

**IN THE UNITED STATES DISTRICT COURT
FOR THE NORTHERN DISTRICT OF ILLINOIS
EASTERN DIVISION**

**J. S. and M. S. as parents and best
friends of A.S.,**

Plaintiffs

vs.

**BOARD OF EDUCATION FOR
SCHAUMBURG SCHOOL DISTRICT #54
and THE STATE OF ILLINOIS,**

Defendants

Case No.:

VERIFIED COMPLAINT

Now come the plaintiffs, by and through their attorney, Steven E. Glink, and complaining against the defendants, state as follows.

JURISDICTION

1. This action is brought pursuant to the Fourteenth Amendment to the Federal Constitution; the Individuals with Disabilities Education (Improvement) Act (IDEA), 20 U.S.C. 1400 et seq.; Section 504 of the Rehabilitation Act of 1973, 29 USC 701, et seq. and The Americans with Disabilities Act (ADA) , 42 USC 12101, et seq.
2. Jurisdiction is proper pursuant to 28 USC 1331
3. Venue is proper pursuant to 28 USC 1392.
4. The school district's principal place of business is located in the Village of Schaumburg, Cook County, Illinois.
5. All material acts related to this incident occurred in Schaumburg, Cook County Illinois.

THE PARTIES

6. Plaintiffs are citizens of the United States and residents of Schaumburg, Illinois.
7. A.S. is an eleven (11) year old student currently enrolled as a student at the Hanover Highlands Elementary School, which is operated by the board of education for Schaumburg School District # 54.
8. J. S. and M.S. are A.S.'s biological parents.
9. Schaumburg School District # 54 ("the district") is a local public school district organized pursuant to the Illinois School Code.
10. The Board of Education (BOE) is a group of citizens elected to operate and govern the school district.
11. The State of Illinois is the sovereign governmental entity that, amongst other things, enacts various laws in the State.
12. Plaintiffs have a private right of action under *Tennessee v. Lane* and its progeny.

STATEMENT OF MATERIAL FACTS

13. This case involves a challenge to Illinois' Medical Cannabis Pilot Program (MCP) law, 410 ILCS 130, et. seq.
14. The child plaintiff has been medically diagnosed with leukemia, which was treated via chemotherapy. Those treatments have resulted in the child now suffering from seizure disorders and epilepsy.
15. The plaintiffs received treatments and traditional Western prescriptive medications for approximately four years in an attempt to regulate A.H.'s seizures and epilepsy. That was not successful and forced A.H. to take a substantial amount of medication.

16. The child plaintiff's treating physicians have prescribed medical cannabis to deal with her epilepsy and seizures.
17. At present, A.H. wears a medical cannabis patch on her foot as prescribed by her treating physicians. That patch contains small amounts of THC, the active residual ingredient of medical cannabis.
18. From time to time, when the patch alone is insufficient to control A.H.'s seizures/epilepsy, A.H. uses cannabis oil drops on her tongue or her wrists to regulate her seizures/epilepsy. Those drops also contain small amounts of THC.
19. A.S. has an IEP for her impairments. Her primary eligibility classification is intellectual disability. Her secondary eligibility classification is other health impairment (OHI). The IEP generally provides that A.S. is placed in a "mainstream" placement with a 1:1 aide.
20. Under the Illinois School Code's compulsory attendance law, 105 ILCS, 26-1 et seq., A.S. is required to attend school and the parents are required to ensure that their daughter attends school.
21. On January 1, 2014, Illinois' Medical Cannabis Pilot Program (MCP) became law. That law generally allows for the dispensing of cannabis to medically qualified individuals under certain terms, conditions and regulations.
22. The MCP statute allows cannabis to be present in various locations (e.g. housing or places of employment). The MCP also provides immunity from prosecution to those individuals listed in the statute.
23. One notable exception to the presence and immunity provisions of the MCP statute are public schools, school buses and school employees (e.g. qualified patients may

not possess or consume cannabis on school grounds or school buses; school employees are not immune from criminal prosecution for possession or distribution of medical cannabis; school personnel are not required to be qualified care givers who can administer medical cannabis). See: 410 ILCS 130/30.

24. Plaintiffs' treating physicians have informed the district's personnel that A.S. can suffer symptoms that require the administration of cannabis at any time during the school day.
25. Plaintiffs have requested the opportunity / ability to store and use/ consume cannabis on school property and for school personnel to help administer cannabis per doctors' order whenever A.S. suffers symptoms.
26. Citing the exclusionary provisions of the MCPP, the school defendant has declined to accommodate plaintiffs' requests (a copy of Dr. Nick Myers's (the assistant superintendent) email is attached as exhibit A).
27. Plaintiffs contend that there is no rational basis for the Legislature's decision to exclude students and schools from the application of the MCPP and that adherence to this law will deny this child her Constitutional right to due process of law as well as the full benefits of the defendants' educational services and programs.
28. Plaintiffs also contend that the school defendant's denial of their request for accommodations (e.g. the use of medical cannabis) violates the child's rights under the IDEA, the ADA and § 504 of the Rehabilitation Act.

COUNT I-FAILURE TO ACCOMMODATE

29. Plaintiffs reallege their allegations in ¶ 1-28 above as their allegations for this count.

30. Title II of the ADA prohibits local governmental entities from discriminating against a qualified individual with a disability by denying the qualified individual the full benefit of services, programs and/or activities on the basis of a disability.
31. The district, suable via the BOE, is a local governmental entity as defined by Title II of the ADA.
32. Title III of the ADA prohibits disability discrimination (e.g. denial of the full benefit of services, programs and/or activities) in places of public accommodation.
33. The district's schools are places of public accommodation as defined by Title III of the ADA.
34. Section 504 of the Rehabilitation Act prohibits the same type of discrimination as does the ADA but applies only to recipients of federal funds.
35. The district is a recipient of federal and state funds.
36. A.S. is a qualified individual with a disability as that term is defined by the ADA and/or Section 504 of the Rehabilitation Act because she has been diagnosed with the impairments of OHI, intellectual disability, seizure disorders and epilepsy.
37. A.S. is a qualified individual with a disability because the defendants regard her as having impairments that substantially limits her in daily life functioning via her IEP.
38. Dr. Toni Bark is also recommending that A. S. have access to medical cannabis at all times while at school. (Dr. Bark's letter is attached as ex. B).
39. Because the MCPP law prohibits medical cannabis in schools and because the minor plaintiff cannot attend school without the ability to have the immediate access and administration of medical marijuana if/when she becomes ill, the child cannot attend school.

40. The requested accommodations (e.g. allow the medical cannabis to be stored at the school; allow the child to use her medical cannabis as directed by her doctor and require a school employee to administer the cannabis to A.S. in compliance with doctor's orders) were and continue to be reasonable and necessary.

41. Defendants' forced denial of the plaintiffs' requested accommodations based on § 30 of the statute violates the child's rights under both the ADA and section 504 of the Rehabilitation Act because she is being denied the opportunity to attend school as required by state law and because she is being denied the opportunity to enjoy the full benefits of the school district's programs and services.

Wherefore, plaintiffs respectfully pray that pursuant to FRCP 65, this Honorable Court enter a preliminary injunction upon the defendants as follows:

- A. Ordering the BOE / the district to allow plaintiffs to store and maintain doses of medical cannabis in the school nurse's office;
- B. Ordering the BOE / the district to allow the student to access and consume her medical cannabis on school grounds, on school buses or at school related events in compliance with her doctor's orders;
- C. Ordering the BOE / the district to designate an employee (e.g. the school nurse) to assist the student with the ingestion / consumption of her medical cannabis on school property on an as needed basis;
- D. Order that the State of Illinois take no action against any person or entity to enforce the statute's prohibition against the presence or use of medical cannabis on school property;
- E. Enter any Order that is just and reasonable.

COUNT II-DENIAL OF FAPE

42. Plaintiffs reallege their allegation in ¶ 1-28 as their allegations in this count.
43. Under state law (105 ILCS 5-14-8.01, et seq) and federal law (IDEA), the district has an obligation to provide the plaintiff student with a FAPE.
44. To that end, the parents and the district have agreed on an IEP (a copy of which is attached hereto as exhibit C).
45. As a result of § 30 of the MCPP law's prohibition of medical cannabis on school property and school buses, the student plaintiff cannot attend school and because the student plaintiff cannot attend school, she is being denied a FAPE.
46. But for the provisions of the MCPP that prohibit the presence and ingestion of medical marijuana on school property, the district is ready, willing and able to provide the student plaintiff with a FAPE as required by law.
47. Strict application of § 30 of the MCPP law has the effect of denying the student plaintiff of her rights to a FAPE under federal and state law.

Wherefore, the plaintiffs respectfully pray that pursuant to FRCP 65, this Honorable Court issue a preliminary injunction upon the defendants as follows:

- A. Order the district/ BOE allow the plaintiffs to store the student's medical cannabis in the school nurse's office;
- B. Order the district / BOE to allow the student to access and consume her medical cannabis on school property, on school buses and at school related events in compliance with her doctor's orders;

- C. Order the district/ the BOE to designate an employee (e.g. the school nurse) to assist the student with her ingestion or consumption of her medical cannabis on school property on an as needed basis;
- D. Order that the State of Illinois take no action against any person or entity for the failure to comply with the statute's prohibition of the presence or use of medical cannabis on school property;
- E. Enter any other Order that the Court deems reasonable and just.

COUNT III-VIOLATION OF CONSTITUTIONAL RIGHT TO DUE PROCESS
(DECLARATORY JUDGMENT)

48. Plaintiffs reallege their allegations in ¶¶1-46 above as their allegations for this paragraph.
49. As citizens of the United States, plaintiffs have the right to due process of law under the 14th Amendment to the Federal Constitution.
50. The MCPP statute (§ 30) bans the presence and use of medical cannabis on school property and school buses. Yet, the same statute allows the possession and use of medical marijuana at places of employment and certain residences.
51. The MCPP also provides various privileges and immunities to individuals who possess, consume or assist qualified users use medical marijuana pursuant to a doctor's order on the permitted locations. However, the MCPP does not provide the same privileges and immunities to the same individuals if the venue for use is school property.
52. A.H.'s use of her cannabis patch or cannabis oil at school would violate §30 of the Act.

53. The MCPP is an unconstitutional violation of A.S.'s Constitutional right to due process of law on its face and as applied to her because:

- A. There is no rational basis for the distinction between the venues where medical cannabis is allowed and school property, where medical cannabis is expressly forbidden.
- B. The statute is overbroad on its face;
- C. The blanket prohibition of the presence and ingestion of medical cannabis on school property is not the least restrictive means to accomplish the Legislature's concerns because in most schools in this state, prescriptive medication for students is stored in the school nurse's office and administered there by a registered or certified nurse;
- D. In this case, the district's staff is ready, willing and able to administer A.S.'s medical cannabis in compliance with doctor's order but will not do so for fear of criminal prosecution and/or disciplinary action by the State against the individual's professional license (see email from assistant superintendent Nick Myers, attached as ex. A);
- E. Denying A.S. the use of her medical cannabis on school property when it is medically needed could lead to serious health issues including but not limited to death;
- F. Denying A.S. the use of medical cannabis on school property will deny her the right to a FAPE, which is guaranteed by State and Federal law;

G. Denying A.S. the use of medical cannabis on school property will deny her the full use and enjoyment of all facilities and programs at her school in violation of the ADA and § 504 of the Rehabilitation Act;

H. Strict enforcement of the statute's prohibition against possession and use of medical cannabis on school property will prevent A.S. from attending school in violation of Illinois' compulsory attendance law, which in turn could lead to the prosecution of A.S. and/or her parents for violation of Illinois' truancy laws.

54. There is no realistic alternative to allowing A.S. to possess and ingest medical cannabis on school property (e.g. she cannot take her dosage in the morning) because the use of medical cannabis is based on symptomatology.

55. This part of the statute may affect other students and school employees in this State who have qualifying medical conditions and a legitimate medical need to use medical cannabis.

56. In 2016, the State of Colorado amended its medical marijuana law to allow a parent or a "primary caregiver" to administer medical marijuana on school grounds, on a school bus or at a school sponsored event (see: C.R.S. 22-1-119.3, aka Jack's Law).

Wherefore, plaintiffs respectfully pray that this Honorable Court declare that § 30 of the MCPP is unconstitutional on its face and as applied to A.S.

