



Individual Education Program (IEP)

Student: Cowboy Demo **Date of Birth:** Sep 13, 2005 **Grade:** 12
School: Boys Town Schools **School District:** Boys Town Schools
Parents: Cowboy Dad **In Effect:** Aug 6, 2024 to Aug 4, 2025

The Following Participants Were In Attendance At The IEP Meeting Conference Date: Aug 5, 2024

Participant Name(s)	In Attendance?	Position/Relationship To Student	Date
Cowboy Dad	Yes	Parent	Aug 5, 2024
Cowboy Demo	Yes	Student (whenever appropriate, or if the student is 14 years of age or older)	Aug 5, 2024
Larry Lasso	Yes	Regular education teacher	Aug 5, 2024
Bella Boots	Yes	Special education teacher or provider	Aug 5, 2024
Birdie Bridle	Yes	School district representative	Aug 5, 2024
Birdie Bridle	Yes	Individual to interpret evaluation results	Aug 5, 2024

Others as determined by the district

Participant Name(s)	Position/Relationship To Student	Date
Rick Rope	General Education Teacher	Aug 5, 2024
X	Other: Family Home Program	Aug 5, 2024

Parent Signature

- Yes No The school district has taken the necessary action to ensure that I understand the proceedings of this IEP conference (including arrangement for an interpreter, if appropriate).
- Yes No I have received a copy of the IEP at no cost.
- Yes No I have been offered a copy of my parental rights at no cost.
- Yes No Parent Signature.

The document was signed by parent on Aug 6, 2024

Special Considerations

Student's strengths:

List strengths noted by any school team members. Be mindful not to duplicate on page 3.

Cowboy demonstrates a particular strength in the area of visual learning. He performs best in classes like trades class where he uses eye-hand coordination and creativity to complete tasks. Cowboy is friendly and enjoys working on group projects. Cowboy is helpful to others in the classroom. He has good ideas, and he is social. Cowboy enjoys video games, loves animals, and he is on the basketball team. Cowboy's Family Teacher says that he does well with giving appropriate feedback to peers in the home and is usually willing to complete homework.

Parental information, including concerns for enhancing their child's education:

Gather parent/family/community input from meeting. **If you have feedback from a consultant, DHHS, or someone who does not have daily interaction with the student, the feedback needs to be listed in the box above.**

Cowboy's father is concerned about Cowboy's disrespect and his struggles in school. He feels Cowboy has improved since living at Boys Town. He agrees that Cowboy is good at working with his hands, and he would like to see Cowboy find a job where he can use those skills. Ms. Barn, Cowboy's family teacher, shared Cowboy is helpful at home, seeing his tasks to completion. She also notes he does a great job making spaghetti when it's his turn to make dinner.

OR

Cowboy's parents have no concerns at this time.

OR

Cowboy's parents were unable to participate.

Ms. Barn, Cowboy's family teacher, shared Cowboy is helpful at home, seeing his tasks to completion. She also notes he does a great job making spaghetti when it's his turn to make dinner.

Results of initial or recent evaluation(s):

Copy from most recent MDT.

Eligibility Statement:

3-7-2023 MDT Boys Town Schools. Per Nebraska Department of Education Rule 51 Eligibility Guidelines, Cowboy qualifies for Special Education services as a student with a Specific Learning Disability in the areas of reading comprehension, math reasoning, and written expression. The MDT/IEP team also determined that Cowboy qualifies for Special Education services as a student with a secondary Speech Language Impairment in the area of receptive language.

OR (for a Determination Notice)

3-7-23. Determination Notice: After reviewing the 4-8-20 MDT report, assessment data, classroom performance and other information, it is the conclusion of the MDT/IEP team that Cowboy continues to meet the Nebraska Department of Education Eligibility Guidelines as a

student with a Specific Learning Disability in the areas of reading comprehension, math reasoning, and written expression.

Basis for Eligibility:

The MDT team determined that Cowboy is a student with a Specific Learning Disability based upon a significant discrepancy between his best estimate of cognitive ability (102) and academic achievement levels: Reading Comprehension = SS 69, Reading Fluency Composite = SS 72, Decoding Composite = SS 78, Math Concepts and Applications = SS 71, Written Expression = SS 76. Cowboy also demonstrates difficulty with receptive language tasks (SS = 75) such as following directions, understanding vocabulary and definitions, and the mental manipulation of information.

(CMS - If MDT is from another district: 3-7-23 MDT (Other District Name). The MDT team determined Cowboy qualifies for special education services....

Results of child's performance on any general state and district-wide assessments:

Measurement of Academic Progress (MAP). The MAP assessment is a norm-referenced measure of student growth over time. The scale used to measure a student's progress is called the RIT scale, which is an equal interval scale used to chart a student's academic growth from year to year. The RIT is not a measure of mastery or a grade, rather it provides information about what a student is ready to learn. Percentile Ranks are also reported, with an average range of 41-60. Cowboy earned the following scores:

	Spring 2023 (Grade 11)	Winter 2023 (Grade 11)	Fall 2022 (Grade 11)
Reading	RIT 215, percentile rank 15	RIT 203, percentile rank 9	RIT 209, percentile rank 11
Math	RIT 212, percentile rank 25	RIT 210, percentile rank 22	RIT 201, percentile rank 15
Language Usage	RIT 221, percentile rank 27	RIT 221, percentile rank 27	RIT 221, percentile rank 28
Science	RIT 201, percentile rank 18	RIT 203, percentile rank 20	RIT 202, percentile rank 19

If there is no MAP testing scores, reach out to your coordinator for MAP screener scores.

