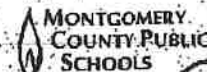


Exhibit F

Flower Valley Elementary School



4615 Sunflower Drive
Rockville, Maryland 20853

Phone: 240-740-1780 Fax: 240-740-1789

To Whom It May Concern:

On behalf of Brandon's IEP (Individualized Education Program) team (general education teacher, school nurse, speech-language pathologist, psychologist, etc.) in the Deaf Hard of Hearing Program, I'd like to share the concerns his team has regarding Brandon's health and behavior seen throughout the school year, which are atypical based on Brandon's behavioral, health and educational history:

- Several severe headaches.
- Sensitivity to light and sound
- Complaints of severe stomach aches
- Decreased appetite even with preferred foods
- Incessant fidgeting of objects within his reach
- Lack of self-control with his fidgeting despite numerous verbal reminders
- Inappropriate mouthing (e.g. paper clips, staples, and erasers)
- Pulling hair out (typically during independent work time)
- Inattentiveness despite verbal reminders
- Frequent visits to the nurse multiple times a week
- **In an activity he was excited for he suddenly became ill and began crying about painful pressure on the top of his head. He said he couldn't move and asked to take off his hearing aids. Brandon complained that he felt nauseous and wanted to throw up.**

DCO
5/30/19

His Flower Valley IEP team is very concerned about his health as it is having a negative impact on his education and classwork due to absences to go to the doctor or seeing the nurse at school. Per the doctor's note which stated to "follow up in one month, if no improvement consider MRI brain" from the appointment on 3/27/19, we are reaching out to share that we have not seen any improvement. Please do not hesitate to reach out to me with any questions regarding these observations. As a team, we are all very concerned and only want the best for Brandon.

Thanks,

Margaret Bork
Auditory Teacher Deaf and Hard of Hearing Program
Flower Valley Elementary School
School Phone: (240) 740-1780
Personal Phone: (941)-525-7641



MONTGOMERY COUNTY PUBLIC SCHOOLS

www.montgomeryschoolsmd.org

MARYLAND



October 7, 2019

Re: Brandon Najera Melendez

To Whom It May Concern:

This is to confirm that Brandon Najera Melendez is currently being served in the Program for Students who are Deaf/Hard of Hearing (D/HOH) as part of the Montgomery County Public Schools. Brandon is currently a 4th grader in the D/HOH Program at Flower Valley Elementary School in Rockville, Maryland. Brandon has an educationally significant sensorineural (permanent) hearing loss requiring special education and related services. He wears two hearing aids and uses specialized amplification equipment that must be monitored on a daily basis in order for him to get effective benefit.

As part of this unique, comprehensive program, Brandon receives specialized instruction from trained and certified teachers of the deaf, as well as highly specialized related services to support and develop critical listening, speech, and language skills. Additionally, he is closely followed by an educational audiologist to ensure that his hearing status is closely monitored, and that he receives annual audiological evaluations at no cost to the family.

His progress and critical skill development are dependent on the programming that he is currently receiving.

Should there be any questions, I can be reached at Susan_Russell@mcpsmd.org or by the phone number below.

Sincerely,

Susan Russell, Supervisor

Program for Students who are Deaf/Hard of Hearing

Department of Special Education • Hearing and Vision Services

English Manor ♦ 4511 Bestor Drive ♦ Rockville, Maryland 20853
240-740-1810 ♦ Fax 240-740-1804

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

MARYLAND STATE DEPARTMENT OF EDUCATION (MSDE) DIVISION OF EARLY INTERVENTION AND SPECIAL EDUCATION SERVICES

DRAFT
(Form approved by MSDE for use July 1, 2019)

- Draft 09/24/2019
- Approved
- Amended

STUDENT INFORMATION

Name: BRANDON JESUS NAJERA MELENDEZ

Agency:

IEP Team Meeting Date:

STUDENT AND SCHOOL INFORMATION

First Name: Middle Name: Last Name:

Address: Zip Code:

State: Student Identification Number (State):

Student Identification Number (local):

Date of Birth: Gender:

Race/Ethnicity: Identified as an English Learner:

Student's native language:

Residence County:

Residence School:

PARENT/GUARDIAN 1:

First Name: MI: Last Name:

Home Phone: Cell Phone:

Email:

Parent native language, if not English:

Interpreter needed?

PARENT/GUARDIAN 2:

First Name: MI: Last Name:

Home Phone: Cell Phone:

Email:

Parent native language, if not English:

Interpreter needed?

Case Manager:

IEP Team meeting date(s):

Native Language Translation: Parent informed:

Primary Disability: Parent requested:

Areas affected by disability:

IEP TEAM PARTICIPANTS

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

MARYLAND STATE DEPARTMENT OF EDUCATION (MSDE) DIVISION OF EARLY INTERVENTION AND SPECIAL EDUCATION SERVICES (Form approved by MSDE for use July 1, 2019)

I. MEETING AND IDENTIFYING INFORMATION

Name: BRANDON JESUS NAJERA MELLENDEZ

Agency: Montgomery

IEP Team Meeting Date: 09/17/2019

STUDENT PARTICIPATION ON DISTRICT/STATEWIDE ASSESSMENTS AND GRADUATION INFORMATION

5 Graduation requirements explained to parents? Yes

6 State graduation requirements can be found at www.marylandpublicschools.org.

7 Record any additional local graduation requirements:

8 Credits of English, 1 Credit of Fine Arts, .5 Credit of Health, 1 credit of Physical Education, 3 Credits of Science (one in a Physical Science), 3 Credits of Social Studies, 4 credits of Mathematics, Elective Credits in Technology, world language or combination, 75 Student Service Learning Hours, Pass MISA Science Test, Pass MCAP Algebra 1 Test, Pass MCAP English Language Arts Test, Pass Government HSA

PLAN FOR PARTICIPATION IN THE MARYLAND COMPREHENSIVE ASSESSMENT PROGRAM (MCAP) TO BE ADMINISTERED DURING THE TERM OF THE CURRENT IEP

9 The student will participate in the Maryland Comprehensive Assessment Program (MCAP) Assessments for grades 3 through 8

10 English Language Arts/Literacy: Yes Mathematics: Yes Social Studies (Grade 8 only):

11 The student will participate in the Maryland Comprehensive Assessment Program (MCAP) Assessments for high school

12 English Language Arts/Literacy: Algebra I: Geometry: Algebra II:

13 The student will participate in the Maryland Integrated School Assessment (MISA) aligned with Next Generation Science Standards (NGSS) in assessed grade - Science (Grades 5, 8)

14 The student will participate in the High School Maryland Integrated Science Assessment (MISA) aligned with Next Generation Science Standards (NGSS) in assessed grade Science:

15 The student will participate in the Maryland High School Assessment (HSA) in assessed course? government:

16 Was the IEP team determined that the student should participate in an alternate assessment based on alternate academic achievement standards? (Complete the required Appendix A of the Guidance for IEP teams: Participation Decisions for the Alternate Assessments and Instruction Using Alternate Standards.)