Plaintiffs further pray that this Honorable Court enter an Order barring the State of Illinois from enforcing this section of the statute.

Plaintiffs further pray that the Court declare that no district employee who assists A.S. with her use of medical cannabis may be subject to any criminal prosecution and/or other administrative process based on their failure to comply with § 30 of the MCPP.

Respectfully Submitted,

By: s/STEVEN E. GLINK

STEVEN E. GLINK

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STUDENT NAME: A [REDACTED] S [REDACTED]

DATE OF MEETING: 04/05/2017

INDIVIDUALIZED EDUCATION PROGRAM (CONFERENCE SUMMARY REPORT)

DATE OF MOST RECENT EVALUATION: 04/05/2017

DATE OF NEXT EVALUATION: 04/04/2020

Purpose of Conference (check all that apply)

- ☐ Review of Existing Data
 ☒ IEP Review/Revision
 ☐ FBA/BIP
 ☐ Graduation
- ☐ Initial IEP
 ☐ Secondary Transition
 ☐ Manifestation Determination
 ☐ Other: _____

STUDENT IDENTIFICATION INFORMATION

STUDENT'S ADDRESS (Street, City, State, Zip Code) [REDACTED]			STUDENT'S DATE OF BIRTH [REDACTED]	SIS ID NUMBER [REDACTED]
<input type="checkbox"/> MALE <input checked="" type="checkbox"/> FEMALE	ETHNICITY White	LANGUAGE/MODE OF COMMUNICATION USED BY STUDENT 000: English	CURRENT GRADE LEVEL 5	ANTICIPATED DATE OF HS GRADUATION
PLACEMENT (To be completed after placement determination) 03: (age 6-21) < 40% inside regular ed <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No Placement is in Resident School			DISABILITY(S) Intellectual Disability, Other Health Impairment	MEDICAID NUMBER
RESIDENT DISTRICT 05016054004: Community Consolidated School District 54			SERVING DISTRICT 05016054004: Community Consolidated School District 54	
PLACEMENT				
RESIDENT SCHOOL 2005: Campanelli Elementary School			SERVING SCHOOL 2013: Hanover Elementary School	

PARENT/GUARDIAN INFORMATION

(1) PARENT'S NAME M [REDACTED] S [REDACTED]	<input type="checkbox"/> Educational Surrogate Parent	(2) PARENT'S NAME J [REDACTED] S [REDACTED]	<input type="checkbox"/> Educational Surrogate Parent
(1) PARENT'S ADDRESS (Street, City, State, Zip Code) [REDACTED]		(2) PARENT'S ADDRESS (Street, City, State, Zip Code) [REDACTED]	
(1) PARENT'S TELEPHONE NUMBER (include Area Code) Home: (847) [REDACTED] Cell: (847) [REDACTED]		(2) PARENT'S TELEPHONE NUMBER (include Area Code) Home: (847) [REDACTED] Work: (630) [REDACTED] Cell: (847) [REDACTED]	
(1) LANGUAGE/MODE OF COMMUNICATION USED BY PARENT(S) English <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No Interpreter		(2) LANGUAGE/MODE OF COMMUNICATION USED BY PARENT(S) English <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No Interpreter	

☐ District's behavioral intervention procedures (initial IEP only)

Other

STUDENT NAME: A [REDACTED] S [REDACTED]

DATE OF MEETING: 04/05/2017

DOCUMENTATION OF EVALUATION RESULTS

 Complete for initial evaluations, reevaluations, or a review of an independent or outside evaluation.

Considering all available evaluation data, record the team's analyses of the student's functioning levels. Only those areas which were identified as relevant to the current evaluation must be completed. All other areas should be noted as "Not Applicable". Evaluation data may include: parental input, teacher recommendations, physical condition, social or cultural background, adaptive behavior, record reviews, interviews, observations, testing etc. Describe the observed strengths and/or deficits in the student's functioning in the following domains.

Academic Achievement (*Current or past academic achievement data pertinent to current educational performance.*)

Low Incidence Assessment results available. See present levels of performance for further information.

Functional Performance (*Current or past functional performance data pertinent to current functional performance.*)

OT: Ashley scored as follows on the Beery VMI-6th Edition (Full Form):

VISUAL-MOTOR INTEGRATION:

Raw Score: 6

Standard Score: Unable to score.

Percentile: Unable to score.

Age Equivalent: 2 years, 10 months.

VISUAL PERCEPTION:

Raw Score: 8

Standard Score: Unable to score.

Percentile: Unable to score.

Age Equivalent: 2.11 years

MOTOR COORDINATION:

Raw Score: 3

Standard Score: Unable to score.

Percentile: Unable to score.

Age Equivalent: < 2years, 11 months.

SENSORY PROCESSING: Not formally tested. By observation this past school year, A [REDACTED] is very distracted by what she sees in her environment, by movement or sound within the working environment. She is able to imitate 3 out of 8 simple yoga postures. She can be sensitive to light touch but now tolerates using sand to practice letters in.

SELF CARE: A [REDACTED] can pull off her shoes. When putting her shoes on, she frequently puts her shoes on the wrong foot and requires verbal and visual prompts to put them on the correct foot. She can pull the Velcro to fasten her shoes. She can put her coat on when the sleeves are pulled out by an adult but at times she may be more distracted and may not recognize which side of the coat is the top or bottom or she may put her hand in the wrong hole or pocket and need verbal prompts to look again at what she is doing. She is unable to fasten the zipper on her coat but can pull up and down the zipper once fastened for her. She requires assist to put gloves on.

A [REDACTED] continues to qualify for OT services in the academic setting.

Cognitive Functioning (*Data and other Information regarding intellectual ability; how the student takes in information, understands information, and expresses information.*)

Previous psychological evaluation notes a WISC-IV VCI of 50, a PRI of 45, a WMI of 56, a PSI of 50. The KBIT notes a Verbal score of 54 and a Nonverbal score of 46, FSIQ 48. Outside evaluation results also note similar results given the Leiter and Stanford-Binet. See file for further information.

Communicative Status (*Information regarding communicative abilities (language, articulation, voice, fluency) affecting educational performance.*)

Results of the current Speech and Language Evaluation indicate that Ashley's receptive and expressive communication skills are significantly impaired. Please see the attached Speech and Language Evaluation Report for specific test scores and interpretation.

For ELL students explain ELL STATUS:

Has Linguistic status changed?

☐ Yes

☐ No

Health (*Current or past medical difficulties affecting educational performance.*)

Student with seizure disorder and history of leukemia. See Health evaluation for further information.

Hearing/Vision (*Auditory/visual problems that would interfere with testing or educational performance. Include dates and results of last hearing/vision test.*)

Passed Vision and Hearing Screening on 11/1/16

Motor Abilities (*Fine and gross motor coordination difficulties, functional mobility, or strength and endurance issues affecting educational*

STUDENT NAME: A[REDACTED] S[REDACTED]

DATE OF MEETING: 04/05/2017

DOCUMENTATION OF EVALUATION RESULTS*performance.)*

Physical Therapy/Gross Motor: PT: A[REDACTED] was tested using the Test of Gross Motor Development – 2 (TGMD-2), which is a standardized test that measures gross motor abilities in children ages 3-10. It is used to determine how a student's gross motor skills compare to those of same age peers. It tests the two areas of locomotor skills and object control (manipulative) skills. There are 6 locomotor tests; run, gallop, hop, leap, horizontal jump and slide. There are also 6 object control tests; striking a stationary ball, stationary dribble, catch, kick, overhand throw, underhand roll.

On the locomotor subtest, A[REDACTED] scored in less than the 1st percentile with an age equivalent of 3.0 years of age. On the object control subtest she scored in less than the 1st percentile with an age equivalent of less than 3 years of age. Her scores indicate significant motor delays. Her overall motor score was also less than the 1st percentile and her gross motor quotient, which is a composite of the two tests, was 46 which has a descriptive rating of very poor.

A[REDACTED]'s functional skills were assessed using the school functional assessment. This assessment looks at a student's ability to participate in the academic and related social aspects of an educational program. The areas of function that were assessed included travel in the school environment, changing and maintaining positions for participation, manipulation of movement within the learning environment and recreational movement or access to play activities and playground. A[REDACTED]'s abilities to perform these tasks were assessed. Her performance on these skills was scored on a criterion based scale comparing her results to similar students in a similar educational setting. Comparison of A[REDACTED]'s criterion scores with those of other students in a special education 4-6th grade setting shows that her functional motor skills at school are all average to below average. See Physical Therapy evaluation for further information.

Social/Emotional Status/Social Functioning (Information regarding how the environment affects educational performance--life history, adaptive behavior, independent functioning, personal and social responsibility, cultural background.)

The Vineland-II Teacher Rating Form was completed by her special education teacher. The Parent/Caregiver Form was not completed. Ashley received an overall Adaptive Behavior Composite Score within the Low range. A[REDACTED] received scores within the Low range for all domains (Socialization, Daily Living Skills, and Communication) as well as all sub-domains within these areas. Please reference Social Developmental Evaluation for further information.

STUDENT NAME: A [REDACTED] S [REDACTED]

DATE OF MEETING: 04/05/2017

ELIGIBILITY DETERMINATION
ALL DISABILITIES (OTHER THAN SPECIFIC LEARNING DISABILITY)
DETERMINANT FACTORS

The determinant factor for the student's suspected disability is:

- ☐ Yes ☒ No Lack of appropriate instruction in reading, including the essential components of reading instruction (Evidence Provided):

A [REDACTED] is exposed to a research-based reading program that focuses on the 5 essential areas of reading. Teachers receive thorough training on the implementation of curriculum and on-going mentoring throughout the year from a district level mentor. Students are assessed three times a year using a low incidence assessment to measure growth.

- ☐ Yes ☒ No Lack of appropriate instruction in math (Evidence Provided):

A [REDACTED] is exposed to a research-based math curriculum. Teachers receive training and mentoring in the implementation of curriculum. Students are assessed three times a year with a low incidence assessment to measure growth.

- ☐ Yes ☒ No Limited English Proficiency (Evidence Provided):

A [REDACTED] only speaks English.

If any of the above answers is "yes," the student is not eligible for services under IDEA and the team must complete Step 1 and 4 below. If all of the answers are "no," complete Steps 1-4.

COMPLETE FOR STUDENTS SUSPECTED OF HAVING A DISABILITY UNDER IDEA

STEP 1 - DISABILITY

- ☐ **No Disability Identified** - (Complete Step 4 and write "Not Eligible for Special Education Services" in the Disability section of the Conference Summary Report page.)

- ☒ **Disability Identified** Based on the team's analysis, identify the disability(s):

Primary Secondary

- | | | |
|-------------------------------------|--------------------------|-------------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> | Autism (O) |
| <input type="checkbox"/> | <input type="checkbox"/> | Deaf/Blindness (H) |
| <input type="checkbox"/> | <input type="checkbox"/> | Deafness (G) |
| <input type="checkbox"/> | <input type="checkbox"/> | Developmental Delay (3-9) (N) |
| <input type="checkbox"/> | <input type="checkbox"/> | Emotional Disability (K) |
| <input type="checkbox"/> | <input type="checkbox"/> | Hearing Impairment (F) |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | Intellectual Disability (A) |

Primary Secondary

- | | | |
|--------------------------|-------------------------------------|---|
| <input type="checkbox"/> | <input type="checkbox"/> | Multiple Disabilities (M) |
| <input type="checkbox"/> | <input type="checkbox"/> | Orthopedic Impairment (C) |
| <input type="checkbox"/> | <input checked="" type="checkbox"/> | Other Health Impairment (L) |
| <input type="checkbox"/> | <input type="checkbox"/> | Speech or Language Impairment (I) |
| <input type="checkbox"/> | <input type="checkbox"/> | Traumatic Brain Injury (P) |
| <input type="checkbox"/> | <input type="checkbox"/> | Visual Impairment including Blindness (E) |

Step 2 - ADVERSE AFFECTS

- ☐ **No Adverse Effect Identified.** (Complete Step 4 and write "Not Eligible for Special Education Services" in the Disability section of the Conference Summary Report page.)

- ☒ **Adverse Effect Identified.** For each disability identified, describe how the disability adversely affects the student's educational performance.