If behavior impedes learning, consideration of the use of positive behavioral interventions and strategies:

State guidance is to complete this box for students with an eligibility of OHI or ED. However, if the team feels behavior impedes learning, you can still complete this section, include the target skills.

Cowboy's behavior does impede his learning. Cowboy's placement at Boys Town provides him with a highly structured environment. The Boys Town Social Skills Model includes proactive/positive supports along with skill instruction and helps Cowboy experience success. Boys Town students record teaching interactions, monitoring target skills, using a daily point card. This system features a token economy with a response cost element. Currently, Cowboy is demonstrating the need for additional support with accepting feedback and following directions. An IEP goal addresses these concerns.

If student has Limited English proficiency, consideration of language needs

This was considered by the IEP team, but was deemed unnecessary at the time.

If the student is blind or visually impaired, the IEP shall provide Braille instruction and the use of Braille, unless after an evaluation it is determined that Braille, and the use of Braille is not appropriate for the child:

This was considered by the IEP team, but was deemed unnecessary at the time.

Consideration of the Child's Communication Needs:

This was considered by the IEP team, but was deemed unnecessary at the time.

For children who are deaf or hard of hearing consideration of the following 3 areas:

1. Child's language and communication needs:

This was considered by the IEP team, but was deemed unnecessary at the time.

2. Opportunities for direct communication with peers and professionals in the child's language and communication mode:

This was considered by the IEP team, but was deemed unnecessary at the time.

3. Academic level and opportunities for direct instruction in the child's language and communication mode:

This was considered by the IEP team, but was deemed unnecessary at the time.

Consideration of the Child's Need for Assistive Technology Service or Device:

This was considered by the IEP team, but was deemed unnecessary at the time.

Present Level of Academic Achievement and Functional Performance:

Includes how the child's disability affects the child's involvement and progress in the general education curriculum, or for preschool children, how their

disability affects the child's participation in appropriate activities:

Student Feedback: Automotive Repair and Introduction to Trades are Cowboy's favorite classes. He likes the hands-on learning opportunities. Cowboy states he feels he has made growth in the area of peer relations and has made some good friends this year. Basketball is his favorite extracurricular activity. Cowboy reports math and social studies are his most difficult courses. In math, he reports basic math facts and solving equations with more than one step are challenging for him. A calculator helps him with adding, subtracting, multiplying and dividing. In social studies, he notes it is difficult for him to pull out the main idea, but hearing the text aloud helps.

Current Grades:

Fitness	A (92%)	U.S. History	C (75%)
Religion	B (85%)	Introduction to Trades	A (91%)
Algebra	D (63%)	Essential English	C (76%)
Biology	C (78%)	Automotive Repair	B (92%)

Teacher Feedback: Teachers report that Cowboy wants to do well, and often, after putting forth more effort, realizes that he can actually do what is asked of him. Cowboy performs better when he has visual, hands-on experiences. He seems attentive in class, but teachers would like to see more participation. Providing wait time and follow-up to make sure he understands is helpful. Teachers report that Cowboy has difficulty understanding directions and new concepts. At times Cowboy does better with shortened assignments to so that he can better demonstrate his understanding.

Reading

Strengths: Cowboy is attentive when listening to material read aloud. He is able to decode basic words. He is progressing with listening comprehension. His teacher reports she has seen growth in his ability to answer literal comprehension questions.

Data: Cowboy's comprehension skills are below average. On the MAP assessment, he scored at the 15th percentile which confirms his difficulty comprehending material. He is unable to independently read grade level content. While Cowboy can decode basic words, he struggles to decode multisyllabic (include examples from fluency passage).

- **Reading Fluency:** Cowboy is able to read an average of 85 words correct per minute with 90% accuracy. Cowboy performed better on non-fiction passages. Cowboy stated he has an easier time reading when he knows about the content.
- **Reading Comprehension:** On grade level materials, Cowboy is able to independently answer literal comprehension questions with 57% accuracy. He struggles with critical and inferential questions, answering with 23% accuracy.

Needs: Cowboy will need direct instruction in decoding and comprehension strategies. Cowboy will need support in academic areas due to reading significantly below grade level and having difficulty with answering basic comprehension questions. Cowboy tends to get off task when reading, as the content is typically beyond his independent reading level. He has difficulty retrieving information from text. Text-to-speech will support Cowboy's deficits in reading fluency and allow him to focus on comprehension when working with grade level texts.

Chunking large amounts of text will also support Cowboy's comprehension.

Impact: Cowboy's deficits in fluency and weak comprehension skills limit his ability to comprehend grade level curriculum and negatively impacts performance on all grade level tasks and in most subject areas.

Math

Strengths: Cowboy has demonstrated proficiency with addition and subtraction facts.

Data: Cowboy's math skills are below average both in the area of computation and problem solving. Cowboy's multiplication and division facts are not automatic. Cowboy is able to solve simple computation problems but struggles with complex problem-solving steps. His MAP assessment indicates that he is functioning below average at the 27th percentile and his current assessment average in Algebra is low (63%).