PLAN FOR PARTICIPATION IN INSTRUCTION USING ALTERNATE STANDARDS

ENGLISH LANGUAGE PROFICIENCY SUMMARY

Is the student an English Learner? No

What was the student's performance on the English language proficiency assessment? Assessment Date: Overall Composite Proficiency Level: -

OR

What was the student's performance on the alternate English language proficiency assessment? Assessment Date: Overall Composite Proficiency Level: -

STATEWIDE MARYLAND COMPREHENSIVE ASSESSMENT PROGRAM (MCAP) PERFORMANCE SUMMARY

What was the student's performance, if applicable, on the Kindergarten Readiness Assessment (KRA) as of ?

Domain	Overall	Language and Literacy	Mathematics	Social Foundations	Physical/Well-Being and Motor Development
Score					

What was the student's performance on the Grades 3-8 MCAP assessments as of 05/07/2019?

MCAP	Grade	Scale Score	Grade Score	Scale Score	Most Current Proficiency Level
EIA/Literacy	3	688			Level 1
Math	3	731			Level 3

Social Studies (Grade 8)

Algebra I	Grade	Scale Score	Grade Score	Scale Score	Most Current Proficiency Level
MISA					
Science (Grades 5, 8 only)					

What was the student's performance on the High School (MCAP) Assessments as of ?

MCAP Most Previous Most Meets Bridge Substitit

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

MARYLAND STATE DEPARTMENT OF EDUCATION (MSDE) DIVISION OF EARLY INTERVENTION AND SPECIAL EDUCATION SERVICES (Form approved by MSDE for use July 1, 2019)

I. MEETING AND IDENTIFYING INFORMATION

Name: BRANDON JESUS NAJERA MELENDEZ

Agency: Montgomery

IEP Team Meeting Date: 09/17/2019

Has the IEP team determined that the student will be instructed using alternate standards, which, if continued, will result in not earning credits toward a Maryland High School Diploma? (Complete the required Appendix A of the Guidance for IEP teams: Participation Decisions for the Alternate Assessments and Instruction Using Alternate Standards.)

Document basis for assessment decision(s):

Brandon will participate in all grade level assessments with accommodations.

Student is pursuing a: Maryland High School Diploma

PLEASE NOTE: A STUDENT MAY BE ASKED TO PARTICIPATE IN NATIONAL OR INTERNATIONAL ASSESSMENTS. ONLY ALLOWABLE ACCOMMODATIONS ON NATIONAL/INTERNATIONAL ASSESSMENTS ARE PERMITTED.

Complete for high school seniors that may be eligible for an HSA waiver. IEP team has discussed the criteria of the waiver decision-making process for the student and supports an HSA waiver recommendation to the local superintendent.

	Current Scale Score	Scale Score	Current Proficiency Level	Standard Plan Participant	Assessment
EIA/Literacy	10				
Algebra I					
Geometry					
Algebra II					
What was the student's performance, if applicable, on HSAs as of ?					
High School Assessments (HSAs)	Passing Score	Student's 1st Score	Student's 2nd Score	Student's Highest Standard Plan Participant Score	Bridge Participant Substitute Assessment
Algebra/Data Analysis	412				
Biology	400				
English	396				
Government	394				
Combined Score with Gov't	1602				
Combined Score w/out Gov't	1208				
High School MISA					
What was the student's performance, if applicable, on the alternate assessments as of ?					
MSAA				Scale Score	Most Current Proficiency Level
English Language Arts					
Mathematics					
AL-MISA				Scale Score	
Science (Grades 5, 8, 11 only)					

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

MARYLAND STATE DEPARTMENT OF EDUCATION (MSDE) DIVISION OF
EARLY INTERVENTION AND SPECIAL EDUCATION SERVICES (Form approved by MSDE for use July 1, 2019)

**II. PRESENT LEVEL OF ACADEMIC
ACHIEVEMENT AND FUNCTIONAL
PERFORMANCE**

Name: BRANDON JESUS NAJERA MELLENDEZ

Agency: Montgomery

IEP Team Meeting Date: 09/17/2019

ACADEMIC Reading Comprehension Document student's academic achievement and functional performance levels in academic areas, as appropriate

Source(s): Other (

MAP-R

Teacher Observations

Instructional Grade Level Performance: Slightly Below Grade Level
Consider private, state, local school system, and classroom based assessments, as applicable.)
Summary of Assessment Findings (including dates of administration):

FALL 2019

SPRING MAPR

Grade Level Expectation: 188-199 or Lexile 650-699)

Overall RIT: 193

Literature: 197

Informational Text: 184

Vocabulary 198

Lexile: 425-575 (approximate Reading Level 3.0-3.6)

Independent reading level: N

Instructional reading level 0 (Grade Level Expectation:P)

STRENGTHS: Reads accurately/ strong word attack skills.

NEEDS: Loses track while reading text with multiple lines/paragraphs. Omits ending sounds. (ed, es, s, ing, w). Substitutes words (a instead the). Needs fluency strategies to improve phrasing, expression and rate. Use of context clues to determine unknown words. Struggles to find/identify the main idea in nonfiction text but is able to identify the main idea in most fiction texts. Struggles with vocabulary / background knowledge which affects his comprehension. Struggles to answer questions about text.

Does this area impact the student's academic achievement and/or functional performance? Yes

ACADEMIC Written Language Content Document student's academic achievement and functional performance levels in academic areas, as appropriate

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

MARYLAND STATE DEPARTMENT OF EDUCATION (MSDE) DIVISION OF EARLY INTERVENTION AND SPECIAL EDUCATION SERVICES (Form approved by MSDE for use July 1, 2019)

II. PRESENT LEVEL OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE

Name: BRANDON JESUS NAJERA MELENDEZ

Agency: Montgomery

IEP Team Meeting Date: 09/17/2019

Score(s): Other ()

Teacher Observation

Functional Grade Level Performance: Below grade level (Consider private, state, local school system, and classroom based assessments, as applicable.)
 Summary of Assessment Findings (including dates of administration):

ELL 2019
 NGTHS

Successfully write basic sentences independently. Benefitted from the use of sentence starters. Can write a narrative with events in sequential order. Able to generate ideas and write sentences with detail. Use of chromebook to gather information

Needs

Writing lacks details. Struggles to elaborate or add details. Writing answers /responses that match the question or text. Does not consistently use grammar, capitalization and punctuation rules that he has learned. Ability to edit work for capitalization, punctuation, spelling and grammar. Requires prompting to complete writing assignments, needs prompting to use teacher feedback to improve writing.
 Handwriting is difficult to understand.