A [REDACTED] cognitive impairment impacts learning and development of adaptive behavior skills across all settings. A [REDACTED]'s seizures also impact cognitive functioning and behaviors seen in the school setting. Her alertness and focus are adversely impacted. In addition, A [REDACTED] is more likely to display negative behaviors following a seizure.

STEP 3 - EDUCATIONAL NEEDS

State to what extent the student requires special education and related services to address educational needs.

A [REDACTED] requires a small, self-contained special education environment that utilizes a modified curriculum with concepts presented in incremental steps with plenty of opportunity for repetition. A [REDACTED] requires 1:1 assistance throughout the day due to the risk of seizures and to assist A [REDACTED] with routines and expectations. A [REDACTED] requires speech and language, occupational therapy, physical therapy, and psychological and/or social work services.

STEP 4 - ELIGIBILITY

STUDENT NAME: A [REDACTED] S [REDACTED]

DATE OF MEETING: 04/05/2017

ELIGIBILITY DETERMINATION

ALL DISABILITIES (OTHER THAN SPECIFIC LEARNING DISABILITY)

Based on the steps above, the student is entitled to special education and related services.

☐ No (Not Eligible) ☒ Yes (Eligible)

STUDENT NAME: A [REDACTED] S [REDACTED]

DATE OF MEETING: 04/05/2017

**DOCUMENTATION OF INTERVENTION/EVALUATION RESULTS
(SPECIFIC LEARNING DISABILITY)**

Complete for initial evaluations, reevaluations, or a review of an independent or outside evaluation when a specific learning disability is suspected.

As part of the evaluation process, relevant behavior noted during observation in the child's age-appropriate learning environment, including the general education classroom setting for school-age children, and the relationship of that behavior to the child's academic functioning and educationally relevant medical findings, if any, must be documented.

PROBLEM IDENTIFICATION / STATEMENT OF PROBLEM:

Using baseline data, please provide an initial performance discrepancy statement for all identified areas of concern in the relevant domains [academic performance; functional performance; cognitive functioning, communicative status (for ELL students include an explanation of ELL status and any change in linguistic status); social/emotional status/functioning, motor abilities, health, hearing and vision] including information about the student's performance discrepancy prior to intervention. Attach evidence.

PROBLEM ANALYSIS / STRENGTHS AND WEAKNESSES:

Describe student's skill strengths and weaknesses in the identified area(s) of concern within the relevant domains. Attach evidence, including evidence of skills deficit versus performance deficit.

PLAN DEVELOPMENT / INTERVENTION(S):

Describe the previous and current intervention plan (core/Tier 1, supplemental/Tier 2, and intensive/Tier 3) including evidence that the intervention is scientifically based and was implemented with integrity. Attach plan/evidence.

PLAN EVALUATION / EDUCATIONAL PROGRESS:

Provide documentation of student progress over time as a result of the intervention. Attach evidence/graphs.

PLAN EVALUATION / DISCREPANCY:

State the current performance discrepancy after intervention, i.e., the difference between a student's level of performance compared to the performance of peers or scientifically-based standards of expected performance. Attach evidence.

PLAN EVALUATION / INSTRUCTIONAL NEEDS:

Summarize the student's needs in the areas of curriculum, instruction, and environment. Include a statement of whether the student's needs in terms of materials, planning, and personnel required for intervention implementation are significantly different from those of general education peers. Attach evidence.

ADDITIONAL INFORMATION NECESSARY FOR DECISION-MAKING (INCLUDE AS APPROPRIATE):

Report any educationally relevant information necessary for decision-making, including information regarding eligibility exclusionary and inclusionary criteria. Attach evidence.

STUDENT NAME: A [REDACTED] S [REDACTED]

DATE OF MEETING: 04/05/2017

ELIGIBILITY DETERMINATION (SPECIFIC LEARNING DISABILITY)

Complete for initial evaluations, reevaluations, or a review of an independent or outside evaluation when a specific learning disability is suspected.

DETERMINANT FACTORS

The determinant factor for the student's suspected disability is:

- ☐ Yes ☐ No Lack of appropriate instruction in reading, including the essential components of reading instruction (Evidence Provided)
- ☐ Yes ☐ No Lack of appropriate instruction in math (Evidence Provided)
- ☐ Yes ☐ No Limited English Proficiency (Evidence Provided)

If any of the above answers is "yes," the student is not eligible for services under IDEA and the team must complete the Eligibility Determination section accordingly. If all of the answers are "no," complete the following sections

EXCLUSIONARY CRITERIA

The team determined that the following factors are the primary basis for the student's learning difficulties. Document the source of evidence in each area:

- ☐ Yes ☐ No A visual, hearing or motor disability:
- ☐ Yes ☐ No Intellectual Disability
- ☐ Yes ☐ No Emotional disability
- ☐ Yes ☐ No Cultural Factors
- ☐ Yes ☐ No Environmental or economic disadvantage

If any of the boxes immediately above is checked "yes," the student cannot have a specific learning disability and the team must complete the Eligibility Determination section accordingly.

INCLUSIONARY CRITERIA

Educational Progress (Over Time)

Evidence in the Documentation of Evaluation Results should support the team's answer to this question.

Is the student progressing at a significantly slower rate than is expected in any areas of concern?

(Select One)

- ☐ No
- ☐ Yes The student is progressing at a significantly slower rate than expected.
- ☐ Yes The student is currently making an acceptable rate of progress but only because of the intensity of the intervention that is being provided.

If yes, in which area(s)?

Discrepancy (At One Point in Time)

Evidence in the Documentation of Evaluation Results should support the team's answer to this question.

Is the student's performance significantly below performance of peers or expected standards in any areas of concern?

(Select One)

STUDENT NAME: A [REDACTED] S [REDACTED]DATE OF MEETING: 04/05/2017**ELIGIBILITY DETERMINATION
(SPECIFIC LEARNING DISABILITY)**

- ☐ No
- ☐ Yes The student's performance is significantly discrepant.
- ☐ Yes The student's performance is not currently discrepant but only because of the intensity of the intervention that is being provided.

If yes, in which area(s)?

Instructional Need**Evidence in the Documentation of Evaluation Results should support the team's answer to this question.**

Are this student's needs in any areas of concern significantly different from the needs of typical peers and of an intensity or type that exceeds general education resources?

(Select One)

- ☐ No
- ☐ Yes The student's instructional needs are significantly different and exceed general education resources.

If yes, in which area(s)?

If any of the boxes in this section (Inclusionary Criteria) are marked "No", the student does not have a Specific Learning Disability and the team must complete the Eligibility Determination section accordingly.

Optional Criteria

After determining that the criteria in the preceding section are met, the district may choose to use an IQ-achievement discrepancy model. If using this model, complete this section.

IQ-Achievement Discrepancy:

- ☐ Yes ☐ No ☐ NA Does a severe discrepancy exist between achievement and ability that is not correctable without special education and related services? (Please refer to evidence in Documentation of Evaluation Results)

If yes, in which area(s)?

ELIGIBILITY DETERMINATION**Step 1: Disability Adversely Affecting Educational Performance**

- ☐ Yes ☐ No Based on the answers to the questions in the "Determinant Factors, Exclusionary Criteria," and "Inclusionary Criteria," sections, does the student have a specific learning disability?

If the answer is "no," the student is not eligible for special education services under the category of Specific Learning Disability and the team must complete Step 2 below.

If the answer is "yes," indicate the area below and complete Step 2.

- | | | |
|---|---|--|
| <input type="checkbox"/> Basic reading skills | <input type="checkbox"/> Mathematical calculation | <input type="checkbox"/> Oral expression |
| <input type="checkbox"/> Reading fluency skills | <input type="checkbox"/> Mathematical problem solving | <input type="checkbox"/> Listening comprehension |
| <input type="checkbox"/> Reading comprehension | <input type="checkbox"/> Written expression | |

Step 2: Special Education and Related Services

- ☐ Specialized instruction *is* required in order for the student to make progress and reduce discrepancy (**Eligible**)
- ☐ Specialized instruction *is not* required in order for the student to make progress and reduce discrepancy (**Not Eligible**)

Each team member must sign below to certify that the report reflects his/her conclusions for specific learning disability. Any participant who disagrees with the team's decision must submit a separate statement presenting her/his conclusions.

- | | |
|--|--|
| <input type="checkbox"/> Yes <input type="checkbox"/> No _____ | <input type="checkbox"/> Yes <input type="checkbox"/> No _____ |
| <input type="checkbox"/> Yes <input type="checkbox"/> No _____ | <input type="checkbox"/> Yes <input type="checkbox"/> No _____ |
| <input type="checkbox"/> Yes <input type="checkbox"/> No _____ | <input type="checkbox"/> Yes <input type="checkbox"/> No _____ |
| <input type="checkbox"/> Yes <input type="checkbox"/> No _____ | <input type="checkbox"/> Yes <input type="checkbox"/> No _____ |

STUDENT NAME: A [REDACTED] S [REDACTED]

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PRESENT LEVELS OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE**Complete for initial IEPs and annual reviews**

When completing this page, include all areas from the following list that are impacted by the student's disability: academic performance, social/emotional status, independent functioning, vocational, motor skills, and speech and language/communication. This may include strengths/weaknesses identified in the most recent evaluation.

Student's Strengths

A [REDACTED] enjoys music, working on the computer and iPad, being at school, coloring, and dancing.

Parental Education Concerns/Input**Student's Present Level of Academic Achievement (Include strengths and areas needing improvement)**

The following information is compiled from three primary sources. A [REDACTED] participates in the Low Incidence Assessment which generates specific data regarding his/her skills in several academic areas. She is also observed during the daily classroom routine, and her performance is documented via data collection forms, as well as informal observational notes and common assessments. A [REDACTED] is also observed by her related services professionals, and her skills are documented on an ongoing basis.

LITERACY: A [REDACTED] enjoys reading books, creating her own stories, and being read to. With adult prompting, she participates during shared reading. She can recognize the title of a book, but is working on identifying the title page, author, and illustrator. A [REDACTED] is currently reading at a B level in Reading A to Z. She can identify all letters in the alphabet and is reading pre-primer dolch words. She is currently reading/identifying 34/40 preprimer words and 12/40 primer words. Given a book written at the preprimer level with sentences divided into two two-word phrases, Ashley accurately reads the sentence while tapping each phrase 20% of trials. If you tell her the sentence before she reads it, she is more successful, but has difficulty reading a sentence on her own. She will add to the end of the sentence or will find a word in the sentence and create her own sentence based on the word.