Needs: A calculator will reduce the demand and allow Cowboy to focus on concepts and applications in math. Cowboy needs explicit step-by-step models and approaches to problem-solving. A quiet location helps Cowboy focus on his math tasks.

Impact: Cowboy's difficulties with mathematical calculations and problem solving prevent him from performing independently in the general education math setting. Cowboy's deficits in math calculation and problem-solving impact his ability to engage in high school coursework of more advanced math concepts.

Writing

Strengths: Cowboy has good ideas. He does better when writing about topics for which he has interest.

Data: Writing is very difficult for Cowboy. His behavior sometimes escalates when writing is involved. A writing sample showed inconsistent use of punctuation and capital letters. Paragraphs lacked topic sentences and had few supporting details. On a recent essay assignment, Cowboy scored a 6 out of 20 on the multi-paragraph writing rubric. Written responses to test questions are short and are often not detailed enough to get credit for the answers.

- response to prompt: 1/4
- organization: 2/4
- development & details: 1/4
- word choice & voice: 1/4
- grammar, mechanics & spelling: 1/4

Needs: Cowboy would benefit from written language supports such as graphic organizers that will help him structure his writing and express himself in an organized manner. The ability to type assignments will help support cowboy with grammar, mechanics and spelling.

Impact: Cowboy's deficits in writing prevent him from consistently writing complete sentences and organized paragraphs which are minimal requirements at his grade level.

Social/Behavior

Strengths: Cowboy is friendly and likes to socialize with others. He is regarded as a good teammate in basketball. He thrives on positive reinforcement from adults.

Data: Cowboy can be impulsive and reactionary when given a direction for non-preferred tasks. Teachers report when Cowboy is given a direction or feedback, he will often begin to swear at staff. If the direction is for an academic task he does not want to complete, he will simply put his items away and refuse to work. Cowboy has had 9 office referrals this school year. They were most often for not following instructions and for not accepting feedback. The average duration of the office referrals was 43 minutes. Teachers report Cowboy needs to continue to work on these skills. On the behavior rubric, which measures Cowboy's level of independence with displaying the skills steps, remaining calm or neutral, and respond to the teacher, Cowboy earned the following scores:

- Following Instructions: 2.3/5
- Accepting Feedback: 1.8/5

Needs: Cowboy needs continued support with skill instruction, positive teaching and corrective teaching in these areas. Cowboy should be encouraged to use his coping skills of 1-10 and 10-1 counting and breathing exercises.

Impact: The skills of following instructions and accepting feedback are essential in order to be successful in school, the community, and in the work force.

Physical Education: Cowboy is able to participate in PE with his general education peers without any accommodations.

Please check to confirm that you have addressed the student's needs in the area of Physical Education

Postsecondary Transition Plan

Describe how the student's input, preferences, and interests were collected and incorporated into the postsecondary transition plan and goals:

Student Interview (CMs - Include student interview here but not below as it is NOT a transition assessment.) Career Interest Survey, Parent Input, Teacher Input, Transition Planning Inventory (TPI), Transition to Work Inventory, IEP Meeting

Transition Assessments

Postsecondary goals for this student were developed based upon current and age-appropriate transition assessments:

Transition Assessment 1:

Transition Planning Inventory

Assessment Date: Mar 2, 2023

Transition Assessment 2:

Career Interest Survey

Assessment Date: Mar 2, 2023

Transition Assessment 3:

Transition to Work Inventory

Assessment Date: Mar 3, 2023

Summary of findings from current and age-appropriate transition assessments:

(CMs please note...What does the student want to do? What education and training is necessary for them to do it?)

Education & Employment:

According to the Transition to Work Inventory, Cowboy's top career cluster according to his interests was Transportation Distribution and Logistics category. In this category, Cowboy indicated auto repair/body shop and vehicle tester as occupations of interest. Information Technology and Manufacturing tied for his second choices. Cowboy also mentioned that aircraft mechanic and welder are occupations of interest. These careers align with Cowboy's strengths of working with his hands and putting things together.

On the Career Interest Inventory, Cowboy scored the highest in the area of Arts, AV Technology and Communications. The other areas he scored high in were Government and Public Administration and Hospitality and Tourism. Cowboy expressed interest in owning his own business when he gets older. Managing or owning a business would align with the skills in Hospitality and Tourism.

Independent Living:

On the Transition Planning Inventory student form, Cowboy indicated that after graduation, he hopes to work full-time and live with others who are not related to him. He realizes that he does not have experience with some independent living skills like paying bills. Cowboy said that he feels confident with daily living skills related to hygiene and finding a place to live. He also feels confident with doing different types of indoor and outdoor recreational activities. Cowboy thinks that he can choose a job that fits his interests and abilities. Cowboy feels his reading, math, and writing skills are a weakness and that he sometimes struggles with authority figures.

If the team decides no independent living goal is necessary at this time: *The team determined an independent living goal is not necessary at this time.*

Postsecondary Goals

Postsecondary goals are required in the areas of Education/Training and Employment. When appropriate, a goal for Independent Living will be included based on the results of current and age-appropriate transition assessments.

Postsecondary goals must be measurable and occur after the student graduates or upon program completion.

Postsecondary Goal for Education/Training:

Examples:

(Middle School) After graduation, Cowboy will enroll in a 2 year training program so he can get a job working on cars.
(High School) After graduation, Cowboy will complete the Automotive Maintenance and Light Repair Technician (ATMCA) program at Metro Tech.