Does this area impact the student's academic achievement and/or functional performance? Yes

ACADEMIC Speech and Language Receptive Language Document student's academic achievement and functional performance levels in academic areas, as appropriate

Oral and Written Language Scales
 Functional Grade Level Performance: low average (Consider private, state, local school system, and classroom based assessments, as applicable.)
 Summary of Assessment Findings (including dates of administration):

Oral and Written Language Scales September 2019 Testing:
 Listening Comprehension (Receptive) Standard Score: 86 Low Average.

Brandon is in the low average in his receptive language skills compared to his same age hearing peers. He demonstrated having the most difficulty with double meaning words (e.g. bat), inferring (using background knowledge and context clues to figure out that meaning of something) and figurative language such as idioms or indirect requests.

Does this area impact the student's academic achievement and/or functional performance? Yes

ACADEMIC Speech and Language Expressive Language Document student's academic achievement and functional performance levels in academic areas, as appropriate

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

MARYLAND STATE DEPARTMENT OF EDUCATION (MSDE) DIVISION OF
EARLY INTERVENTION AND SPECIAL EDUCATION SERVICES (Form approved by MSDE for use July 1, 2019)

II. PRESENT LEVEL OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE

Name: BRANDON JESUS NAJERA MELLENDEZ Agency: Montgomery IEP Team Meeting Date: 09/17/2019

Source(s): Oral and Written Language Scales
Instructional Grade Level Performance: low average
(Consider private, state, local school system, and classroom based assessments, as applicable.)
Summary of Assessment Findings (including dates of administration):

September 2019: OWLS Oral and Written Language Scales - Oral Expression Standard Score: 88 (low average)

Brandon is in the low average in his oral expression skills compared to his same age hearing peers. Similar to his listening comprehension errors, he demonstrated the most difficulty using oral expression in relation to double meaning and figurative language. He also demonstrated some difficulty with grammar particularly in related to modal verbs such as could, would, should.

Does this area impact the student's academic achievement and/or functional performance? Yes

BEHAVIORAL Self-management

Source(s): Observation, Other (Teacher made assessments)

Level of Performance: Below grade level
Consider private, state, local school system, and classroom based assessments, as applicable.)
Summary of Assessment Findings (including dates of administration):

FALL 2019

STRENGTHS: Ability to follow classroom routines/procedures with practice, when he misses directions or does not understand what to do, he gives his peers and catches on to what he is supposed to do. Respectful of peers and adults. Visual learner who is more engaged when there is something on the screen (follows along better with read alouds this way)

NEEDS: Significant distractibility in whole group, small group, and one-to-one lessons. Easily distractible by both internal and external stimuli. Needs to focus on written and oral directions. Does not watch the teacher, CSR or even look at the book (during read aloud), Needs strategies to use when he does not understand/ has missed instruction in order to answer the question that is being asked
Needs reminders to check his work

Brandon is CONSTANTLY putting fingers and objects in his mouth. (10-12 times within a 5 minute period) Includes: pencils, erasers, markers, staples, paperclips, anything within reach. Even things off the floor.
Regularly broke, dropped, or tosses his pencil. (During 40 minute session, he needed 3 different pencils after breaking off the tip of the others).

Does this area impact the student's academic achievement and/or functional performance? Yes

BEHAVIORAL Self-Advocacy

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

MARYLAND STATE DEPARTMENT OF EDUCATION (MSDE) DIVISION OF EARLY INTERVENTION AND SPECIAL EDUCATION SERVICES (Form approved by MSDE for use July 1, 2019)

II. PRESENT LEVEL OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE

Name: BRANDON JESUS NAJERA MELENDEZ Agency: Montgomery IEP Team Meeting Date: 09/17/2019

Source(s): Other ()
 Informal Observation
 Teacher Report

Level of Performance: below age expectations
 (Consider private, state, local school system, and classroom based assessments, as applicable.)
 Summary of Assessment Findings (including dates of administration):
 FALL 2019

STRENGTHS: Bringing glasses to school. Likes to please his teachers and to make people laugh and smile.
 NEEDS: Advocacy strategies in all areas:
 - consistently wear his glasses.
 - consistently watch the CST or teacher during instruction

Strategies for seeking help when he missed directions or does not understand what to do
 - Ability to ask questions when help is needed.
 - Advocate for listening needs with the microphone

Does this area impact the student's academic achievement and/or functional performance? Yes

HEALTH Hearing

Source(s): Other ()
 Therapy data
 Classroom report

Level of Performance: below age expectations
 (Consider private, state, local school system, and classroom based assessments, as applicable.)
 Summary of Assessment Findings (including dates of administration):

Brandon is a nine year old boy with a bilateral moderate to moderately severe sensorineural hearing loss. Audiological records from January 2017 indicated that his hearing thresholds had remained consistent. It is recommended that Brandon see an audiologist in order to determine if any changes in his hearing have occurred since January 2017.
 Brandon has difficulty hearing in background noise. His listening in background noise could be improved if he had the necessary self-advocacy skills to get his hearing needs met. Brandon has the most difficulty in advocating for his hearing needs. He has a lot of difficulty knowing when the mic is muted versus unmuted which means he cannot advocate for his hearing needs the way he needs to. Self-advocacy in conjunction with listening in background noise will be important to build both skills.

Does this area impact the student's academic achievement and/or functional performance? Yes

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

MARYLAND STATE DEPARTMENT OF EDUCATION (MSDE) DIVISION OF
EARLY INTERVENTION AND SPECIAL EDUCATION SERVICES

(Form approved by MSDE for use July 1, 2019)

**II. PRESENT LEVEL OF ACADEMIC
ACHIEVEMENT AND FUNCTIONAL
PERFORMANCE**

Name: BRANDON JESUS NAJERA MELENDEZ

Agency: Montgomery

IEP Team Meeting Date: 09/17/2019

SCHOOL AGED - PRESENT LEVEL OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE

What is the parental input regarding the student's educational program?

Brandon's mother has noticed progress in his ability to do his homework independently. His favorite subject is math. He has a great memory and he is very good at analyzing and capturing everything that is said to him. She has noticed that he has a very difficult time sitting still to do his work. She would like him to improve his spelling and hand she appreciates communication from the school staff.

What are the student's strengths, interest areas, significant personal attributes, and personal accomplishments? (Include preferences and interests for post-school outcomes, if appropriate.)

Brandon is a polite, curious and kind child. He enjoys math and likes the challenge of doing mental math problems. He enjoys interacting with his peers. He enjoys reading books, science, and hands-on activities.

How does the student's disability affect his/her involvement in the general education curriculum?

Brandon's hearing loss impacts his ability to access the general education curriculum without services and support, especially in the areas of receptive and expressive language.