MATH: Given a group of 5 objects, A [REDACTED] accurately counts the set of objects while moving or tapping each object only once on average for 2 out of 5 trials or 40% of opportunities. She is more successful if the 5 objects are the same object and simple, such as pattern blocks. If you give her more than one different shape or "busy" objects (ex. frozen characters), she has difficulty counting the group of objects. When counting, A [REDACTED] has a hard time stopping at the number of objects in front of her. She will continue to count on until told to stop. A [REDACTED] demonstrates the ability to independently sequence at least 3 pictures into logical order in 0% of the time. With adult prompting, A [REDACTED] is able to sequence 3 pictures into logical order 50% of trials. With adult support, A [REDACTED] can complete an AB pattern and needs hand over hand for ABB or ABC pattern. A [REDACTED] requires manipulatives, images, or drawings when comparing or counting groups of objects. A [REDACTED] is working on identifying which group has "more" or "less" and the value of coins. 1

Student's Present Level of Functional Performance (Include strengths and areas needing improvement)

OT: A [REDACTED] uses a mature and functional grasp of her writing or art utensil. Her coloring skills have improved and she frequently colors most of a large picture, with only some strokes going over the lines. A [REDACTED] demonstrates significant difficulty staying visually focused on tasks and visually tracking from left to right and upward to downward and reverse, loses visual focus at her midline and often before she reaches her midline. This significantly impacts her ability to perform such tasks as reading from left to right, fastening her zipper, counting objects successfully from left to right and following directions because she has difficulty staying visually focused on a task for instruction and visually tracking. A [REDACTED] is able to imitate 3 out of 8 simple Yoga postures. She frequently does not use her hands bilaterally when necessary, such as stabilizing the paper with her opposite hand as she performs paper and pencil or art tasks. A [REDACTED] can write the first 3 letters of her name in upper case letters. She can make a lower case "i" but has only demonstrated the ability to form an upper case "L" 3 times this past year. A [REDACTED] can motor plan with very familiar and practiced tasks, such as coloring, using her hands bilaterally to roll out a ball of Theraputty. Motor planning for unfamiliar or less familiar tasks is frequently difficult for A [REDACTED]. At times she demonstrates sensitivity to light touch, but this has improved and she now tolerates hand over hand assist to trace/form letters and can use sand to practice letter formation in. In the past she has refused to use the sand. She can recognize a highly familiar object such as a cat or dog, when only the outline of the animal is shown to her. A [REDACTED] does best when tasks are presented one at a time because she has difficulty visually filtering out other parts of a task. She can put on her coat when an adult pulls the sleeves out for her and when she is not distracted. Her difficulty maintaining visual focus and challenges in fine motor and motor planning skills interfere with her ability to fasten the zipper on her coat, however she can pull up and down the zipper independently. A [REDACTED] can take off her shoes but may forget to unfasten the Velcro first. She frequently tries to put her shoes on, on the wrong foot and requires 1 to 4 verbal prompts and at times a visual prompt to put the correct shoe on. She can fasten the Velcro on her shoes but has difficulty pulling the Velcro through the clasp first. A [REDACTED] requires adult assist to put on her gloves because she has difficulty recognizing which is the "up" side of the gloves and difficulty motor planning for placing her fingers and thumb into the correct holes in the glove. A [REDACTED] has difficulty buttoning/unbuttoning a large button. She can stack up to 12 1" cube blocks but has difficulty imitating a pyramid, train or wall. She can copy the number 1 but did not

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copy numbers 0,2,3,4,5,6,7,8,or 9. She demonstrates the ability to perform in-hand manipulation of 5 pennies when it was demonstrated for her. A's impulsivity, challenges with motor planning, difficulty visually tracking and maintaining visual focus frequently interfere with task success. A appears to try her best with most adult directed tasks and puts effort into her work, even when challenging for her. At times she will ask for help, even before she tried a task, but will try when verbally prompted.

A continues to qualify for occupational therapy services in the school setting to address delays in fine motor, visual-motor and visual perception skills and motor planning/coordination skills.

PT/Gross Motor: A is seen by physical therapy in a one on one setting and during adapted physical education class. Therapy has been focusing on bilateral coordination and coordinated motor movements to facilitate gross motor skill development and participation in PE activities. The measurable goal for therapy was that A would be able to do hands up and feet apart, hands down and feet together and then a full jumping jack. Ashley has not completed that goal and has not made expected progress. A has a lot of challenges coordinating her arms or her legs to correctly completing this or any movement. She has difficulty completing simple 1-2 step motor movements. Strategies such as stepping apart and together rather than jumping, separating arms only and legs only, using a mirror, demonstration, verbal cues, and visual cues on the floor to help with feet apart and together, picture cues and consistent practice, have all been tried in therapy without success. A has a difficult time visually following directions and often will close her eyes when asked to look at something. When she is given verbal direction, she seems to have even more difficulty following directions for motor skills, especially if verbal directions are repeated more than once. She is willing to try and does so cheerfully but just lacks the motor planning and coordination to successfully complete motor skills. When asked to roll on her back, she will frequently roll on her stomach or vice versa. When asked if she is correct she usually responds yes because she lacks body awareness to know what is correct. A is able to do simple yoga moves such as down dog, cat and cobra. She enjoys dancing in gym class but has difficulty coordinating specific steps. She is able to propel a scooter sitting or on her stomach.

Her skills over the past year have seemed to have regressed. A previously had the ability to catch and throw a playground size ball with a partner from 5-8 feet. At this time she is unable to consistently catch a ball. She will not look to see if the ball is coming to her. She has difficulty without hand over hand assistance to get her arms or hands in position to catch and she will often let the ball bounce off of her chest or put her hands up and just deflect the ball away rather than catch it. She can be given a floor marker for position to stand in for catching, but she has significant difficulty even maintaining her position. She is able to kick a ball from a stationary position. She lacks control of the kick or the direction of the kick. She doesn't seem to grasp the instruction at times to kick a ball toward a goal or in a particular direction.. When attempting to strike a stationary ball off of a tee, she needed an adult to place her hands correctly on the bat. Even with demonstration she was unable to grasp the bat on the correct end. She had difficulty holding the bat with two hands. She had difficulty standing in the correct position next to the tee. When placed in the correct position she could not stand still by the tee and would move about. She was unable to swing the bat at the ball but would chop the ball off the tee. She was unable to dribble a ball even with demonstration. She would kick the ball and when asked "are you using your hands?" would answer yes while kicking. When the ball was placed in her hands with a demonstration to dribble, she would just throw the ball. In her attempts to overhand throw to a target, A would not look at the target she was throwing towards, even after being given verbal cues and pointing to the target. She did throw the ball but she just throws from her shoulder with no wind up and generally throws any direction and not at the target she is aiming for. Her follow thru after throwing is a flailing movement of her arms. She is able to jump with two feet but her feet are not always together at either take off or landing. She is unable to jump forward or hop on one foot. She can stand and balance momentarily on one leg. When attempting to leap, A will step over a bean bag but is not able to do a running leap. She attempts to gallop and the skill is emerging but she can not maintain a rhythmic pattern. She is not able to skip yet or side slide. A demonstrates significant challenges with motor planning, coordination and functional motor skills for daily participation in a special education program. She requires considerable supervision or contact guard for safety, wears a helmet to decrease risk of head injury during falls and requires assistance for most functional movements. She is willing to try and eager to please adults but sometimes get frustrated when the task is challenging or difficult for her. Educationally relevant physical therapy will continue to address areas of need.

SELF-HELP SKILLS/CLASSROOM FUNCTIONING: A is working on completing familiar tasks (such as taking off or putting on her coat, throwing away her trash, peeling a banana) independently, with 1 verbal reminder that "she can do it". A needs verbal prompts or gestures when putting on a seatbelt, putting on her shoes/boots, and brushing her teeth. At times, A will become upset after using the bathroom or having seizures. She will refrain from starting any tasks, call teachers or students names, hit teachers, spit, and yell inappropriate words. This behavior was inconsistent during the time span that it occurred. We have not seen much of this behavior since January 2017. A requires resting breaks throughout the day and frequent breaks during lessons. When given a verbal direction, A requires herself repeating it back in order for her to correctly attempt the task given.

SCHOOL PSYCHOLOGIST: A participates in a weekly social group and during various classroom activities such as "free time" at the end of the day. During weekly groups A is learning about personal safety,

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community safety, social interaction, social-communication, and functional daily living and school functioning skills. A [REDACTED] will volunteer responses when she is listening and following along with the class activity. She does require frequent prompts to remain on task. Difficulty with sustained attention seems to be a significant area of concern for A [REDACTED]. She can become easily distracted and seems to have difficulty following more than one step directions independently. With a one step direction she requires several prompts before beginning the task. She may become overly silly, laughing or making noises at times when she should be listening and following along. Her interest in others appears limited. However, when another student has a toy that she is motivated to use she can use appropriate social interaction skill in terms of approaching the peer, asking to play using a kind and gently tone of voice, and cooperating during play. Outside of these times, A [REDACTED] generally presents as being disinterested in interacting with others. She does not present with any consistent observed sensory concerns. At times she will say she is tired in almost a rote manner. However, her behavior and appearance at the time does not seem to match the statement. At other times she states that something is too loud but it may or may not be at a time when noise is present. At other times when there is a great deal of noise she does not make this statement. A [REDACTED] seems to enjoy music being played at a loud level and enjoys dancing around and singing. During these times she is not bothered by peers who may be loud. She does not display any repetitive behaviors per observations thus far. Overall, A [REDACTED] is observed to be a happy child with no significant behavioral concerns aside from those observed on occasion after a seizure and/or bathroom use as noted by the classroom teacher.

Communication: A [REDACTED] has been receiving Speech and Language Therapy this school year to develop her receptive and expressive language skills. Therapy goals have focused upon the areas of language processing, language form and language content. Currently A [REDACTED] has been having great difficulty performing language tasks presented. She is highly distracted by visual and auditory stimuli. She also will frequently engage in distracting behaviors and/or elicit off-topic comments which impede her ability to successfully perform language tasks. She requires constant redirection to focus on tasks and needs to have any auditory information repeated multiple times. At the end of the first trimester, A [REDACTED] had made gains on some of her language goals, however, as the year has progressed, A [REDACTED]'s skills have regressed.

>In November, A [REDACTED] was able to visually and verbally sequence 3-4 action pictures in 2 out of 4 attempts. Currently, however, she has not been able to perform a sequencing task independently. She requires adult prompting in order to sequence 3 pictures in 50% of trials.

>A [REDACTED] had also been making progress towards achieving her goal to verbally state a problem within a picture, using an accurate subject, predicate and prepositional phrase. In November, she was able to explain simple visual absurdities in 2/3 attempts. To explain pictures which related to safety or life situations, she needed adult support to be successful in 1/3 attempts. At this time, she has been able to identify simple visual absurdities in 3/3 attempts but has only been able to explain them when significant adult support is provided in 1/3 attempts.

>A [REDACTED] has not been able to demonstrate her understanding of negation when given a verbal one-step direction using picture stimuli. Her success rate, throughout the year, has been 0%. Question cues, visual cues, repeated trials, and reduction of stimuli have not been facilitative.

Health/Vision and Hearing

See Health Evaluation Update dated 2/2/17. A [REDACTED]'s has Acute Lymphocytic Leukemia continues to be in remission. A [REDACTED] also has a seizure disorder and is currently taking the seizure medications Vimpat and Onfi and is under the care of Dr. Margaret Michelson, neurologist. Per Report from Dr. Getz, diagnostic impression include mild cognitive impairment, features of ADHD, and features of Autism Spectrum Disorder.

Describe the effect of this individual's disability on involvement and progress in the general education curriculum and the functional implications of the student's skills.

- For a preschool child, describe the effect of this individual's disability on involvement in appropriate activities.
- By age 14½, describe the effect of this individual's disability on the pursuit of post-secondary expectations (living, learning, and working).

A [REDACTED]'s cognitive impairment and seizures which adversely impact stamina, alertness, and focus, adversely impact academic and adaptive behavior skills across all settings.

GOALS AND OBJECTIVES/BENCHMARKS

Complete for initial IEPs and annual reviews. (Anyone responsible for implementing the IEP (e.g., goals and objectives/benchmarks, accommodations, modifications and supports) must be notified of her/his specific responsibilities.)

REPORTING ON GOALS

The progress on annual goals will be measured by the short-term objectives/benchmarks. Check the methods that will be used to notify parents of the student's progress on annual goals and if the progress is sufficient to achieve the goals by the end of the IEP year:

☒ Report cards ☒ Progress reports ☐ Parent conference ☐ Other (specify) _____

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GOALS AND OBJECTIVES/BENCHMARKS

The goals and short-term objectives or benchmarks shall meet the student's educational needs that result from the student's disability, including involvement in and progress in the general curriculum, or for preschool students, participation in appropriate activities.

GOAL# 1 of 11

Current Academic Achievement and Functional Performance:

Results of the initial or most recent evaluation and results on district-wide assessments relevant to this goal; performance in comparison to general education peers and standards.

A [REDACTED] demonstrates significant delays in motor planning and has difficulty using her hands bilaterally. When both hands are required for a task, A [REDACTED] requires adult verbal, visual or touch prompts to use both hands in 3 of 4 attempts per month.

Goal Statement:

By April 2018, in the therapy or classroom setting, A [REDACTED] will demonstrate the ability to use her hands bilaterally when necessary, to complete a task, with a max. of 2 verbal prompts per task, for 3 out of 4 attempts per month, as measured by Data Charts monthly.

Indicate Goal Area: ☐ Academic ☒ Functional ☐ Transition Illinois Learning Standard # _____

Title(s) of Goal Implementer(s)

Occupational Therapist, Classroom Teacher

Short-Term Objective/Benchmark for Measuring Progress on the Annual Goal

#1 - By June 2017, in the therapy or classroom setting, A [REDACTED] will demonstrate the ability to use her hands bilaterally when necessary, to complete a task, with a max. of 2 verbal prompts.