Based upon current and age-appropriate transition assessment results, the Education/Training goal was:

- Newly developed by the IEP team.
- Reviewed by the IEP team and remains the same.

- Revised or refined by the IEP team.

Postsecondary Goal for Employment:

(Middle School) After graduation, Cowboy will work in the automotive field.

(High School) After graduation, Cowboy will work as a technician for a car repair company.

Based upon current and age-appropriate transition assessment results, the Employment goal was:

- Newly developed by the IEP team.
- Reviewed by the IEP team and remains the same.
- Revised or refined by the IEP team.

Based upon current and age-appropriate transition assessment results, is a postsecondary goal for independent living appropriate?

Additional Postsecondary Goal for Independent Living:

(Middle School) After graduation, Cowboy will live at home and independently participate to the maximum extent possible in his daily routines.

(High School) After graduation, Cowboy will live independently in his own home, schedule appointments, pay his bills, and access services in the community.

Based upon current and age-appropriate transition assessment results, the Independent Living goal was:

- Newly developed by the IEP team.
- Reviewed by the IEP team and remains the same.
- Revised or refined by the IEP team.

Transition Services:

Transition services are a coordinated set of services and activities to facilitate the movement from school to postsecondary activities. The coordinated set of activities is based on the student's individual needs, taking into account the student's strengths, preferences, and interests includes:

- Instruction
- Related Services
- Community Experience
- Development of Employment and other post-school adult living objectives
- Acquisition of Daily Living Skills (if appropriate)
- Functional Vocational Evaluation (if appropriate)

Transition Service 1:

(Middle School) Research entrance requirements to a 2 year training program.
(High School) Research and identify 2 programs and their entrance requirements, which offer training in automotive mechanics.

Agency Responsible: Case Manager & Student

Projected Date of Completion: Mar 6, 2024

This transition service is associated with meeting the following postsecondary goal(s):

- Education/Training
- Employment
- Independent Living

Transition Service 2:

Residency at Boys Town emphasizing behavioral, spiritual, and independent living skills.

If you are not including an independent living goal, consider an alternative transition activity.

Agency Responsible: Boys Town Community & School Staff

Projected Date of Completion: Mar 6, 2024

This transition service is associated with meeting the following postsecondary goal(s):

- Education/Training
- Employment
- Independent Living

Transition Service 3:

(Middle School) Research 2 careers in the automotive industry and the level of education necessary to obtain employment.

(High School) Research and identify the necessary skills and abilities important to be successful as an automotive mechanic. [Occupation Profile for Automotive Service Technicians and Mechanics | CareerOneStop](#)

(Junior Example) Complete the College & Career Readiness Course. **(CMS - if IEP year includes senior year)**

Agency Responsible: Case Manager & Student

Projected Date of Completion: Mar 6, 2024

This transition service is associated with meeting the following postsecondary goal(s):

- Education/Training
- Employment

Independent Living

Transition Service 4:

Cowboy will develop his Senior Plan with collaboration between Successful Futures and the Boys Town Staff. Within the Successful Futures program, he will complete Advanced Life Skills sessions including Budgeting and Finance, Workforce Readiness, Housing, Healthy Relationships, and Time Management. *(if IEP year includes senior year)*

Agency Responsible: Successful Futures, School Staff

Projected Date of Completion: May 17, 2024

This transition service is associated with meeting the following postsecondary goal(s):

- Education/Training
- Employment
- Independent Living

Interagency Linkages and Responsibilities:

If VR has already been established

Cowboy participates with Vocational Rehabilitation.

OR for initial/parents were contacted before the meeting

Vocational Rehabilitation Pre-Employment Transition Services information was shared with the family. VR includes Job Exploration Counseling, Workplace Readiness Training, Work-Based Learning Experiences, Counseling on Comprehensive Transition or Post-Secondary Educational Programs, and Instruction in Self-Advocacy. Parents granted consent for VR services on 2/22/2023.

OR VR was brought up by the team during the meeting.

Vocational Rehabilitation Pre-Employment Transition Services information was shared with the family. VR includes Job Exploration Counseling, Workplace Readiness Training, Work-Based Learning Experiences, Counseling on Comprehensive Transition or Post-Secondary Educational Programs, and Instruction in Self-Advocacy. Vocational Rehab will be contacted by Boys Town, and they will reach out to the family to obtain consent.

OR

There are no current agencies involved with Cowboy's program.

Courses of Study:

Courses of study must include a multi-year description of coursework and educational experiences from the student's current grade to anticipated exit year. The description may be an individualized list of courses and/or a narrative focusing on specific skills/knowledge to be acquired in courses.

Description of courses of study for the student, reasonably calculated to facilitate the movement from school to

postsecondary activities and achieve postsecondary goals:

This section needs to include all years of schooling the student has to complete for high school. For example, if completing an IEP for a 9th grader, this section will include the course of study for 9th grade, 10th grade, 11th grade, and 12th grade. *Only include College & Career Readiness or information regarding successful futures if the student's IEP will bridge 11th/12th grade.

11th grade: Cowboy will compete his coursework in Essential English 10, Algebra, Biology, U.S. History, Fitness, Introduction to Trades, and Automotive Repair I.

Between his junior and senior year, Cowboy will take College & Career Readiness.