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

MARYLAND STATE DEPARTMENT OF EDUCATION (MSDE) DIVISION OF EARLY INTERVENTION AND SPECIAL EDUCATION SERVICES
 (Form approved by MSDE for use July 1, 2019)

III. SPECIAL CONSIDERATIONS AND ACCOMMODATIONS

Name: BRANDON JESUS NAJERA MELENDEZ Agency: Montgomery IEP Team Meeting Date: 09/17/2019

COMMUNICATION (required)

Does the student have special communication needs? Yes (If yes, describe the specific needs.)

Brandon's hearing loss requires that his instruction be presented with Cued Speech

ASSISTIVE TECHNOLOGY (AT) (required)

Consider AT device(s) and service(s) that are needed to increase, maintain or improve functional capabilities of a student with a disability.

Decision(s)	Requires an AT device(s)	Requires an AT service(s)
<input type="radio"/> The Student does not require AT device(s) or AT service(s)	No	No
<input type="radio"/> The Student does not require AT device(s) but does require AT service(s)	No	Additional data collection with trials is needed Yes
<input type="radio"/> The Student does require AT device(s) and requires AT service(s)	Yes	Services may address the required device(s) or additional data collection with trial is needed Yes
<input checked="" type="radio"/> The Student does require AT device(s) but does not require AT service(s)	Yes	No

Document basis for decision(s) on AT device(s) including description of device(s):

Brandon requires the use of an FM/DM unit to decrease his background noise when listening.

Document basis for decision(s) on AT service(s) including implementation of trials:

The audiologist and the DHOH staff will provide the necessary monitoring, equipment and services of the FM/DM equipment used in the classroom.

SERVICE FOR STUDENTS WHO ARE DEAF OR HEARING IMPAIRED

Is the student deaf or hearing impaired? Yes

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

MARYLAND STATE DEPARTMENT OF EDUCATION (MSDE) DIVISION OF EARLY INTERVENTION AND SPECIAL EDUCATION SERVICES (Form approved by MSDE for use July 1, 2019)

III. SPECIAL CONSIDERATIONS AND ACCOMMODATIONS

Name: BRANDON JESUS NAJERA MELLENDEZ

Agency: Montgomery

IEP Team Meeting Date: 09/17/2019

In the case of a student who is deaf or hearing impaired, consider language and communication needs, opportunities for direct communications, academic level, and full range of needs, including direct instruction in the student's language and communication mode.

Document basis for decision(s):

Brandon's needs can be met in the public school setting.

Were parents provided information regarding Maryland School for the Deaf? Yes

FUNCTIONAL AND ASSESSMENT ACCESSIBILITY FEATURES

FEATURES FOR ALL STUDENTS (Available to ALL students, either through the online platform or externally provided)

Item	INSTRUCTION	GOVERNMENT	HSA	HSA	M	ALT	M	A	K	ALT	N
1b: Audio Amplification	yes	yes	yes	yes	yes	yes	yes	yes	yes	yes	yes
1g: General Administration Directions Clarified	yes	yes	yes	yes	yes	yes	yes	yes	yes	yes	yes
1h: General Administration Directions Read Aloud and Repeated as Needed	yes	yes	yes	yes	yes	yes	yes	yes	yes	yes	yes
1k: Line Reader Mask Tool	yes	yes	yes	yes	yes	yes	yes	yes	yes	yes	yes
1o: Redirect Student	yes	yes	yes	yes	yes	yes	yes	yes	yes	yes	yes
1u: Graphic Organizer	yes	yes	yes	yes	yes	yes	yes	yes	yes	yes	yes

effects allowable features and accommodations in our current testing programs. Please check your Test Administrators' Manual for the most up to date information. Consult assessment specific guidelines for detailed information.

Document basis for decision:

Brandon needs an FM/DW system, repetition and clarification of directions for optimal auditory access. He needs a line reader tool and redirection to help with his distractibility.

ACCESSIBILITY FEATURES FOR ALL STUDENTS (Must be identified in advance and documented in the student's Student Registration/Personal Needs Profile [SR/PP]) Accessibility features MUST be used in instruction to provide adequate time and fairness for the student to be familiar with the tools/devices.

Item	INSTRUCTION	GOVERNMENT	HSA	HSA	M	ALT	M	A	K	ALT	N
1b: Audio Amplification	yes	yes	yes	yes	yes	yes	yes	yes	yes	yes	yes
1g: General Administration Directions Clarified	yes	yes	yes	yes	yes	yes	yes	yes	yes	yes	yes
1h: General Administration Directions Read Aloud and Repeated as Needed	yes	yes	yes	yes	yes	yes	yes	yes	yes	yes	yes
1k: Line Reader Mask Tool	yes	yes	yes	yes	yes	yes	yes	yes	yes	yes	yes
1o: Redirect Student	yes	yes	yes	yes	yes	yes	yes	yes	yes	yes	yes
1u: Graphic Organizer	yes	yes	yes	yes	yes	yes	yes	yes	yes	yes	yes

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

MARYLAND STATE DEPARTMENT OF EDUCATION (MSDE) DIVISION OF EARLY INTERVENTION AND SPECIAL EDUCATION SERVICES (Form approved by MSDE for use July 1, 2019)

III. SPECIAL CONSIDERATIONS AND ACCOMMODATIONS

Name: BRANDON JESUS NAVERA MELENDEZ

Agency: Montgomery

IEP Team Meeting Date: 09/17/2019

	ON	NT	ST	HA	MA	AL	MS	AC	CC	KA	ALT	NA
7r: Text to Speech for the Mathematics, Science, and Government Assessments (A student's SR/PNP for mathematics may specify text only or text and graphics inclusion orders. Text only inclusion order provides selected sections.)	yes	yes*	yes*	yes*	yes*	yes	yes	yes	yes	yes	yes	yes
7a: Small group	yes	yes	yes	yes	yes	yes	yes	yes	yes	yes	yes	yes
7b: Frequent breaks	yes	yes	yes	yes	yes	yes	yes	yes	yes	yes	yes	yes
7g: Reduce distractions to self	yes	yes	yes	yes	yes	yes	yes	yes	yes	yes	yes	yes

effects allowable features and accommodations in our current testing programs. Please check your Test Administrators' Manual for the most up to date information. (Document basis for decision:)

Brandon requires testing in a small group with frequent breaks and reduced distractions to help improve his attention. He would benefit from text to speech for math and science testing to help maintain attention to the task.

INSTRUCTIONAL AND ASSESSMENT ACCOMMODATIONS

PRESENTATION ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES (intended for students with disabilities who have the accommodation documented in an approved IEP or 504 Plan prior to the date of test administration) and who use the accommodation routinely (with rare exceptions) during instruction and locally administered assessments, both before and after the test is administered.)