Evaluation Criteria	Evaluation Procedures	Schedule for Determining Progress	Dates Reviewed/ Extent of Progress
<input type="checkbox"/> % Accuracy <u>1</u> / <u>4</u> # of attempts <input checked="" type="checkbox"/> Other (specify) per month	<input type="checkbox"/> Observation Log <input checked="" type="checkbox"/> Data Charts <input type="checkbox"/> Tests <input type="checkbox"/> Other (specify)	<input type="checkbox"/> Daily <input type="checkbox"/> Weekly <input type="checkbox"/> Quarterly <input type="checkbox"/> Semester <input checked="" type="checkbox"/> Other (specify) monthly	By June 2017.

Short-Term Objective/Benchmark for Measuring Progress on the Annual Goal

#2 - By November 2017, in the therapy or classroom setting, A [REDACTED] will demonstrate the ability to use her hands bilaterally to complete a task, with max. 2 verbal prompts.

Evaluation Criteria	Evaluation Procedures	Schedule for Determining Progress	Dates Reviewed/ Extent of Progress
<input type="checkbox"/> % Accuracy <u>2</u> / <u>4</u> # of attempts <input checked="" type="checkbox"/> Other (specify) per month	<input type="checkbox"/> Observation Log <input checked="" type="checkbox"/> Data Charts <input type="checkbox"/> Tests <input type="checkbox"/> Other (specify)	<input type="checkbox"/> Daily <input type="checkbox"/> Weekly <input type="checkbox"/> Quarterly <input type="checkbox"/> Semester <input checked="" type="checkbox"/> Other (specify) monthly	By November 2017.

STUDENT NAME: A [REDACTED] S [REDACTED]

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GOALS AND OBJECTIVES/BENCHMARKS

Short-Term Objective/Benchmark for Measuring Progress on the Annual Goal

#3 - By April 2018, in the therapy or classroom setting, A [REDACTED] will demonstrate the ability to use her hands bilaterally to complete a task, with max. 2 verbal prompts.

Evaluation Criteria	Evaluation Procedures	Schedule for Determining Progress	Dates Reviewed/ Extent of Progress
<input type="checkbox"/> % Accuracy <input checked="" type="checkbox"/> 3 / <input type="checkbox"/> 4 # of attempts <input checked="" type="checkbox"/> Other (specify) per month	<input type="checkbox"/> Observation Log <input checked="" type="checkbox"/> Data Charts <input type="checkbox"/> Tests <input type="checkbox"/> Other (specify)	<input type="checkbox"/> Daily <input type="checkbox"/> Weekly <input type="checkbox"/> Quarterly <input type="checkbox"/> Semester <input checked="" type="checkbox"/> Other (specify) monthly	By April 2018.

STUDENT NAME: A [REDACTED] S [REDACTED]

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GOALS AND OBJECTIVES/BENCHMARKS

GOAL# 2 of 11

Current Academic Achievement and Functional Performance:

Results of the initial or most recent evaluation and results on district-wide assessments relevant to this goal; performance in comparison to general education peers and standards.

A [REDACTED] has a lot of challenges coordinating her arms or her legs to correctly completing this or any movement. She has difficulty completing simple 1-2 step motor movements which impacts her ability to participate in many functional activities in adapted PE and the classroom.

Goal Statement:

In a therapy or classroom setting, A [REDACTED] will be able to copy a 1-2 step motor movement in 5/10 trials, as noted on data charts by April 2018.

Indicate Goal Area: ☐ Academic ☒ Functional ☐ Transition Illinois Learning Standard # _____

Title(s) of Goal Implementer(s)

PT

Short-Term Objective/Benchmark for Measuring Progress on the Annual Goal

#1 - In a therapy or classroom setting, A [REDACTED] will be able to copy a 1-2 step motor movement in 3/10 trials, as noted on data charts by June 2017.

Evaluation Criteria	Evaluation Procedures	Schedule for Determining Progress	Dates Reviewed/ Extent of Progress
<input type="checkbox"/> % Accuracy <u>3</u> / <u>10</u> # of attempts <input type="checkbox"/> Other (specify)	<input type="checkbox"/> Observation Log <input checked="" type="checkbox"/> Data Charts <input type="checkbox"/> Tests <input type="checkbox"/> Other (specify)	<input type="checkbox"/> Daily <input type="checkbox"/> Weekly <input type="checkbox"/> Quarterly <input type="checkbox"/> Semester <input checked="" type="checkbox"/> Other (specify) monthly	June 2017

Short-Term Objective/Benchmark for Measuring Progress on the Annual Goal

#2 - In a therapy or classroom setting, A [REDACTED] will be able to copy a 1-2 step motor movement in 4/10 trials, as noted on data charts by November 2017.

Evaluation Criteria	Evaluation Procedures	Schedule for Determining Progress	Dates Reviewed/ Extent of Progress
<input type="checkbox"/> % Accuracy <u>4</u> / <u>10</u> # of attempts <input type="checkbox"/> Other (specify)	<input type="checkbox"/> Observation Log <input checked="" type="checkbox"/> Data Charts <input type="checkbox"/> Tests <input type="checkbox"/> Other (specify)	<input type="checkbox"/> Daily <input type="checkbox"/> Weekly <input type="checkbox"/> Quarterly <input type="checkbox"/> Semester <input checked="" type="checkbox"/> Other (specify) monthly	November 2017

STUDENT NAME: A [REDACTED] S [REDACTED]

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GOALS AND OBJECTIVES/BENCHMARKS

Short-Term Objective/Benchmark for Measuring Progress on the Annual Goal

#3 - In a therapy or classroom setting, A [REDACTED] will be able to copy a 1-2 step motor movement in 5/10 trials, as noted on data charts by April 2018.

Evaluation Criteria	Evaluation Procedures	Schedule for Determining Progress	Dates Reviewed/ Extent of Progress
<input type="checkbox"/> % Accuracy <u>5</u> / <u>10</u> # of attempts <input type="checkbox"/> Other (specify)	<input type="checkbox"/> Observation Log <input checked="" type="checkbox"/> Data Charts <input type="checkbox"/> Tests <input type="checkbox"/> Other (specify)	<input type="checkbox"/> Daily <input type="checkbox"/> Weekly <input type="checkbox"/> Quarterly <input type="checkbox"/> Semester <input checked="" type="checkbox"/> Other (specify) monthly	April 2018

STUDENT NAME: A [REDACTED] S [REDACTED]

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GOALS AND OBJECTIVES/BENCHMARKS

GOAL# 3 of 11

Current Academic Achievement and Functional Performance:

Results of the initial or most recent evaluation and results on district-wide assessments relevant to this goal; performance in comparison to general education peers and standards.

A [REDACTED] enjoys reading books, creating her own stories, and being read to. With adult prompting, she participates during shared reading. She can recognize the title of a book, but is working on identifying the title page, author, and illustrator. A [REDACTED] is currently reading at a B level in Reading A to Z. She can identify all letters in the alphabet and is reading pre-primer dolch words. Given a book written at the preprimer level with sentences divided into two two-word phrases, A [REDACTED] accurately reads the sentence while tapping each phrase 20% of trials. If you tell her the sentence before she reads it, she is more successful, but has difficulty reading a sentence on her own. She will add to the end of the sentence or will find a word in the sentence and create her own sentence based on the word.

Goal Statement:

Within a year, given a book written at the preprimer level with sentences divided into two two-word phrases (ex: I see/the dog), A [REDACTED] will accurately read the sentence while tapping each phrase for 60% of opportunities.

Indicate Goal Area: ☒ Academic ☐ Functional ☐ Transition Illinois Learning Standard # _____

Title(s) of Goal Implementer(s)
Classroom Teacher

Short-Term Objective/Benchmark for Measuring Progress on the Annual Goal

#1 - By June 2017, given a book written at the preprimer level with sentences divided into two two-word phrases (ex: I see/the dog), A [REDACTED] will accurately read the sentence while tapping each phrase for 40% of opportunities.

Evaluation Criteria	Evaluation Procedures	Schedule for Determining Progress	Dates Reviewed/ Extent of Progress
40 % Accuracy / # of attempts Other (specify)	<input type="checkbox"/> Observation Log <input checked="" type="checkbox"/> Data Charts <input type="checkbox"/> Tests <input type="checkbox"/> Other (specify)	<input type="checkbox"/> Daily <input type="checkbox"/> Weekly <input type="checkbox"/> Quarterly <input type="checkbox"/> Semester <input checked="" type="checkbox"/> Other (specify) 2X monthly	June 2017

Short-Term Objective/Benchmark for Measuring Progress on the Annual Goal

#2 - By November 2017, given a book written at the preprimer level with sentences divided into two two-word phrases (ex: I see/the dog), A [REDACTED] will accurately read the sentence while tapping each phrase for 50% of opportunities.

Evaluation Criteria	Evaluation Procedures	Schedule for Determining Progress	Dates Reviewed/ Extent of Progress
50 % Accuracy / # of attempts Other (specify)	<input type="checkbox"/> Observation Log <input checked="" type="checkbox"/> Data Charts <input type="checkbox"/> Tests <input type="checkbox"/> Other (specify)	<input type="checkbox"/> Daily <input type="checkbox"/> Weekly <input type="checkbox"/> Quarterly <input type="checkbox"/> Semester <input checked="" type="checkbox"/> Other (specify) 2X monthly	November 2017

STUDENT NAME: A [REDACTED] S [REDACTED]

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GOALS AND OBJECTIVES/BENCHMARKS

Short-Term Objective/Benchmark for Measuring Progress on the Annual Goal

#3 - By April 2018, given a book written at the preprimer level with sentences divided into two two-word phrases (ex: I see/the dog), A [REDACTED] will accurately read the sentence while tapping each phrase for 60% of opportunities.

Evaluation Criteria	Evaluation Procedures	Schedule for Determining Progress	Dates Reviewed/ Extent of Progress
<u>60</u> % Accuracy	<input type="checkbox"/> Observation Log	<input type="checkbox"/> Daily	April 2018
<input type="checkbox"/> / <input type="checkbox"/> # of attempts	<input checked="" type="checkbox"/> Data Charts	<input type="checkbox"/> Weekly	
<input type="checkbox"/> Other (specify)	<input type="checkbox"/> Tests	<input type="checkbox"/> Quarterly	
	<input type="checkbox"/> Other (specify)	<input type="checkbox"/> Semester	
		<input checked="" type="checkbox"/> Other (specify) 2X monthly	

STUDENT NAME: A [REDACTED] S [REDACTED]

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GOALS AND OBJECTIVES/BENCHMARKS

GOAL# 4 of 11

Current Academic Achievement and Functional Performance:

Results of the initial or most recent evaluation and results on district-wide assessments relevant to this goal; performance in comparison to general education peers and standards.

Given a group of 5 objects, A [REDACTED] accurately counts the set of objects while moving or tapping each object only once on average for 2 out of 5 trials or 40% of opportunities. She is more successful if the up to 5 objects are the same object and simple, such as pattern blocks. If you give her more than one different shape or "busy" objects (ex. frozen characters), she has difficulty counting the group of objects. When counting, A [REDACTED] has a hard time stopping at the number of objects in front of her. She will continue to count on until told to stop.

Goal Statement:

Within a year, given a group of 5 objects, A [REDACTED] will accurately count the set of objects while moving or tapping each object only once in 80% of opportunities.

Indicate Goal Area: ☒ Academic ☐ Functional ☐ Transition Illinois Learning Standard # _____

Title(s) of Goal Implementer(s)
Classroom Teachers

Short-Term Objective/Benchmark for Measuring Progress on the Annual Goal

#1 - By June 2017, given a group of 3 objects, A [REDACTED] will accurately count the set of objects while moving or tapping each object only once in 80% of opportunities.

Evaluation Criteria	Evaluation Procedures	Schedule for Determining Progress	Dates Reviewed/ Extent of Progress
80 % Accuracy	___ Observation Log	___ Daily	June 2017
___ / ___ # of attempts	X Data Charts	___ Weekly	
___ Other (specify)	___ Tests	___ Quarterly	
	___ Other (specify)	___ Semester	
		X Other (specify) 2X monthly	

Short-Term Objective/Benchmark for Measuring Progress on the Annual Goal

#2 - By November 2017, given a group of 4 objects, A [REDACTED] will accurately count the set of objects while moving or tapping each object only once in 80% of opportunities.