12th grade: Cowboy will complete Essential English 11, Essential English 12, Trades Math, Earth Science, Personal Finance, Automotive Repair II, Welding I, Construction Trades I, and Intro to STEM.

Description of how the courses of study assist the student in achieving the postsecondary goals:

Cowboy's required classes will help him meet Boys Town graduation requirements. His reading and math classes will help him improve deficits in those areas. Personal Finance will help Cowboy learn about things like taxes, insurance and banking. Because of strengths with hands-on experiences and his career goals, elective classes like Automotive Repair, Trades, and Welding will be beneficial to build his skills and competencies in these areas.

Graduation

Projected date and description of anticipated graduation/program completion:

Verify graduation track via record review or through counseling.

(Middle School Example) Cowboy is not currently earning credits as an 8th grader. Upon entering high school, Cowboy will be on track to graduate with the class of 2029 and receive a standard diploma upon completing all graduation requirements. Boys Town is a Rule 10 school which requires 200 credits for graduation.

Cowboy is on track to graduate with the class of 2024 and receive a standard diploma upon completing all graduation requirements. Boys Town is a Rule 10 school which requires 200 credits for graduation.

OR

Cowboy is deficient in credits due to him earning a limited number of credits during his 9th grade year. While at Boys Town, he will be working on credit recovery to graduate with the class of 2024 and receive a standard diploma upon completing all graduation requirements. Boys Town is a Rule 10 school which requires 200 credits for graduation.

Goals

Goal 1

Measurable Annual Goal:

BEHAVIOR: In 36 weeks, given direct skill instruction and practice, Cowboy will improve his social skills according to the following objectives as measured by the behavior rubric (attached):

Short Term Objectives:

1. accepting feedback from a baseline of 1.8/5 to 2.8/5 or better
2. following instructions from a baseline of 2.3/5 to 3.3/5 or better

PROGRESS REPORT:

Schedule: B - 9 Weeks

Evaluation Procedures/Instruments: Teacher Observation, Other: Behavior Rubric

Person(s) Responsible: Classroom Teacher, SPED Teacher, Other: Cowboy

Review Dates: 10/18/2024, 12/20/2024, 03/07/2025, 05/20/2025

Statement of progress:

Statement of how student's progress will be reported to parents: (i.e., progress reports, letters, phone calls, etc.):

Progress will be reported quarterly through IEP progress reports.

Goal 2

Measurable Annual Goal:

READING: In 36 weeks, given decoding strategies and a grade level text, Cowboy will improve his reading skills according to the following objectives:

Short Term Objectives:

1. reading fluency to 100 words correct per minute with 94% accuracy as measured by reading fluency passages (baseline 85 words correct per minute with 90% accuracy)
2. literal comprehension to 67% accuracy as measured by formal and informal reading tasks (baseline 57% accuracy)
3. critical and inferential comprehension to 35% accuracy as measured by formal and informal reading tasks (baseline 23% accuracy)

PROGRESS REPORT:

Schedule: B - 9 Weeks

Evaluation Procedures/Instruments: Teacher Observation, Other: reading fluency passages, formal and informal classroom tasks

Person(s) Responsible: Classroom Teacher, SPED Teacher, Other: Cowboy

Review Dates: 10/18/2024, 12/20/2024, 03/07/2025, 05/20/2025

Statement of progress:

Statement of how student's progress will be reported to parents: (i.e., progress reports, letters, phone calls, etc.):

Progress will be reported quarterly through IEP progress reports.

Goal 3

Measurable Annual Goal:

MATH: In 36 weeks, given math instruction and a calculator, Cowboy will apply formulas and computation skills to correctly solve problems with at least 70% accuracy on classroom assessments. (baseline of 63%)

Short Term Objectives:

PROGRESS REPORT:

Schedule: B - 9 Weeks

Evaluation Procedures/Instruments: Teacher Observation, Written Performance, Other: classroom assessments

Person(s) Responsible: Classroom Teacher, SPED Teacher, Other: Cowboy

Review Dates: 10/18/2024, 12/20/2024, 03/07/2025, 05/20/2025

Statement of progress:

Statement of how student's progress will be reported to parents: (i.e., progress reports, letters, phone calls, etc.):

Progress will be reported quarterly through IEP progress reports.

Goal 4

Measurable Annual Goal:

WRITING: In 36 weeks, given a graphic organizer and a grade level prompt, Cowboy will write a multi-paragraph essay that includes a topic sentence and detail sentences with accurate capitalization and punctuation from a baseline of 7/20 to 11/20 as measured by the multi-paragraph writing rubric. (see attached rubric)

Short Term Objectives:

PROGRESS REPORT:

Schedule: B - 9 Weeks

Evaluation Procedures/Instruments: Teacher Observation, Written Performance, Other: Multi-Paragraph Writing Rubric

Person(s) Responsible: Classroom Teacher, SPED Teacher, Other: Cowboy

Review Dates: 10/18/2024, 12/20/2024, 03/07/2025, 05/20/2025

Statement of progress:

Statement of how student's progress will be reported to parents: (i.e., progress reports, letters, phone calls, etc.):

Progress will be reported quarterly through IEP progress reports.

Statement of Special Education and Related Services:

Provide a statement of special education services provided to the child and include a description of the extent, if any, to which the child will not participate with nondisabled children in the regular classroom.