	IN	ST	HA	MA	AL	MS	AC	CC	KA	ALT	NA
3h: Closed-Captioning of Multimedia Passages	yes	yes	yes	yes	yes	yes	yes	yes	yes	yes	yes
3m: Human Signer for Test Directions	yes	yes	yes	yes	yes	yes	yes	yes	yes	yes	yes

This reflects allowable features and accommodations in our current testing programs. Please check your Test Administrators' Manual for the most up to date information. Consult assessment specific guidelines for detailed information.

3j1; 3j1; 3k1; Appendix D must be completed.

Document basis for decision:

Captioned videos to be used for instruction and assessment.

A cued speech transliterator is needed to cue all verbal instructions/information.

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

MARYLAND STATE DEPARTMENT OF EDUCATION (MSDE) DIVISION OF EARLY INTERVENTION AND SPECIAL EDUCATION SERVICES (Form approved by MSDE for use July 1, 2019)

III. SPECIAL CONSIDERATIONS AND ACCOMMODATIONS

Name: BRANDON JESUS NAJERA MELLENDEZ Agency: Montgomery IEP Team Meeting Date: 09/17/2019

RESPONSE ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES (intended for students with disabilities who have the accommodation documented in an approved IEP or 504 Plan prior to the date of test administration, and who use the accommodation routinely (with rare exceptions) during instruction and locally administered assessments, both before and after the test is administered.)

Director Test Response	yes	yes	yes	yes	yes	yes	yes	yes*	yes*	yes*	yes*	yes
INSTRUCTION	yes	yes	yes	yes	yes	yes	yes	yes*	yes*	yes*	yes*	yes
MCAP	yes	yes	yes	yes	yes	yes	yes	yes*	yes*	yes*	yes*	yes
HSA GOVERNMENT	yes	yes	yes	yes	yes	yes	yes	yes*	yes*	yes*	yes*	yes
HSA MISAS (Grades 5 & 8)	yes	yes	yes	yes	yes	yes	yes	yes*	yes*	yes*	yes*	yes
ALT MISAS	yes	yes	yes	yes	yes	yes	yes	yes*	yes*	yes*	yes*	yes
MCAP	yes	yes	yes	yes	yes	yes	yes	yes*	yes*	yes*	yes*	yes
ACCESSES for ELLs	yes	yes	yes	yes	yes	yes	yes	yes*	yes*	yes*	yes*	yes
K ACCESSES for ELLs	yes	yes	yes	yes	yes	yes	yes	yes*	yes*	yes*	yes*	yes
ALT ACCESSES for ELLs	yes	yes	yes	yes	yes	yes	yes	yes*	yes*	yes*	yes*	yes
NAEP	yes	yes	yes	yes	yes	yes	yes	yes*	yes*	yes*	yes*	yes

This reflects allowable features and accommodations in our current testing programs. Please check your Test Administrators' Manual for the most up to date information. Consult assessment specific guidelines for detailed information.

Document basis for decision:

Brandon's test should be monitored to insure completion according to the directions.

TIMING ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES (intended for students with disabilities who have the accommodation documented in an approved IEP or 504 Plan prior to the date of test administration, and who use the accommodation routinely (with rare exceptions) during instruction and locally administered assessments, both before and after the test is administered.)

5- Extended Time (1.5X)	yes	yes	yes	yes	yes	yes	yes	yes*	yes*	yes*	yes*	yes
INSTRUCTION	yes	yes	yes	yes	yes	yes	yes	yes*	yes*	yes*	yes*	yes
MCAP	yes	yes	yes	yes	yes	yes	yes	yes*	yes*	yes*	yes*	yes
HSA GOVERNMENT	yes	yes	yes	yes	yes	yes	yes	yes*	yes*	yes*	yes*	yes
HSA MISAS (Grades 5 & 8)	yes	yes	yes	yes	yes	yes	yes	yes*	yes*	yes*	yes*	yes
ALT MISAS	yes	yes	yes	yes	yes	yes	yes	yes*	yes*	yes*	yes*	yes
ACCESSES for ELLs	yes	yes	yes	yes	yes	yes	yes	yes*	yes*	yes*	yes*	yes
K ACCESSES for ELLs	yes	yes	yes	yes	yes	yes	yes	yes*	yes*	yes*	yes*	yes
ALT ACCESSES for ELLs	yes	yes	yes	yes	yes	yes	yes	yes*	yes*	yes*	yes*	yes
NAEP	yes	yes	yes	yes	yes	yes	yes	yes*	yes*	yes*	yes*	yes

This reflects allowable features and accommodations in our current testing programs. Please check your Test Administrators' Manual for the most up to date information. Consult assessment specific guidelines for detailed information.

Document basis for decision:

Extended time needed to allow for breaks.

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III. SPECIAL CONSIDERATIONS AND ACCOMMODATIONS

Name: BRANDON JESUS NAJERA MELLENDEZ

Agency: Montgomery

IEP Team Meeting Date: 09/17/2019

SUPPLEMENTARY AIDS, SERVICES, PROGRAM MODIFICATIONS AND SUPPORTS

Instructional Support(s)						
Nature of Service	Frequency	Begin Date	End Date	Provider(s): (P)=Primary, (O)=Other		
Instructional Support(s) - Monitor independent work	Anticipated Frequency Daily	09/18/2019	09/18/2020	Duration: 36 Weeks	(P) General Education Teacher	(O) Teacher of the Deaf and Hard of Hearing
Clarify location and manner: In all academic settings						
Nature of Service	Frequency	Begin Date	End Date	Provider(s): (P)=Primary, (O)=Other		
Instructional Support(s) - Other: Teacher repeats peer responses during class discussion	Anticipated Frequency Daily	09/18/2019	09/18/2020	Duration: 36 Weeks	(P) General Education Teacher	(O) Teacher of the Deaf and Hard of Hearing
Clarify location and manner: In all academic settings						
Nature of Service	Frequency	Begin Date	End Date	Provider(s): (P)=Primary, (O)=Other		
Instructional Support(s) - Have student repeat and/or Paraphrase Information	Anticipated Frequency Daily	09/18/2019	09/18/2020	Duration: 36 Weeks	(P) General Education Teacher	(O) Teacher of the Deaf and Hard of Hearing
Clarify location and manner: In all academic settings						

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Nature of Service	Frequency	Begin Date	End Date	Provider(s): (P)=Primary, (O)=Other
Instructional Support (s) - Paraphrase questions & instruction	Anticipated Frequency Daily	09/18/2019	09/18/2020 Duration: 36 Weeks	<ul style="list-style-type: none"> (P) General Education Teacher (O) Teacher of the Deaf and Hard of Hearing