Evaluation Criteria	Evaluation Procedures	Schedule for Determining Progress	Dates Reviewed/ Extent of Progress
80 % Accuracy	___ Observation Log	___ Daily	November 2017
___ / ___ # of attempts	X Data Charts	___ Weekly	
___ Other (specify)	___ Tests	___ Quarterly	
	___ Other (specify)	___ Semester	
		X Other (specify) 2X monthly	

STUDENT NAME: A [REDACTED] S [REDACTED]

DATE OF MEETING: 04/05/2017

GOALS AND OBJECTIVES/BENCHMARKS

Short-Term Objective/Benchmark for Measuring Progress on the Annual Goal

#3 - By April 2018, given a group of 5 objects, A [REDACTED] will accurately count the set of objects while moving or tapping each object only once in 80% of opportunities.

Evaluation Criteria	Evaluation Procedures	Schedule for Determining Progress	Dates Reviewed/ Extent of Progress
<u>80</u> % Accuracy	<u> </u> Observation Log	<u> </u> Daily	April 2018
<u> </u> / <u> </u> # of attempts	<u>X</u> Data Charts	<u> </u> Weekly	
<u> </u> Other (specify)	<u> </u> Tests	<u> </u> Quarterly	
	<u> </u> Other (specify)	<u> </u> Semester	
		<u>X</u> Other (specify) 2X monthly	

STUDENT NAME: A [REDACTED] S [REDACTED]

DATE OF MEETING: 04/05/2017

GOALS AND OBJECTIVES/BENCHMARKS

GOAL# 5 of 11

Current Academic Achievement and Functional Performance:

Results of the initial or most recent evaluation and results on district-wide assessments relevant to this goal; performance in comparison to general education peers and standards.

A [REDACTED] demonstrates the ability to independently sequence at least 3 pictures into logical order in 0% of the time.
With adult prompting, A [REDACTED] is able to sequence 3 pictures into logical order 50% of trials.

Goal Statement:

Within a year, A [REDACTED] will demonstrate the ability to independently sequence at least 3 pictures based on a familiar daily task (ex. going to the bathroom, opening yogurt, a daily routine) into logical order for 80% of opportunities.

Indicate Goal Area: ☒ Academic ☐ Functional ☐ Transition Illinois Learning Standard # _____

Title(s) of Goal Implementer(s)
Classroom Teacher

Short-Term Objective/Benchmark for Measuring Progress on the Annual Goal

#1 - By June 2017, A [REDACTED] will demonstrate the ability to independently sequence at least 3 pictures based on a familiar daily task (ex. going to the bathroom, opening yogurt, a daily routine) into logical order for 60% of opportunities.

Evaluation Criteria	Evaluation Procedures	Schedule for Determining Progress	Dates Reviewed/ Extent of Progress
60 % Accuracy	___ Observation Log	___ Daily	June 2017
___ / ___ # of attempts	X Data Charts	___ Weekly	
___ Other (specify)	___ Tests	___ Quarterly	
	___ Other (specify)	___ Semester	
		X Other (specify)	
		2X monthly	

Short-Term Objective/Benchmark for Measuring Progress on the Annual Goal

#2 - By November 2017, A [REDACTED] will demonstrate the ability to independently sequence at least 3 pictures based on a familiar daily task (ex. going to the bathroom, opening yogurt, a daily routine) into logical order for 70% of opportunities.

Evaluation Criteria	Evaluation Procedures	Schedule for Determining Progress	Dates Reviewed/ Extent of Progress
70 % Accuracy	___ Observation Log	___ Daily	November 2017
___ / ___ # of attempts	X Data Charts	___ Weekly	
___ Other (specify)	___ Tests	___ Quarterly	
	___ Other (specify)	___ Semester	
		X Other (specify)	
		2X monthly	

STUDENT NAME: A [REDACTED] S [REDACTED]DATE OF MEETING: 04/05/2017**GOALS AND OBJECTIVES/BENCHMARKS**

Short-Term Objective/Benchmark for Measuring Progress on the Annual Goal

#3 - By April 2018, A [REDACTED] will demonstrate the ability to independently sequence at least 3 pictures based on a familiar daily task (ex. going to the bathroom, opening yogurt, a daily routine) into logical order for 80% of opportunities.

Evaluation Criteria	Evaluation Procedures	Schedule for Determining Progress	Dates Reviewed/ Extent of Progress
<u>80</u> % Accuracy	<input type="checkbox"/> Observation Log	<input type="checkbox"/> Daily	April 2018
<input type="checkbox"/> / <input type="checkbox"/> # of attempts	<input checked="" type="checkbox"/> Data Charts	<input type="checkbox"/> Weekly	
<input type="checkbox"/> Other (specify)	<input type="checkbox"/> Tests	<input type="checkbox"/> Quarterly	
	<input type="checkbox"/> Other (specify)	<input type="checkbox"/> Semester	
		<input checked="" type="checkbox"/> Other (specify)	
		2X monthly	

STUDENT NAME: A [REDACTED] S [REDACTED]

DATE OF MEETING: 04/05/2017

GOALS AND OBJECTIVES/BENCHMARKS

GOAL# 6 of 11

Current Academic Achievement and Functional Performance:

Results of the initial or most recent evaluation and results on district-wide assessments relevant to this goal; performance in comparison to general education peers and standards.

A [REDACTED] frequently offers off-topic comments as well as engages in behaviors which are distracting and impede her ability to perform listening tasks successfully.

Goal Statement:

Within a year, A [REDACTED] will improve her overall communication skills by offering topic appropriate comments during verbal exchanges and practicing strategies to facilitate her performance on listening tasks when provided 3 or less therapist cues in 3 out of 5 opportunities as measured by data charts twice a month.

Indicate Goal Area:

☐

Academic

☒

Functional

☐

Transition

Illinois Learning Standard #

Title(s) of Goal Implementer(s)

Speech Language Pathologist

Short-Term Objective/Benchmark for Measuring Progress on the Annual Goal

#1 - By April 2018, A [REDACTED] will use 2 on-topic communication exchanges within 2 minutes, with one or no cues, in 3 of 5 opportunities.

Evaluation Criteria	Evaluation Procedures	Schedule for Determining Progress	Dates Reviewed/ Extent of Progress
___ % Accuracy <u>3</u> / <u>5</u> # of attempts <u>X</u> Other (specify) number of on-topic communication exchanges in 2m	___ Observation Log <u>X</u> Data Charts ___ Tests ___ Other (specify)	___ Daily ___ Weekly ___ Quarterly ___ Semester <u>X</u> Other (specify) monthly	June 2017, November 2017, April 2018

Short-Term Objective/Benchmark for Measuring Progress on the Annual Goal

#2 - By April 2018, A [REDACTED] will utilize strategies to improve her performance on listening tasks (reauditorization, waiting for complete direction to be given before attempting tasks, eye on speaker, etc.) when provided with 3 or fewer therapist cues in 3 of 5 opportunities..

Evaluation Criteria	Evaluation Procedures	Schedule for Determining Progress	Dates Reviewed/ Extent of Progress
___ % Accuracy <u>3</u> / <u>5</u> # of attempts <u>X</u> Other (specify) Number of cues needed.	___ Observation Log <u>X</u> Data Charts ___ Tests ___ Other (specify)	___ Daily ___ Weekly ___ Quarterly ___ Semester <u>X</u> Other (specify) twice a month	June 2017, November 2017, April 2018

STUDENT NAME: A [REDACTED] S [REDACTED]

DATE OF MEETING: 04/05/2017

GOALS AND OBJECTIVES/BENCHMARKS

GOAL# 7 of 11

Current Academic Achievement and Functional Performance:

Results of the initial or most recent evaluation and results on district-wide assessments relevant to this goal; performance in comparison to general education peers and standards.

A [REDACTED] struggles to use language that includes adjectives and prepositional phrases. Although she is capable of formulating sentences which are 9 or more words in length. The majority of her productions are either sentence fragments or 3-4 word simple constructions.

Goal Statement:

By April 2018, A [REDACTED] will expand expressive language skills by providing a sentence containing 2 attributes (e.g. size, color) including a prepositional phrase (location) about a given picture with a visual support and 1 adult prompt in 4 of 5 opportunities as measured by monthly data charts.

Indicate Goal Area: ☐ Academic ☒ Functional ☐ Transition

Illinois Learning Standard # _____

Title(s) of Goal Implementer(s)

SPL, Teacher, Support staff, IAs

Short-Term Objective/Benchmark for Measuring Progress on the Annual Goal

#1 - By June 2017, A [REDACTED] will expand expressive language skills by providing a sentence containing 1 attribute (e.g. size, color) about a given picture with a visual support and 1 adult prompt in 4 of 5 opportunities as measured by monthly data charts.

Evaluation Criteria	Evaluation Procedures	Schedule for Determining Progress	Dates Reviewed/ Extent of Progress
<input type="checkbox"/> % Accuracy <u>4</u> / <u>5</u> # of attempts <input type="checkbox"/> Other (specify)	<input type="checkbox"/> Observation Log <input checked="" type="checkbox"/> Data Charts <input type="checkbox"/> Tests <input type="checkbox"/> Other (specify)	<input type="checkbox"/> Daily <input type="checkbox"/> Weekly <input type="checkbox"/> Quarterly <input type="checkbox"/> Semester <input checked="" type="checkbox"/> Other (specify) Monthly	June 2017

Short-Term Objective/Benchmark for Measuring Progress on the Annual Goal

#2 - By November 2017, A [REDACTED] will expand expressive language skills by providing a sentence containing 2 attributes (e.g. size, color) about a given picture with a visual support and 1 adult prompt in 4 of 5 opportunities as measured by monthly data charts.

Evaluation Criteria	Evaluation Procedures	Schedule for Determining Progress	Dates Reviewed/ Extent of Progress
<input type="checkbox"/> % Accuracy <u>4</u> / <u>5</u> # of attempts <input checked="" type="checkbox"/> Other (specify) Number of attributes	<input type="checkbox"/> Observation Log <input checked="" type="checkbox"/> Data Charts <input type="checkbox"/> Tests <input type="checkbox"/> Other (specify)	<input type="checkbox"/> Daily <input type="checkbox"/> Weekly <input type="checkbox"/> Quarterly <input type="checkbox"/> Semester <input checked="" type="checkbox"/> Other (specify) Monthly	November 2017

STUDENT NAME: A [REDACTED] S [REDACTED]

DATE OF MEETING: 04/05/2017

GOALS AND OBJECTIVES/BENCHMARKS

Short-Term Objective/Benchmark for Measuring Progress on the Annual Goal

#3 - By April 2018, A [REDACTED] will expand expressive language skills by providing a sentence containing 2 attributes (e.g. size, color) including a prepositional phrase (e.g. location) about a given picture with a visual support and 1 adult prompt in 4 of 5 opportunities as measured by monthly data charts.

Evaluation Criteria	Evaluation Procedures	Schedule for Determining Progress	Dates Reviewed/ Extent of Progress
<input type="checkbox"/> % Accuracy <input checked="" type="checkbox"/> 4 / 5 # of attempts <input checked="" type="checkbox"/> Other (specify) number attributes used/use of prepositional phrase	<input type="checkbox"/> Observation Log <input checked="" type="checkbox"/> Data Charts <input type="checkbox"/> Tests <input type="checkbox"/> Other (specify)	<input type="checkbox"/> Daily <input type="checkbox"/> Weekly <input type="checkbox"/> Quarterly <input type="checkbox"/> Semester <input checked="" type="checkbox"/> Other (specify) Monthly	April 2018

STUDENT NAME: A [REDACTED] S [REDACTED]

DATE OF MEETING: 04/05/2017

GOALS AND OBJECTIVES/BENCHMARKS

GOAL# 8 of 11

Current Academic Achievement and Functional Performance:

Results of the initial or most recent evaluation and results on district-wide assessments relevant to this goal; performance in comparison to general education peers and standards.

A [REDACTED] currently presents as having extremely limited interest in interacting with peers. She has been observed to possess appropriate peer interaction skill and knowledge when she desired to play with a specific object of high interest that another peer possessed. She was able to ask the peer if she would like to play, ask if she can take a turn, asked the peer if she would like a turn, using appropriate voice and tone. However, this was only observed once and seemed focused more on the play object rather than the peer interaction.