Cowboy's placement at Boys Town provides him with a highly structured environment including the Boys Town Social Skills Model. Cowboy will receive specially designed instruction in his goal areas through a variety of service delivery models based on his performance and needs. Service delivery models include inclusive education with accommodations, consultation between special education case managers and general education teachers, and support in the Learning Center for direct instruction and accommodations.

Service	Duration		Location	Frequency			Service follows school calendar
	Start Date	End Date		Times/day	Frequency	Months	
Special Education Service							
Special Instruction (Resource)	Aug 9, 2024	Aug 4, 2025	Private School or Exempt (home) School	482 min/week	3 weeks/month		Yes
Program Modifications & Accommodations							
(CMs - Make sure the PLAAPF supports the need for each accommodation/modification.)							
Presentation <ul style="list-style-type: none"> • text to speech <ul style="list-style-type: none"> ◦ answer choices ◦ assets such as reading passages (except when reading is assessed) ◦ directions ◦ questions/prompts • problem solving steps for math • chunking of reading tasks Response <ul style="list-style-type: none"> • graphic organizer for writing • calculator Setting/Time/Scheduling <ul style="list-style-type: none"> • quiet location for math 							
	Aug 9, 2024	Aug 4, 2025	Private School or Exempt (home) School				Yes

Transportation

Child qualifies for special education transportation: No

Alternate Assessment

Assessment Participation:

- Yes No The student will participate in regular state and district wide assessments.
- Yes No The student will participate in regular state and district wide assessments WITH accommodations.
- Yes No The student will participate in the state and district wide approved alternate assessment.

The student will participate in regular state and district wide assessments with the following accommodations:

District/Classroom Testing Accommodations

- text-to-speech (MAP also)
 - answer choices
 - assets such as reading passages (Math, Science, Language Usage, Social Studies)
 - question directions
 - questions/prompts
- calculator (MAP also)

Extended School Year Services

If the child will participate in extended school year services, please describe:

This was considered by the IEP team but was deemed unnecessary at the time.

Prior Written Notice Section

Date of Note: Aug 5, 2024

Date of Delivery: Aug 6, 2024

Method of Delivery: Electronic Mail

A description of the action proposed or refused by the school district or approved cooperative:

The IEP team reviewed Cowboy's progress and current program in special education. A new IEP was developed with an update of Cowboy's present levels of performance, goals, and accommodations. The IEP team made a decision to:

1. removed goal for peer relations
2. added goal for following instructions and accepting feedback
3. revised reading goal
4. revised math goal
5. revised writing goal
6. revised accommodations
 1. removed worked examples for math and occasional movement breaks during writing tasks

An explanation of why the district or approved cooperative proposes or refuses to take the action:

The IEP team reviewed progress and assessment information to determine that:

1. Previous progress reports and teacher feedback concluded that Cowboy met his goal for peer relations
2. Current data and teacher feedback concluded Cowboy needed additional support in the area of following instructions and accepting feedback
3. Cowboy made progress on his last reading goal, but data concludes support is still needed. Reading goal was updated to include current baselines and new goal for accuracy
4. Cowboy made progress on his last math goal, but data concludes support is still needed. Math goal was updated to include current baselines and new goal for accuracy
5. Writing goal updated to include new measurement tool (rubric) with updates on present levels.
6. With Cowboy's growth in math, the team determined worked examples for math were no longer matched his current needs. Based on Cowboy's growth in writing, the team determined the occasional movement breaks no longer matched his current needs.

A description of other options the IEP team considered and the reasons why those options were rejected:

The team considered including a work completion goal based on Cowboy's behavior data. As the team determined missing work was largely a result of behaviors, not following instructions or accepting feedback, it was decided these skill areas address the antecedent of work completion. The team will continue to monitor his progress on work completion through the teacher gradebook, teacher feedback and daily point card. The team considered quiet location for writing, but Cowboy stated that with having access to a computer in the classroom and being able to type his papers, he does not feel writing is as challenging for him and would prefer to remain in the classroom.

A description of each evaluation procedure, assessment, record or report the school district or approved cooperative uses as a basis for the proposal or refusal:

- present levels of performance and academic achievement
- previous IEP
- MDT report
- progress reports
- student feedback, teacher feedback, parent/community feedback
- MAP scores

A description of any other factors which are relevant to the school district's or approved cooperative's proposal or refusal:

The IEP is final based on the decisions made by the team during the meeting. Boys Town will implement services from the previous IEP during the time for consideration. Services in the current IEP will begin on 8-9-2024.

Parents of children with disabilities have rights which are protected under the procedural safeguards of the Individual with Disabilities Education Act (IDEA). If you would like a copy of your procedural safeguards, or if you have any questions regarding this notice or your rights, you may contact:

Name: Special Education Intake Specialist
Phone Number: 531-355-1778

Additional Resources You may contact any of the following resources to help you understand the federal and state laws for educating children with disabilities and parental rights granted by those laws. An explanation of your rights will be provided at no cost by any of the

following organizations:

Nebraska Parent Training Center: 800-284-8520 or 402-346-0525

Hotline for Disability Services: (800) 742-7594



PARENTAL CONSENT FOR PUBLIC SCHOOL DISTRICT TO ACCESS MEDICAID FUNDING (MIPS Consent Form)