Clarify location and manner:
In all academic settings

Nature of Service	Frequency	Begin Date	End Date	Provider(s): (P)=Primary, (O)=Other
Instructional Support (s) - Check for understanding	Anticipated Frequency Daily	09/17/2019	09/17/2020 Duration: 36 Weeks	<ul style="list-style-type: none"> (P) General Education Teacher (O) Teacher of the Deaf and Hard of Hearing

Clarify location and manner:
In all academic settings

Nature of Service	Frequency	Begin Date	End Date	Provider(s): (P)=Primary, (O)=Other
Instructional Support (s) - Repetition of directions	Anticipated Frequency Daily	09/17/2019	09/17/2020 Duration: 36 Weeks	<ul style="list-style-type: none"> (P) General Education Teacher (O) Teacher of the Deaf and Hard of Hearing

Clarify location and manner:
In all academic settings

Nature of Service	Frequency	Begin Date	End Date	Provider(s): (P)=Primary, (O)=Other
Instructional Support (s) - Frequent and/or immediate feedback	Anticipated Frequency Daily	09/17/2019	09/17/2020 Duration: 36 Weeks	<ul style="list-style-type: none"> (P) General Education Teacher

Clarify location and manner:
In all academic settings

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Program Modification(s)	Frequency	Begin Date	End Date	Provider(s): (P)=Primary, (O)=Other
Program Modification(s) - Break down assignments into smaller units	Anticipated Frequency Daily	09/18/2019	09/18/2020 Duration: 36 Weeks	• (P) General Education Teacher • (O) Teacher of the Deaf and Hard of Hearing
Clarify location and manner: in all academic settings				
Nature of Service	Frequency	Begin Date	End Date	Provider(s): (P)=Primary, (O)=Other
Social/Behavioral Support(s) - Provide manipulatives and/or sensory activities to promote listening and focusing skills	Anticipated Frequency Daily	09/18/2019	09/18/2020 Duration: 36 Weeks	• (P) General Education Teacher • (O) Teacher of the Deaf and Hard of Hearing
Clarify location and manner: in all academic settings				
Nature of Service	Frequency	Begin Date	End Date	Provider(s): (P)=Primary, (O)=Other
Social/Behavioral Support(s) - Encourage student to ask for assistance when needed	Anticipated Frequency Daily	09/18/2019	09/18/2020 Duration: 36 Weeks	• (P) General Education Teacher • (O) Teacher of the Deaf and Hard of Hearing

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Clarify location and manner: In all academic settings						
Nature of Service Social/Behavioral Support(s) - Strategies to initiate and sustain attention	Frequency Anticipated Frequency Daily	Begin Date 09/17/2019	End Date 09/17/2020	Duration: 36 Weeks	Provider(s): (P)=Primary, (O)=Other <ul style="list-style-type: none"> (P) General Education Teacher (O) Teacher of the Deaf and Hard of Hearing 	
Clarify location and manner: In all academic settings						
Physical/Environmental Support(s)						
Nature of Service Physical/Environmental Support(s) - Preferential seating	Frequency Anticipated Frequency Daily	Begin Date 09/17/2019	End Date 09/17/2020	Duration: 36 Weeks	Provider(s): (P)=Primary, (O)=Other <ul style="list-style-type: none"> (P) General Education Teacher (O) Teacher of the Deaf and Hard of Hearing 	
Clarify location and manner: In all academic settings						
Documentation to Support Decision: Brandon requires these supplementary aids and services to ensure that he has optimal access to the curriculum.						
Supplementary Aids, Services, Program Modifications and Supports were considered and none are required at this time. No						
Discussion to support decision(s):						

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**III. SPECIAL CONSIDERATIONS AND
ACCOMMODATIONS**

Name: BRANDON JESUS NAJERA MELLENDEZ

Agency: Montgomery

IEP Team Meeting Date: 09/17/2019

EXTENDED SCHOOL YEAR (ESY)

The IEP Team should determine if any of the factors below will significantly jeopardize the student's ability to receive some benefit from the student's educational program during the regular school year, if the student does not receive ESY services. ESY services are the individualized extension of specific special education and related services that are provided beyond the normal school year of the public agency, in accordance with the IEP, at no cost to the parents.

ESY Decision Deferred

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Agency: Montgomery

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TRANSITION (To be completed annually, beginning at age 14 or younger, if determined appropriate.)

STUDENT PREFERENCES AND INTERESTS:

- o The post secondary goal(s) are to be based on the student's interests, preferences and age appropriate transition assessment(s).
- o Date of Annual Student Interview:
- o Discussion of student's interests, preferences and age appropriate transition assessment(s):

SECONDARY GOALS (Outcomes):

Postsecondary goal(s) are to be recorded here. At least one goal must be indicated for training and/or education.
Employment (required):

Training:

Education:

Independent Living (if appropriate):

COURSE OF STUDY:

The course of study is to support the stated postsecondary goal(s)

Student is enrolled in the following Functional and Skill Development Activities:

Discussion to support decision:

PROJECTED CATEGORY OF EXIT:

The student is projected to exit with:

PROJECTED DATE OF EXIT:

At exit the student will receive a Maryland Summary of Performance (MSOP) that includes academic achievement, functional performance, accommodations, and progress on postsecondary goals

Have the student and parents been informed that rights under IDEA do not transfer to students with disabilities on reaching age of majority, except under limited circumstances, as described in Education Article 8-412.1, Annotated Code of Maryland?

TRANSITION ACTIVITIES

TRANSITION SERVICES/ACTIVITIES

Transition services are a coordinated set of activities for a student with a disability that is designed within a results oriented process that will facilitate the student's progression from school to postsecondary activities.

AGENCY LINKAGE

Annual date student and parent were provided a copy of the *Maryland Transition Planning Guide for Individuals with Disabilities*:

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Agency: Montgomery

IEP Team Meeting Date: 09/17/2019

Adult Service Agency	Anticipated Services for Transition:	Signed Consent for Communication and/or Referral:	The student referred by the ISS to:	Signed Consent for Agency Representative(s) invited to the IEP Team meeting:	Agency Representative(s) invited to the IEP Team meeting:
Division of Rehabilitation Services (DORS)					
Developmental Disabilities Administration (DDA)			Agency does not have a referral process		
Behavioral Health Administration (BHA)			Agency does not have a referral process		
Department of Labor, Licensing and Regulation (DLLR) Office of Workforce Development and Adult Learning			Agency does not have a referral process		

Additional discussion:

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IV. GOALS
 IEP Team Meeting Date: 09/17/2019

GOAL Behavioral - Self-management

Goal: Given whole group and small group settings using Cued Speech and fading scaffolding, models and prompts, Brandon will demonstrate effective work habits.

9/17/2020
 Evaluation Method: Observation Record
 With: 3 out of 5 trials
 ESY goal? No

Objective 1 : Brandon will use strategies to RETURN his attention to the instruction or independent task.