Goal Statement:

Within one year during a preferred activity (e.g. dog therapy, using doctor supplies), Ashley will engage in a social interaction with a peer with at least 3 communication exchanges as measured through observational logs and in 4/5 occurrences.

Indicate Goal Area: ☐ Academic ☒ Functional ☐ Transition Illinois Learning Standard # _____

Title(s) of Goal Implementer(s)

Classroom teacher, Support Staff, IAs, School Psychologist

Short-Term Objective/Benchmark for Measuring Progress on the Annual Goal

#1 - By June, 2017 and during a preferred activity, A [REDACTED] will socially engage a peer by engaging in at least social interaction using 2 communication exchanges in 2/5 opportunities.

Evaluation Criteria	Evaluation Procedures	Schedule for Determining Progress	Dates Reviewed/ Extent of Progress
___ % Accuracy	<u>X</u> Observation Log	___ Daily	6/17
<u>2</u> / <u>5</u> # of attempts	___ Data Charts	___ Weekly	
___ Other (specify)	___ Tests	___ Quarterly	
	___ Other (specify)	___ Semester	
		<u>X</u> Other (specify) Every other week	

Short-Term Objective/Benchmark for Measuring Progress on the Annual Goal

#2 - By November 2017 and given a preferred activity A [REDACTED] will socially engage a peer by demonstrating 2 communication exchanges in 3/5 opportunities.

Evaluation Criteria	Evaluation Procedures	Schedule for Determining Progress	Dates Reviewed/ Extent of Progress
___ % Accuracy	<u>X</u> Observation Log	___ Daily	11/17
<u>3</u> / <u>5</u> # of attempts	___ Data Charts	___ Weekly	
___ Other (specify)	___ Tests	___ Quarterly	
	___ Other (specify)	___ Semester	
		<u>X</u> Other (specify) Every other week	

STUDENT NAME: A [REDACTED] S [REDACTED]DATE OF MEETING: 04/05/2017**GOALS AND OBJECTIVES/BENCHMARKS**

Short-Term Objective/Benchmark for Measuring Progress on the Annual Goal

#3 - By April 2018 and given a preferred activity A [REDACTED] will socially engage a peer by demonstrating 3 communication exchanges in 4/5 opportunities

Evaluation Criteria	Evaluation Procedures	Schedule for Determining Progress	Dates Reviewed/ Extent of Progress
<input type="checkbox"/> % Accuracy	<input checked="" type="checkbox"/> Observation Log	<input type="checkbox"/> Daily	4/2018
<u>4</u> / <u>5</u> # of attempts	<input type="checkbox"/> Data Charts	<input type="checkbox"/> Weekly	
<input type="checkbox"/> Other (specify)	<input type="checkbox"/> Tests	<input type="checkbox"/> Quarterly	
	<input type="checkbox"/> Other (specify)	<input type="checkbox"/> Semester	
		<input checked="" type="checkbox"/> Other (specify) Every other week	

STUDENT NAME: A [REDACTED] S [REDACTED]

DATE OF MEETING: 04/05/2017

GOALS AND OBJECTIVES/BENCHMARKS

GOAL# 9 of 11

Current Academic Achievement and Functional Performance:

Results of the initial or most recent evaluation and results on district-wide assessments relevant to this goal; performance in comparison to general education peers and standards.

She can identify all letters in the alphabet and is reading pre-primer dolch words. She is currently reading/identifying 34/40 preprimer words and 12/40 primer words

Goal Statement:

By April 2018, when presented with primer dolch word flashcards, A [REDACTED] will read 36 primer dolch words, in 3 out of 4 trials.

Indicate Goal Area: ☒ Academic ☐ Functional ☐ Transition Illinois Learning Standard # _____

Title(s) of Goal Implementer(s)
Classroom Teacher

Short-Term Objective/Benchmark for Measuring Progress on the Annual Goal

#1 - By June 2017, when presented with primer dolch word flashcards, A [REDACTED] will read 20 primer dolch words, in 3 out of 4 trials.

Evaluation Criteria	Evaluation Procedures	Schedule for Determining Progress	Dates Reviewed/ Extent of Progress
___ % Accuracy <u>3</u> / <u>4</u> # of attempts ___ Other (specify)	___ Observation Log <u>X</u> Data Charts ___ Tests ___ Other (specify)	___ Daily ___ Weekly ___ Quarterly ___ Semester <u>X</u> Other (specify) 2X monthly	June 2017

Short-Term Objective/Benchmark for Measuring Progress on the Annual Goal

#2 - By November 2017, when presented with primer dolch word flashcards, A [REDACTED] will read 28 primer dolch words, in 3 out of 4 trials.

Evaluation Criteria	Evaluation Procedures	Schedule for Determining Progress	Dates Reviewed/ Extent of Progress
___ % Accuracy <u>3</u> / <u>4</u> # of attempts ___ Other (specify)	___ Observation Log <u>X</u> Data Charts ___ Tests ___ Other (specify)	___ Daily ___ Weekly ___ Quarterly ___ Semester <u>X</u> Other (specify) 2X monthly	November 2017

STUDENT NAME: A [REDACTED] S [REDACTED]

DATE OF MEETING: 04/05/2017

GOALS AND OBJECTIVES/BENCHMARKS

Short-Term Objective/Benchmark for Measuring Progress on the Annual Goal

#3 - By April 2018, when presented with primer dolch word flashcards, A [REDACTED] will read 36 primer dolch words, in 3 out of 4 trials.

Evaluation Criteria	Evaluation Procedures	Schedule for Determining Progress	Dates Reviewed/ Extent of Progress
<input type="checkbox"/> % Accuracy <input checked="" type="checkbox"/> 3 / 4 # of attempts <input type="checkbox"/> Other (specify)	<input type="checkbox"/> Observation Log <input checked="" type="checkbox"/> Data Charts <input type="checkbox"/> Tests <input type="checkbox"/> Other (specify)	<input type="checkbox"/> Daily <input type="checkbox"/> Weekly <input type="checkbox"/> Quarterly <input type="checkbox"/> Semester <input checked="" type="checkbox"/> Other (specify) 2X monthly	April 2018

STUDENT NAME: A [REDACTED] S [REDACTED]DATE OF MEETING: 04/05/2017**GOALS AND OBJECTIVES/BENCHMARKS**GOAL# 10 of 11**Current Academic Achievement and Functional Performance:**

Results of the initial or most recent evaluation and results on district-wide assessments relevant to this goal; performance in comparison to general education peers and standards.

Currently A [REDACTED] requires multiple Individual prompts to follow one step directions.

Goal Statement:

Within one year, A [REDACTED] will follow two step directions with a visual cue 80% of the time as measured by observational logs.

Indicate Goal Area: ☐ Academic ☒ Functional ☐ Transition Illinois Learning Standard # _____

Title(s) of Goal Implementer(s)

Classroom teacher, IAs, Support Staff

Short-Term Objective/Benchmark for Measuring Progress on the Annual Goal

#1 - By June 2017, A [REDACTED] will follow a one step direction with a visual cue in 80% of opportunities.

Evaluation Criteria	Evaluation Procedures	Schedule for Determining Progress	Dates Reviewed/ Extent of Progress
<u>80</u> % Accuracy	<u>X</u> Observation Log	<u> </u> Daily	6/17
<u> </u> / <u> </u> # of attempts	<u> </u> Data Charts	<u>X</u> Weekly	11/17
<u> </u> Other (specify)	<u> </u> Tests	<u> </u> Quarterly	4/18
	<u> </u> Other (specify)	<u> </u> Semester	
		<u> </u> Other (specify)	

Short-Term Objective/Benchmark for Measuring Progress on the Annual Goal

#2 - By November 2017, A [REDACTED] will follow 2 step directions with a visual cue in 60% of opportunities.

Evaluation Criteria	Evaluation Procedures	Schedule for Determining Progress	Dates Reviewed/ Extent of Progress
<u>60</u> % Accuracy	<u>X</u> Observation Log	<u> </u> Daily	11/17
<u> </u> / <u> </u> # of attempts	<u> </u> Data Charts	<u>X</u> Weekly	4/18
<u> </u> Other (specify)	<u> </u> Tests	<u> </u> Quarterly	
	<u> </u> Other (specify)	<u> </u> Semester	
		<u> </u> Other (specify)	

STUDENT NAME: A [REDACTED] S [REDACTED]

DATE OF MEETING: 04/05/2017

GOALS AND OBJECTIVES/BENCHMARKS

Short-Term Objective/Benchmark for Measuring Progress on the Annual Goal

#3 - By April 2018, A [REDACTED] will follow 2 step directions with a visual cue in 80% of opportunities

Evaluation Criteria	Evaluation Procedures	Schedule for Determining Progress	Dates Reviewed/ Extent of Progress
<u>80</u> % Accuracy	<u>X</u> Observation Log	<u> </u> Daily	4/2018
<u> </u> / <u> </u> # of attempts	<u> </u> Data Charts	<u>X</u> Weekly	
<u> </u> Other (specify)	<u> </u> Tests	<u> </u> Quarterly	
	<u> </u> Other (specify)	<u> </u> Semester	
		<u> </u> Other (specify)	

STUDENT NAME: A [REDACTED] S [REDACTED]

DATE OF MEETING: 04/05/2017

GOALS AND OBJECTIVES/BENCHMARKS

GOAL# 11 of 11

Current Academic Achievement and Functional Performance:

Results of the initial or most recent evaluation and results on district-wide assessments relevant to this goal; performance in comparison to general education peers and standards.

A [REDACTED]'s understanding of basic concepts has been assessed to be severely low. Upon administration of the Boehm Test of Basic Concepts-3, Form F, A [REDACTED] was able to correctly identify the following 10 concepts out of 50 presented: center, always, right, corner, every, over, next, other, most, different.

She was unable to correctly identify the following 40 concepts :

Spatial: top, side, last, end, farthest, through, behind, below, above, separated, row, bottom, front, away, left, between, forward, backward, alike, skip
 Quantitative: whole, medium, part, some, first, few, second, widest, half, fewest, as many, third, pair, least, equal
 Temporal : before, never, beginning, starting
 Miscellaneous: match

Goal Statement:

By April 2018, A [REDACTED] will demonstrate comprehension of a total of 40 basic concept terms with 75% accuracy given one therapist cue as measured by data charts twice a month.

Indicate Goal Area: ☒ Academic ☐ Functional ☐ Transition Illinois Learning Standard # _____

Title(s) of Goal Implementer(s)

SLP

Short-Term Objective/Benchmark for Measuring Progress on the Annual Goal

#1 - By June of 2017, A [REDACTED] will demonstrate comprehension of 13 of 40 basic concept terms with 75% accuracy, when given 1 therapist cue, as measured by data charts twice a month.

Evaluation Criteria	Evaluation Procedures	Schedule for Determining Progress	Dates Reviewed/ Extent of Progress
75 % Accuracy	___ Observation Log	___ Daily	June 2017
___ / ___ # of attempts	<u>X</u> Data Charts	___ Weekly	
___ Other (specify)	___ Tests	___ Quarterly	
	___ Other (specify)	___ Semester	
		<u>X</u> Other (specify) twice a month	

Short-Term Objective/Benchmark for Measuring Progress on the Annual Goal

#2 - By November of 2017, A [REDACTED] will demonstrate comprehension of 26 basic concept terms out of a total 40, with 75% accuracy, when given 1 therapist cue, as measured by data charts twice a month.

Evaluation Criteria	Evaluation Procedures	Schedule for Determining Progress	Dates Reviewed/ Extent of Progress
75 % Accuracy	___ Observation Log	___ Daily	November 2017
___ / ___ # of attempts	<u>X</u> Data Charts	___ Weekly	
___ Other (specify)	___ Tests	___ Quarterly	
	___ Other (specify)	___ Semester	
		<u>X</u> Other (specify) twice a month	

STUDENT NAME: A [REDACTED] S [REDACTED]DATE OF MEETING: 04/05/2017**GOALS AND OBJECTIVES/BENCHMARKS**

Short-Term Objective/Benchmark for Measuring Progress on the Annual Goal

#3 - By April 2018, A [REDACTED] will demonstrate comprehension of 40 basic concept terms with 75% accuracy, when given 1 therapist cue, as measured by data charts twice a month.