Student: Cowboy Demo
School: Boys Town Schools

School District: Boys Town Schools
Parents: Cowboy Dad

State Law requires public schools to access Federal Medicaid funding for IEP and IFSP directed therapies provided to children eligible for Medicaid. Federal Law requires parental consent for districts to access this Medicaid funding. The district will not require parents or children to enroll in the Nebraska Medicaid program and claims will only be submitted when the child/student is eligible. Regardless, all required special education services must still be provided by the school district at no cost to the child or family. This consent is voluntary and may be withdrawn at any time. (Nebraska R.R.S. 43-2511; and 34 CFR 300.0 & 34 CFR 300.154)

This CONSENT/REFUSAL is made on behalf of the student/child named herein and applies only for therapies identified and actually provided during the effective period of this IEP/IFSP

- I give CONSENT to the public school district named herein to (a) disclose my child's personally identifiable information to the State agency responsible for administering my State's Public Benefits or Insurance Program Under State and Federal law, including IDEA and FERPA, or (b) access Medicaid funding on behalf of my child (named above) and understand that I may withdraw this consent at any time upon written notice to the public school district.
- I REFUSE to give consent to the public school district to (a) disclose my child's personally identifiable information to the State agency responsible for administering my State's Public Benefits or Insurance Program Under State and Federal law, including IDEA and FERPA, or (b) access Medicaid funding on behalf of my child and understand that my refusal will not affect the district's obligation to provide my child a Free Appropriate Public Education (FAPE) at no cost.

Parent Signature: _____ Date: ____/____/____

Student: _____ Teacher: _____

Date: _____

BEHAVIOR RUBRIC

1	2	3	4	5
Needs Improvement 0-1/5 Opportunities (20% or less)	Beginning 2/5 Opportunities (40%)	Progressing 3/5 Opportunities (60%)	Proficient 4/5 opportunities (80%)	Advanced 5/5 opportunities (100%)
Independently				
Not Responsive or Limited Response to Prompting	Prompting			
None/Minimal Skill Steps Displayed	Partial Skill Steps Displayed			
<ul style="list-style-type: none"> avoidant or excessive eye contact ignoring, refusing or arguing affect reflects avoidance or hostility loud voice, out of seat, abrupt, yelling, cursing or completely shuts down 	<ul style="list-style-type: none"> limited eye contact passive or sarcastic affect rolling eyes, crossed arms, in other's personal space, quick to respond in harsh voice, slamming materials on table, shoving chair 	<p>Sometimes:</p> <ul style="list-style-type: none"> makes eye contact calm or neutral affect able to respond to ideas or suggestions of others by saying ok appropriate distance from others, on task, voice level matches situation, correct use of materials generalizes a skill in some settings 	<p>often</p> <ul style="list-style-type: none"> makes eye contact accepts feedback and implements receptive calm/neutral affect situationally appropriate verbal and/or non-verbal responses uses self-regulation/coping skills generalizes the skill to most settings 	<p>always</p> <ul style="list-style-type: none"> always makes eye contact generalize the feedback calm/neutral affect situationally appropriate verbal and/or non-verbal responses uses self-regulation/coping skills generalizes the skill successfully to all other settings
Self-Regulation/Coping Skills are not present.	Self-Regulation/Coping Skills are attempted.	Self-Regulation/Coping Skills are used appropriately some of the time.	Self-Regulation/Coping Skills used appropriately most of the time.	Self-Regulation/Coping Skills are always present.
<p>Example:</p> earning several concerns and/or Referred: often	<p>Example:</p> earning concerns and/or Referred: referred a few times a month	<p>Example:</p> earning concerns Referred: referred 1 x month	<p>Example:</p> rarely earning concerns Referred: once every other month	<p>Example:</p> no concerns Referred: none

Student: _____

Teacher: _____

Class: _____

MULTI-PARAGRAPH WRITING RUBRIC

	0	1	2	3	4
	Low	Below Average	Average	Above Average	High
Response to Prompt (answer question)	<ul style="list-style-type: none"> topic and/or main idea is not clear does not relate to question or prompt 	<ul style="list-style-type: none"> topic and/or main idea are not clearly stated no focus 	<ul style="list-style-type: none"> prompt and/or main idea is somewhat clear difficulty providing details 	<ul style="list-style-type: none"> some ideas are clear and well-focused on the prompt main idea is somewhat supported by detailed information 	<ul style="list-style-type: none"> clear and well-focused main idea that addresses the question or prompt, main ideas are clear and supported by details accurate information
Organization (clear sequence)	<ul style="list-style-type: none"> no clear introduction, structure, or conclusion 	<ul style="list-style-type: none"> Introduction states a main topic A conclusion is included 	<ul style="list-style-type: none"> Introduction states the main topic and provides an overview of paper A conclusion is included 	<ul style="list-style-type: none"> Introduction states the main topic lacks all parts 	<ul style="list-style-type: none"> clear, logical organization includes introduction, body paragraphs and conclusion relevant information in a logical order
Development & Details (specific and relevant details, examples, transitions)	<ul style="list-style-type: none"> lacks development with details examples or contains irrelevant information 	<ul style="list-style-type: none"> contains some development lacks accurate details and examples limited use of transitions between paragraphs 	<ul style="list-style-type: none"> contains some development lacks specific details to support the prompt repeats information or uses generalizations some transitions used 	<ul style="list-style-type: none"> there is development but not in all paragraphs has some specific details transitions are used 	<ul style="list-style-type: none"> contains clear and specific details, examples uses transitions appropriately
Word Choice & Voice (clear meaning, attention to audience, strong use of words)	<ul style="list-style-type: none"> writer's purpose is unclear basic words limited vocabulary 	<ul style="list-style-type: none"> writer's purpose is somewhat clear some evidence of attention to audience exhibits a little variety of word usage words are repetitious 	<ul style="list-style-type: none"> purpose is more clear stronger word choice words may not be used correctly or repetitious 	<ul style="list-style-type: none"> clear purpose some evidence of attention to the audience strong word choice 	<ul style="list-style-type: none"> addresses the audience has a clear meaning strong word choice
Grammar, Mechanics & Spelling	<ul style="list-style-type: none"> multiple grammar errors in the sentence/paragraph sentences are difficult to understand 	<ul style="list-style-type: none"> most sentences are well-constructed some spelling and grammar errors sentences are similar length - interferes with understanding 	<ul style="list-style-type: none"> most sentences are well constructed and vary in length, there are few grammar and spelling errors, but they do not interfere with understanding 	<ul style="list-style-type: none"> sentences are well constructed some spelling and grammar errors, but they do not interfere with understanding 	<ul style="list-style-type: none"> all sentences are well-constructed and vary in length there are no errors in grammar, mechanics or spelling