Objective 3 : Brandon will use strategies to INITIATE attention to the instruction or independent task.

Objective 2 : Brandon will use strategies to MAINTAIN his focus on the instruction or independent task.

Objective 4 : Given fading reminders, Brandon will stop putting objects in his mouth and/ or chewing on things.

GOAL Health - Hearing

Goal: Brandon will build his listening skills when listening to spoken language with and without background noise.

By: 09/17/2020
 Evaluation Method: Informal Procedures
 With: 4 out of 5 trials
 ESY goal? No

Objective 1 : Objective 3 :

IV. GOALS

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Brandon will sequence 3-5 events containing temporal words (e.g. before, after) in quiet and background noise and put the pictures of these events in the correct order.

Using listening only in background noise, Brandon will correctly sequence 3 short/long events presented out of order given one repetition when asked for.

Objective 2:

Brandon will recognize when the mic is muted versus unmuted using listening only in 5 seconds or less.

Objective 4:

Brandon will demonstrate understanding of accommodations by listing them and requesting them as needed (closed captioning, copies of notes, limitations to loud/distraction noises, etc.).

GOAL Academic - Speech and Language Expressive Language

Goal:

Brandon will improve his oral language skills by producing grammatically correct sentences about figurative language, inferencing, vocabulary and modal verbs.

BY: 09/17/2020
Evaluation Method: Standardized Assessment
With: 4 out of 5 trials
ESY goal? No

Objective 1:

Brandon will retell a story and predict the next event using 3-5 sentences that are grammatically correct.

Objective 3:

Brandon will use multiple meaning words in 2 sentences that demonstrate the different meanings.

Objective 2:

Brandon will read passages that contain idioms and figurative language and will identify the meaning of each by using context cues, facial expressions, and changes in intonation.

Objective 4:

Brandon will understand and produce grammatically correct sentences containing "could have, should have, would have" given a word bank to describe a picture.

GOAL Behavioral - Self-Advocacy

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

IV. GOALS

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Name: BRANDON JESUS NAJERA MELENDEZ Agency: Montgomery IEP Team Meeting Date: 09/17/2019

Goal:
 Given whole group and small group settings using Cued Speech and fading models and prompts, Brandon will use effective strategies to advocate for his optimal visual, listening and instructional needs.

By: 09/17/2020
 Evaluation Method: Observation Record
 With: 4 out of 5 trials
 ESY goal? No

Objective 1 :
 In all classroom settings, Brandon will report successes and failures with hearing equipment, and manage the system responsibly, including troubleshooting, batteries, charging, and alerting staff when equipment is not functioning properly.

Objective 3 :
 Brandon will bring and wear his glasses during class without reminders.

Objective 2 :
 Brandon will use a predetermined strategy to inform the teacher that he needs help (raising hand, card system, etc)

Objective 4 :
 Brandon will watch the CSP and /or the teacher during instruction.

GOAL Academic - Reading Comprehension

Goal:
 In a whole group and small group setting using Cued Speech, Brandon will use Good Reader strategies to accurately analyze and comprehend literary and informational text on grade level.

By: 09/17/2020
 Evaluation Method: Classroom Based Assessment
 With: 80 % Accuracy
 ESY goal? No

Objective 1 :
 Brandon will identify the main idea of the text and the related supporting details.

Objective 3 :
 Brandon will use his finger or a manipulative to keep track of where he is reading.

Objective 2 :
 Objective 4 :

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Name: BRANDON JESUS NAJERA MELENDEZ

Agency: Montgomery

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Brandon will use context clues to determine the meaning of unknown words.

Brandon will read aloud with expression that matches the punctuation, smooth phrasing and a moderate rate.

GOAL Academic - Written Language Content

Given a whole group and small group setting using Cued Speech and fading scaffolding, models and supports, Brandon will write well-organized narrative, opinion and informational texts on a variety of topics.

By: 09/17/2020
Evaluation Method: Classroom Based Assessment
With: 80 % Accuracy
ESY goal No

Objective 1 :

Brandon will revise his writing by deleting unnecessary information, adding details, rearranging sentences.

Objective 3 :

Brandon will use teacher feedback to revise writing for clarity, details, and conventions.

Objective 2 :

Brandon will use the Turn the Question Around strategy to write complete answers that match the question being asked.

Objective 4 :

Brandon will use a checklist to edit his writing for accurate grammar, capitalization, spelling and punctuation.

How will the parent be notified of the student's progress toward the IEP goals? In writing How often? Quarterly

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V. SERVICES

SERVICES

SPECIAL EDUCATION

Service Nature	Location	Service Description	Begin Date	End Date	Provider(s): (P)=Primary, (O)=Other	Summary of Service
Classroom Instruction (Identifying the number of sessions for Classroom Instruction is optional)	In General Education	Number of Sessions: 5 Length of Time: 1 Hrs. 15 Min.	09/17/2019	09/17/2020 Duration: 36 Weeks	(P) General Education Teacher (O) Teacher of the Hearing Impaired	Total service time: Weekly 6 Hrs. 15 Min.
Classroom Instruction (Identifying the number of sessions for Classroom Instruction is optional)	Outside General Education	Number of Sessions: 5 Length of Time: 0 Hrs. 45 Min.	09/17/2019	09/17/2020 Duration: 36 Weeks	(P) Teacher of the Deaf and Hard of Hearing (O) General Education Teacher	Total service time: Weekly 3 Hrs. 45 Min.
Classroom Instruction (Identifying the number of sessions for Classroom Instruction is optional)	In General Education	Number of Sessions: 1 Length of Time: 0 Hr. 45 Min.	09/17/2019	09/17/2020 Duration: 36 Weeks	(P) Teacher of the Deaf and Hard of Hearing (O) General Education Teacher	Total service time: Weekly 0 Hr. 45 Min.

RELATED SERVICES

Service Nature	Location	Service Description	Begin Date	End Date	Provider(s): (P)=Primary, (O)=Other	Summary of Service

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Name: **BRANDON JESUS NAJERA MELENDEZ** Agency: **Montgomery**

IEP Team Meeting Date: **09/17/2019**

Service	Outside General Education	Number of Sessions:	Length of Time: 0 Hr. 30 Min.	Frequency: Yearly	Start Date: 09/17/2019	End Date: 09/17/2020	Duration: 36 Weeks	Specialist	Total service time: Yearly 1 Hr. 0 Min.
Other Therapies (Auditory Communication Sessions)	Outside General Education	Number of Sessions: 3	Length of Time: 0 Hr. 30 Min.	Frequency: Weekly	09/17/2019	09/16/2020	Duration: 36 Weeks	(P) DHOH Auditory Communication Specialist	Total service time: Weekly 1 Hr. 30 Min.
Interpreting Services	In General Education	Number of Sessions: 1	Length of Time: 5 Hrs. 30 Min.	Frequency: Daily	09/17/2019	09/17/2020	Duration: 36 Weeks	(P) Interpreter	Total service time: Daily 5 Hrs. 30 Min.

