> Trackers, Pointers
		<input type="checkbox"/> Place Keepers
		<input type="checkbox"/> Augmentative Communication Device
		<input type="checkbox"/> Typewriter
		<input type="checkbox"/> Word Processor
		<input type="checkbox"/> Spell Checker

* The writing assessment must be conducted in one setting.

Other Accommodations(List/describe): _____

No accommodations are needed.

II. Postponement of the Literacy Testing Program (check if appropriate)

The student will postpone the taking of the following test(s) of the Literacy Testing Program. This decision will be reviewed at the next annual review of the student's IEP or sooner.

- Reading Comprehension Test
- Writing Test
- Mathematics Test

The decision to postpone taking these test(s) is based upon the following reasons:

NOTE: If a student postpones taking one or more of the literacy tests, it will decrease the student's opportunities to take and pass the tests. Remember, in order for a student to receive a regular diploma the student must achieve passing scores on all of the literacy tests.

Exempt From the Literacy Testing Program (check if appropriate)

III.

The student will be exempt from participating in the Literacy Testing Program. This decision will be reviewed at least annually during the IEP annual review.

The decision to exempt the student from participating in the Literacy Testing Program is based upon the following reasons:

not appropriate at this time for academic level

NOTE: If a student is exempt from participating in the Literacy Testing Program, the student will not be able to receive a regular diploma. Remember, in order for a student to receive a regular diploma the student must achieve passing scores on all of the literacy tests.

IV.

My child's participation in the Literacy Testing Program and any needed accommodations has been discussed with me, *K.P.* (parent's initials)

Program At A Glance

(Facts about the student)

Student: Mark Hartmann Date: January, 1995

<p>IEP Objectives (in a word)</p> <ul style="list-style-type: none">Use comm. systems/devices to comm. needs wants and express himselfUse symbols and pictures for feelingsMake choices for breaks and rewardsUse gestures consistentlyUse Canon with direct support or facilitationAttend to task direction and initiateLunch line routine with min. asst.Enter school building-to to roomFollow am/pm unpack/pack up routinesMatch #'s 1-100 with tangibles #'sSimple + and - with # lineMore than/less than with # lineMatch clock faces with scheduleIdentify events for day/nightImprove social communication; hi, bye, seek attention w/ gentle touchShare activity w/ another studentAnswer others questions w/ comm. systemMatch classmates names to picturesAnswer simple comp. #'sUse computer for word processingFunctional sight and spelling wordsWeekly spelling testsShort dictation w/ comm. sys. or pictures	<p>Accommodations</p> <ul style="list-style-type: none">Mark will receive direct instruction w/ academic instuc, personal and daily routine help w/ effective transitions, support forPeer support and planning program est. by educational team for understanding of disability plan for interactions and involvement in classEduc. planning team meet on monthly basis for progress discussion and educ. planningCurricular adaptations provided by spec ed teacher weekly based on gen ed teachers planDesignated location in school building for Mark to take breaksCommunication log established between schoolEducational team attempt to use methods of facilitated comm.
<p>Academic/Social Management Needs</p> <ul style="list-style-type: none">Needs direct assistance w/ academics, direction, communication support, and direct instruction and supervisionWork with peers daily to create support and cueing for MarkAcademics must be adapted with pictures and simplified for concrete understanding	<p>Comments/Special Needs</p> <ul style="list-style-type: none">Transition into school will need to be well-planned and staff trained to meet Mark's particular needs.