Total: (x)/20



PROGRAM OVERVIEW

Boys Town is a treatment facility that addresses the needs of the “whole child.” Students receive 24-hour care and support from the school, “home-style” family setting, therapeutic and medical communities on campus.

In the school setting, all school staff are trained to use the Boys Town Social Skills Model to address behaviors. This consistent model of care focuses on the building and remediation of social skills through planned and purposeful behavioral teaching. The following are addressed within the model:

- Pre-teaching behavioral expectations (ex. beginning/ending class routine, basic skills such as following instructions, intermediate skills such as disagreeing appropriately, and advanced skills such as using a coping strategy or showing empathy)
- Individualized behavioral teaching based on the student’s identified needs
- Reinforcing the use of behavioral skills in the school setting (4:1, positive to negative ratio of interactions)
- Teaching replacement skills including planned teaching during neutral times
- Management and documentation of behavioral interventions occurs on a “school card” and is connected to a token economy within the schools (middle school students) or linked with the home (high school students)
- Behavioral documentation allows for the specific monitoring of skill use and the meeting of benchmarks identified in the IEP and the youth’s treatment plan
- School supports have been established to address the specific needs of youth placed in Boys Town Schools:
 - Approximately 40% of certified education staff have an endorsement in Special Education
 - Smaller class sizes. All courses have an average of 12 or less students.
 - Students record their homework on the daily point card, signed off by the classroom teacher and reviewed by the family home program

<i>Elementary & Middle School</i>	<i>High School</i>
<p>Homeroom. Time built into the beginning and end of the school day, which includes a daily review of academic and behavioral progress</p> <p>Resource Support. Special Education staff push into general education settings or can work with students in an alternate environment.</p>	<p>Learning Center. Staffed by special educators and paraprofessionals which can be used for individual or small group support, accommodations and alternate location.</p> <p>Block Schedule which allows for flexibility of lesson delivery and extended time for assignments and assessments.</p>



Individual Education Program (IEP)

Student: Cowboy Demo **Grade:** 12
School: Boys Town Schools
Parents: Cowboy Dad
Date of Birth: Sep 13, 2005
School District: Boys Town Schools
In Effect: Aug 6, 2024 to Aug 4, 2025

The Following Participants Were In Attendance At The IEP Meeting

Participant Name(s)	In Attendance?	Position/Relationship To Student	Date
Cowboy Dad <u>Cowboy Dad</u> <small>Cowboy Dad (Jul 26, 2024 10:46 CDT)</small>	Yes	Parent	Aug 5, 2024
Cowboy Demo <u>Cowboy Demo</u>	Yes	Student (whenever appropriate, or if the student is 14 years of age or older)	Aug 5, 2024
Larry Lasso <u>Electronic Signature</u> <small>Electronic Signature (Jul 26, 2024 10:33 CDT)</small>	Yes	Regular education teacher	Aug 5, 2024
Bella Boots <u>Bella Boots</u>	Yes	Special education teacher or provider	Aug 5, 2024
Birdie Bridle <u>B.K.</u> <small>Trisha Kumper (Jul 26, 2024 10:49 CDT)</small>	Yes	School district representative	Aug 5, 2024
Birdie Bridle <u>B.K.</u> <small>Trisha Kumper (Jul 26, 2024 10:49 CDT)</small>	Yes	Individual to interpret evaluation results	Aug 5, 2024

Others as determined by the district

Participant Name(s)	Position/Relationship To Student	Date
Rick Rope <u>Kristie Hipple</u> <small>Kristie Hipple (Jul 26, 2024 11:09 CDT)</small>	General Education Teacher	Aug 5, 2024
X <u>Electronic Signature</u> <small>Electronic Signature (Jul 26, 2024 10:33 CDT)</small>	Other: Family Home Program	Aug 5, 2024

Parent Signature

- Yes No The school district has taken the necessary action to ensure that I understand the proceedings of this IEP conference (including arrangement for an interpreter, if appropriate).
- Yes No I have received a copy of the IEP at no cost.
- Yes No I have been offered a copy of my parental rights at no cost.
- Yes No Parent Signature.