

Special Education Services

Specially Designed Instruction	Service Type	Number Sessions/ Session Length	Start Date/End Date	Provider Title	L
Basic Reading Skills	Direct instruction	1 per week 30 minute(s)	05/21/2020 05/21/2021	Special Education Teacher	S
Basic Reading Skills	Monitoring	1 per week 30 minute(s)	05/21/2020 05/21/2021	Special Education Teacher	S
Written Expression	Direct instruction	1 per week 30 minute(s)	05/21/2020 05/21/2021	Special Education Teacher	S
Written Expression	Monitoring	1 per week 30 minute(s)	05/21/2020 05/21/2021	Special Education Teacher	S

Physical Education Program- Accommodations necessary for the child to participate in PE will be listed on the accommodations section:

Regular PE Adapted PE N/A

If not applicable provide justification:

Micah is not currently enrolled in a PE course.

Is this student's instructional week the same length as nondisabled peers? **Yes**

If No, what is the length of instructional week:

Description of Shortened Day:

ACCOMMODATIONS

PROGRAM PARTICIPATION

Class/Activity	Accommodation(s)
English/Language Arts	With Accommodations <ul style="list-style-type: none"> · S1. Individual testing. · P4a. Text-to-Speech built into online testing client (Math, Science & 8 ELA writing sections only).

	<ul style="list-style-type: none">• P6. Simplification/repetition/signage of directions.• Allow extra time for written response.• Give exams of reduced length.• Allow minimal auditory distractions.• Allow time to verbalize and/or respond to class objectives.• Provide lower grade level texts as alternative reading material in• T3. Allow frequent breaks during one test session (maximum 10
Math	With Accommodations <ul style="list-style-type: none">• S1. Individual testing.• P4a. Text-to-Speech built into online testing client (Math, Science & 8 ELA writing sections only).• P6. Simplification/repetition/signage of directions.• Allow extra time for written response.• Give exams of reduced length.• Allow minimal auditory distractions.• Allow time to verbalize and/or respond to class objectives.• Provide lower grade level texts as alternative reading material in• T3. Allow frequent breaks during one test session (maximum 10
Science	With Accommodations <ul style="list-style-type: none">• S1. Individual testing.• S4. Separate location.• P4a. Text-to-Speech built into online testing client (Math, Science & 8 ELA writing sections only).• P6. Simplification/repetition/signage of directions.• Allow extra time for written response.• Give exams of reduced length.• Allow minimal auditory distractions.• Allow time to verbalize and/or respond to class objectives.• Provide lower grade level texts as alternative reading material in• T3. Allow frequent breaks during one test session (maximum 10
Social Studies	With Accommodations

- S1. Individual testing.
- P4a. Text-to-Speech built into online testing client (Math, Science & 8 ELA writing sections only).
- P6. Simplification/repetition/signage of directions.
- Allow extra time for written response.
- Give exams of reduced length.
- Allow minimal auditory distractions.
- Allow time to verbalize and/or respond to class objectives.
- Provide lower grade level texts as alternative reading material in
- T3. Allow frequent breaks during one test session (maximum 10

STATE/DISTRICT MANDATED TESTS

State/District Assessment	Accommodation(s)
OSTP - Grade 3-8 ELA	With Accommodations <ul style="list-style-type: none"> • S1. Individual testing. • P4a. Text-to-Speech built into online testing client (Math, Science & 8 ELA writing sections only). • P6. Simplification/repetition/signage of directions. • T3. Allow frequent breaks during one test session (maximum 10
OSTP - Grade 3-8 Math	With Accommodations <ul style="list-style-type: none"> • S1. Individual testing. • P4a. Text-to-Speech built into online testing client (Math, Science & 8 ELA writing sections only). • P6. Simplification/repetition/signage of directions. • T3. Allow frequent breaks during one test session (maximum 10
OSTP - Grade 5 or 8 Science	With Accommodations <ul style="list-style-type: none"> • S1. Individual testing. • P4a. Text-to-Speech built into online testing client (Math, Science & 8 ELA writing sections only). • P6. Simplification/repetition/signage of directions.