Discussion of service(s) delivery including description of Transportation services if provided:

Special Education - Classroom Instruction:
 D/HOH staff support for instruction in reading:
 5 days a week for 75 min: Reading Instruction

Special Education - Classroom Instruction:
 Special Education - Classroom Instruction for writing

Special Education - Classroom Instruction:
 DHOH staff support during media class instruction

Special Education - Classroom Instruction:
 DHOH Staff support during Science and Social Studies instruction.

Related Services - Audiological Services:
 Annual audiological services to support the use of equipment and annual audiological evaluations

Related Services - Other Therapies (Auditory Communication Sessions) :

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Services to address language and self-advocacy needs. 2 pull out and 1 plug in session

Related Services - Interpreting Services:

Guided Speech transliterator in all general education settings

Related Services - Transportation:

Special Education transportation is needed to access program

Discussion of ESY service(s) delivery including description of Transportation services if provided:

V. SERVICES

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VI. PLACEMENT DATA

Name: BRANDON JESUS NAJERA MELLENDEZ Agency: Montgomery

IEP Team Meeting Date: 09/17/2019

LEAST RESTRICTIVE ENVIRONMENT (LRE) DECISION MAKING & PLACEMENT SUMMARY
 A student with disability is not removed from general education in an age-appropriate instructional setting solely because of needed modifications to the general curriculum.

What placement options did the IEP team consider?
 Home school with itinerant services, D/HOH center based with full participation in general education setting

If removed from the regular early childhood program/general education environment, explain reasons why services cannot be provided in that setting with the use of supplementary aids and services:

Brandon is removed from the general education setting only to work on specific needs that require a more 1:1 or smaller group setting

Document basis for decision(s):

Brandon has a hearing loss and needs specialized instruction

Special education placement (ages 3-5):

Average 87.53%/day - INSIDE GENERAL EDUCATION (80% or more)
 Total time in school week: 32 hrs. 45 minutes/week
 Total time in General Education: 28 hrs. 40 minutes/week

Total time outside of General Education: 4 hrs. 05 minutes/week
 In selecting the LRE, are there any potential harmful effects on the student or quality of services he or she needs? No

Document basis for decision(s):
 Are the services in the student's home school (the school the student would attend if not disabled)? No If no, document basis for decision(s):

Although Brandon is in the general education setting for most of his school day, the D/HOH program provides comprehensive supports in his class and in his building

If no, is placement as close as possible to the student's home? Yes If no, document basis for decision(s):

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VI. PLACEMENT DATA

Name: BRANDON JESUS NAJERA MELLENDEZ Agency: Montgomery IEP Team Meeting Date: 09/17/2019

Consideration of Transportation Needs: Is the Related Service Transportation needed based on the unique needs of the student or to allow student access to special education services? Yes No If Yes, explain: If No, explain: Are there specialized equipment needed to assist the student during transportation? Yes No If Yes, explain: If No, explain: Are there personnel needed to accommodate the student during transportation? Yes No If Yes, list type(s) of personnel: If No, explain:

Bus attendant for safety and communication

Other supports needed to assist the student during transportation? No If Yes, explain: (Include basis for decision(s) (including consideration of the amount of time and distance involved in travel):

Provide an explanation to the extent, if any, the student will not participate with non-disabled peers in academic, non-academic, and extracurricular activities? With appropriate supports, Brandon can participate in all school activities

SSIS Resident County: Montgomery
 SSIS Service County: Montgomery

SSIS Resident School: Harmony Hills Elementary
 SSIS Service School: Flower Valley Elementary

CHILD COUNTY ELIGIBILITY CODES

(1) Eligible student with a disability served in a public or placed in a nonpublic school by the public agency to receive FAPPE

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Agency: Montgomery

VII. AUTHORIZATION(S)

IEP Team Meeting Date: 09/17/2019

VII. AUTHORIZATION(S)

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Agency: Montgomery

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MEDICAL ASSISTANCE (MA)

Parental consent must be obtained before the provider agency discloses, for billing purposes, their child's personally identifiable information to the Maryland Department of Health and Mental Hygiene (DHMH), the State agency responsible for the administration of the Medical Assistance Program, consistent with the Family Educational Rights and Privacy Act (FERPA) and the Individuals with Disabilities Education Act (IDEA). By providing consent, you understand and agree in writing that the public agency may access your child's Medicaid to pay for services provided to your child.

In order to provide a free appropriate public education (FAPE) to your child, the provider agency may not:

- Require you to sign up for or enroll in State's Medical Assistance in order for your child to receive FAPE under IDEA,
- Require you to incur an out-of-pocket expense such as the payment of a deductible or co-pay amount incurred in filing a claim for services,
- Use your child's benefits under Medical Assistance if that use would:
 - Decrease available lifetime coverage or any other insured benefit;
 - Result in your family paying for services that would otherwise be covered by Medical Assistance and that are required for your child outside of the time your child is in school;
 - Increase premiums or lead to the discontinuation of benefits or insurance; or
 - Risk loss of eligibility for home and community-based waivers, based on aggregate health-related expenditures.

You have the right to withdraw your consent to disclosure of personally identifiable information to State's Medical Assistance Program at any time.

If you withdraw consent for the provider agency to disclose your child's personally identifiable information it does not relieve the provider agency of its responsibility to ensure that all required services are provided to your child at no cost to you.

Is the student eligible for MA? yes MA Number 43904047600

I agree to Service Coordination for Children with Disabilities and that the Service Coordinator(s) identified on this IEP may be appointed as MA Service Coordinator(s). (COMAR 10.09.52)

I understand that I am free to choose an MA Service Coordinator for my child. At this time, I accept the following Service Coordinator(s):

MA Service Coordinator Name: Josilyn Stewart

MA Service Coordinator Name:

I understand that if I wish to change the MA Service Coordinator in the future, I can call the school to make a change.

I understand that the purpose of this service is to assist in gaining access to needed medical, social, educational, and other services.

I give my consent for the provider agency to disclose my child's personally identifiable information to the State's Medical Assistance Program in order to access Medical Assistance Benefits.

I give permission to the provider agency to recover costs from Medicaid for service coordination, as well as health-related services, related to the implementation of my child's IEP goals.

I understand that if I refuse to allow the provider agency access to MA funds, it does not relieve the public agency of its responsibility to ensure that all required services are provided to my child at cost to parent.

I understand that this service does not restrict or otherwise affect my child's eligibility for other Medical Assistance benefits. I also understand that my child may not receive a similar type of case management service under Medical Assistance if he/she qualifies for more than one type.

Parent Signature: _____

Date:

09/17/2019