- T3. Allow frequent breaks during one test session (maximum 10

Documentation of LRE Placement Considerations

The Continuum of Placements for the least restrictive environment (LRE) includes regular classes full-time, special classes full-time, public/private separate day school facility, public/private residential facility, home instruction/hospital environment, correctional facilities, and placement in private schools.

Provide an explanation below of the extent, if any, to which the child will not participate with nondisabled students in the general education program or age appropriate activities:

Micah works in an online-based curriculum. He works from home and meets with his teacher weekly. He does not work with other students in a brick and mortar setting.

Describe continuum of placements considered and reasons determined not appropriate:

No other placements were considered as Micah attends school through an online-based curriculum. He receives assistance and support in his curriculum, his mom and dad, and his special education teacher.

Explain considerations of potential harmful effect on the child or the quality of services needed:

Working in an online-based curriculum, Micah will miss out on some peer interaction.

Define below any supplementary aids and services, program modifications and/or supports for personnel in general education or related settings not otherwise addressed as special education or related services:

Micah, will receive accommodations for testing and assignments. Please see the accommodations pages within the IEP.

When special classes, separate schools/facilities, or other removal from the general education environment occurs, describe the severity of the disability is such that education in the general education classes, with the use of supplementary aids and services, is not achieved satisfactorily:

Micah is participating in the same school environment as all other regular education students in Epic Charter Schools. However, accommodations are provided to help him be more successful.

Is this placement in the school where the student would normally attend if nondisabled? Yes

Amount of time in general education setting: 96.67% of instructional day

Name of Student: Micah Sean England
State Testing Number (STN): 1001866818

OK IEP
From: 05/21/2020 To: 05/21/2021

Extended School Year	
Date ESY program was/will be determined:	05/21/2020
The Team has determined the following in regards to the student's eligibility for Extended School Year services:	The IEP Team required.

TEAM PARTICIPANT SIGNATURES

The following individuals attended the IEP Team and participated in the development of this Individualized Education Program.

Position	Team Participant Signatures	Date
Parent/Guardian	Angela England via telephone call	05-21-2020
Special Education Teacher	<i>Kristina Milam</i>	05-21-2020
General Education Teacher	Trina Kaler via telephone call	05-21-2020
Administrative Representative	Deana Blakeney via telephone conference	05-21-2020

***Team members who disagree may submit separate statements presenting their conclusions. (Complete Comment Form)**

If parent(s) did not attend the IEP meeting, explain other methods to ensure parent participation (and/or child as appropriate):
 (e.g., Conference call, videoconference, home visit)

INFORMED PARENTAL CONSENT

Parent(s) received *Parents Rights in Education*:

<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Parent(s) received <i>Notice of Procedural Safeguards</i> .
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Parent(s) received <i>Parent Survey</i> brochure.
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Parent(s) have received information regarding the <i>Lindsey Nicole Henry Scholarship</i> .
<input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> N/A	Parent(s) of children with an auditory or visual impairment have received written information con- grams at the Oklahoma School for the Deaf and/or the Oklahoma School for the Blind.
<input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> N/A	Parent(s) understand that if the IEP team selects an accommodation that is not an allowable acco- it will result in the score being non-reportable to a college or university.



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State Testing Number (STN): 1001866818

OK IEP
From: 05/21/2020 To: 05/21/2021

<input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> N/A	If student is participating in the Oklahoma Alternate Assessment Program (OAAP), parent(s) have read the Oklahoma Alternate Assessment Program Brochure describing the alternate academic achievement standards and the Oklahoma Alternate Assessment Program Translation/Interpretation needed.
<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Translation/Interpretation needed.

Parent Consent for initial placement (consent is voluntary and may be revoked at any time):	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Parent Signature _____	Date: 05/21/2021

ADDITIONAL MEETING ATTENDEES

Signature	Printed Name	Date	Purpose