Evaluation Criteria	Evaluation Procedures	Schedule for Determining Progress	Dates Reviewed/ Extent of Progress
<u>75</u> % Accuracy	<u> </u> Observation Log	<u> </u> Daily	April 2018
<u> </u> / <u> </u> # of attempts	<u> X </u> Data Charts	<u> </u> Weekly	
<u> </u> Other (specify)	<u> </u> Tests	<u> </u> Quarterly	
	<u> </u> Other (specify)	<u> </u> Semester	
		<u> X </u> Other (specify) twice a month	

STUDENT NAME: A [REDACTED] S [REDACTED]

DATE OF MEETING: 04/05/2017

EDUCATIONAL ACCOMMODATIONS AND SUPPORTS

Complete for initial IEPs and annual reviews. (Anyone responsible for implementing the educational accommodations must be notified of her/his specific responsibilities).

TRANSITION

☐ Yes ☐ No ☒ NA Consideration of service needs, goals, and support/services is required (by age 14½, the team must address transition service needs). If yes, complete the "Transition Services" section of the IEP.

☐ Yes ☐ No ☒ NA Consideration of "Home-Based Support Services Program for Mentally Disabled Adults" for eighteen-year-old student is required. If yes, complete the "Home-Based Support Services Program" section of the IEP.

CONSIDERATION OF SPECIAL FACTORS

Check the boxes to indicate if the student requires any supplementary aids and/or services due to the following factors. For any box checked "yes," specify the special factors in the "Supplementary Aids, Accommodations and Modifications" section and/or the Linguistic and Cultural Accommodations section listed below.

☒ Yes ☐ No assistive technology devices and services

☒ Yes ☐ No communication needs including students who are deaf/hard of hearing. If yes, complete linguistic and cultural accommodations section below.

☐ Yes ☒ No limited English proficiency - language needs

☐ Yes ☒ No blind/visually impaired - provision of Braille instruction

☐ Yes ☒ No behavior impedes student's learning or that of others. If yes, the team must consider strategies, including positive behavioral interventions and supports to address behavior. This may include a Functional Behavioral Assessment and/or a Behavioral Intervention Plan. If so, attach any completed forms.

LINGUISTIC AND CULTURAL ACCOMMODATIONS

☐ Yes ☒ No The student requires accommodations for the IEP to meet her/his linguistic and cultural needs. This includes students who are deaf/hard of hearing.
If yes, specify any needed accommodations:

☐ Yes ☒ No Special education and related services will be provided in a language or mode of communication other than or in addition to English. This includes services provided to students who are deaf/hard of hearing.
If yes, specify any needed accommodations:

For students who are deaf/hard of hearing and others, as applicable:

- Identify the language and communication need(s): ☐ ASL ☐ Auditory/Oral ☐ Cued Speech ☐ Speech Generated Device ☐ Tactile
☐ Signed English ☐ Other (please describe) _____
- List the opportunities for direct communication/interaction with peers and professional personnel in the child's language and communication mode:
- List the identified mode of communication accessible in academic instruction, school services, and extracurricular activities that the student will receive:

SUPPLEMENTARY AIDS, ACCOMMODATIONS, AND MODIFICATIONS

Specify what aids, accommodations, and modifications are needed for the child to make progress toward annual goals, to progress in the general education curriculum, participate in extracurricular and other non-academic activities, and to be educated and participate with other children with disabilities and/or nondisabled children (e.g., accommodations for daily work, environmental accommodations, moving from class to class, etc.). Supplementary aids, accommodations, and modifications must be based upon peer-review research to the extent practicable.

Supplementary Aids

Desk Corral for desk work, small class size, individual instructional assistant for safety due to seizure activity, chair with arms for safety due to seizures, visual supports, access to manipulatives, access to keyboarding practice, use of tools to assist with handwriting baseline, use of social thinking curriculum supports, access to sensory tools as needed.

STUDENT NAME: A [REDACTED] S [REDACTED]

DATE OF MEETING: 04/05/2017

SUPPLEMENTARY AIDS, ACCOMMODATIONS, AND MODIFICATIONS

Accommodations

Access to assistive technology, preferential seating, regular breaks,

Modifications

Limit supplies/tasks to only what she needs for that particular activity. Modified curriculum, slowed pacing of instruction, repeated directions, regular breaks

SUPPORTS FOR SCHOOL PERSONNEL

☐ Yes ☒ No

Program trainings and/or supports for school personnel are needed for the student to advance appropriately toward attaining the annual goals, participate in the general curriculum, and be educated and participate with other students in educational activities. If yes, specify what trainings and/or supports are needed, including when appropriate, the information that clarifies when the trainings and/or supports will be provided, by whom, in what location, etc.

STUDENT NAME: A [REDACTED] S [REDACTED]

DATE OF MEETING: 04/05/2017

ASSESSMENT**CLASSROOM-BASED ASSESSMENTS**

- ☐ Student will participate in classroom assessments with no accommodation(s).
- ☒ Student will participate in classroom assessments with accommodation(s). (Complete Assessment Accommodations section on the IEP.)

DISTRICT-WIDE ASSESSMENTS

- ☐ District does not administer district-wide assessments
- ☐ District does not administer district-wide assessments at this grade level: _____
- Student will:**
- ☐ Participate in the entire district-wide assessment without accommodation(s).
- ☐ Participate in the entire district-wide assessment with accommodation(s). (Complete Assessment Accommodations section on the IEP.)
- ☐ Participate in part(s) of the district-wide assessment (specify which part(s) and what, if any, accommodations are required). (Complete Assessment Accommodations section on the IEP.)
- ☐ Participate in the district-wide alternate assessment without accommodation(s).
- ☒ Participate in the district-wide alternate assessment with accommodation(s). (Complete Assessment Accommodations section on the IEP.)

STATE ACADEMIC ASSESSMENTS

Indicate below which state academic assessment(s) this student will take and, if applicable, if accessibility feature(s) and/or accommodation(s) are needed.

- ☐ State academic assessments are not administered at this grade level: _____
- 1. Partnership for Assessment of Readiness for College and Careers (PARCC) (grades 3-8, and high school)**
PARCC is provided for English Language Arts/Literacy and Mathematics at grades 3-8 and high school. For high school administration, a student currently enrolled in Integrated Math 3 or Algebra 2 will take the mathematics assessment and a student currently enrolled in English 3 will take the English Language Arts assessment.
- ☒ The PARCC assessment is not appropriate. (Go to #2)
- Student will:**
- ☐ Participate in PARCC with no accessibility features turned on in advance and no accommodation(s).
- ☐ Participate in PARCC assessment with accessibility features turned on in advance and/or accommodation(s). (Complete the PARCC Accessibility Features and Accommodations form and attach).
- 2. Dynamic Learning Maps (DLM) (Alternate assessment for grades 3-8, and 11)**
- ☒ The DLM Participation Guidelines were met. (Complete the DLM Participation Guidelines and attach.)
- If met, the student will:**
- ☐ Participate in DLM with no accessibility features/accommodation(s).
- ☒ Participate in DLM with accessibility features/accommodation(s). (Complete the DLM Accessibility Features and Accommodations form and attach)
- 3. Illinois Science Assessment**
- ☒ Not administered at student's current grade level.
- ☐ Participate in science assessment with no accommodation(s).
- ☐ Participate in science assessment with accommodation(s). (Complete Assessment Accommodations section of the IEP)
- 4. Other (optional by district). If applicable, list assessment to be given (e.g. KIDS)**
- ☒ Participate in Brockport Fitness
- ☐ Participate with no accommodation(s).
- ☒ Participate with accommodation(s). (Complete Assessment Accommodations section on the IEP)

STATE ASSESSMENT OF LANGUAGE PROFICIENCY

The State assessment of language proficiency Assessing Comprehension and Communication in English State to State (ACCESS) and the Alternate for English Access Learners (EL) in grades K-12 include:

STUDENT NAME: A [REDACTED] S [REDACTED] DATE OF MEETING: 04/05/2017

☐ Yes ☒ No ENGLISH LEARNER (EL). If "NO", skip to next section**If yes, the student will:**

- ☐ Participate in the ACCESS with no accommodations
- ☐ Participate in the ACCESS with accommodations (Complete Assessment Accommodations section of the IEP.)
- ☐ Participate in the alternate ACCESS with no accommodation(s).
- ☐ Participate in the alternate ACCESS with accommodation(s). (Complete Assessment Accommodations section of the IEP).

ASSESSMENT ACCOMMODATIONS

If the student will participate in assessments with accommodations, other than PARCC and DLM, document any needed accommodations for the content area(s) in the section below.

Classroom-Based Assessments

Simplified testing instructions, human read aloud, teacher enters answer for student, tactile supports, visual supports, scribe, manipulatives, opportunities for breaks and movement, 1:1 test administration

District-Based Assessments

Simplified testing instructions, human read aloud, teacher enters answer for student, tactile supports, visual supports, scribe, manipulatives, opportunities for breaks and movement, alternate setting with limited distractors, 1:1 test administration

Science Assessment**Other Assessment (e.g., KIDS)**

Brockport Fitness-
small class size, individual instructional assistant for safety due to seizure activity, visual supports, repeated directions/tasks, slowed pace of instruction.

ACCESS/Alternate ACCESS

STUDENT NAME: A [REDACTED] S [REDACTED]

DATE OF MEETING: 04/05/2017

PARTICIPATION IN GENERAL EDUCATION CLASSES

The IEP must address all content areas, classes, and specify if the student will participate in general physical education.

General Education with No Supplementary Aids (Specify content areas, classes, whether or not the child will participate in general physical education, and extracurricular and other nonacademic activities.)	Initiation Date	Duration Date	Minutes in Setting (Optional)
General Education with Supplementary Aids (as specified in the Supplementary Aids section) (Specify content areas, classes, whether or not the child will participate in general physical education, and extracurricular and other nonacademic activities with supports, if applicable.)	Initiation Date	Duration Date	Minutes in Setting (Optional)
Adapted PE	04/06/2017	04/05/2018	week
Special Education and Related Services within the General Education Classroom (Specify content areas and classes in which the child will participate with the provision of special education and related services. List each special education and related service that will be provided during each class.)	Initiation Date	Duration Date	Minutes in Setting

PARTICIPATION IN SPECIAL EDUCATION CLASSES/SERVICES

The IEP must address all special education and related services.

Special Education Services - Outside General Education	Initiation Date	Duration Date	Minutes in Setting
Special Education Services	04/06/2017	04/05/2018	1435.0 per week
Related Services - Outside General Education	Initiation Date	Duration Date	Minutes in Setting
Occupational Therapy	04/06/2017	04/05/2018	40.0 per week
Physical Therapy	04/06/2017	04/05/2018	40.0 per week
Transportation	04/06/2017	04/05/2018	150.0 per week
Psychological Services	04/06/2017	04/05/2018	45.0 per week
Speech/Language Services	04/06/2017	04/05/2018	110.0 per week

Educational Environment (EE) Calculation (Ages 3-5)

- _____ 1. Minutes spent in regular early childhood program
- _____ 2. Minutes spent receiving special education and related services outside regular early childhood (A+B)

Educational Environment (EE) Calculation (Ages 6-21)

- 1895 1. Total Bell to Bell Minutes
- 1895 2. Total Number of Minutes Outside of the General Education Setting (A+B)
- 0 3. Total Number of Minutes inside the General Education Setting (line #1 minus line #2)
- 0 4. Percentage of time inside the General Education Environment (line #3 divided by line #1)

EDUCATIONAL SERVICES AND PLACEMENT**EDUCATIONAL ENVIRONMENT CONSIDERATIONS**

To the maximum extent appropriate, all students shall be educated and participate with students who are non-disabled. Provide an explanation of the extent, if any, to which the student will not participate in general education classes and activities.

☒ Yes ☐ No

Special education classes, separate schooling, or removal from the regular education environment is required because the nature or severity of the student's disability is such that education in general classes with the use of supplementary aids and services cannot be achieved satisfactorily.

Explain:

Due to the level of A [REDACTED]'s intellectual disability, inclusion in the general education setting would not allow her enough support to make progress toward her annual goals.

STUDENT NAME: A [REDACTED] S [REDACTED]

DATE OF MEETING: 04/05/2017

☒ Yes ☐ No

Will participate in nonacademic activities with nondisabled peers and have the same opportunity to participate in extracurricular activities as nondisabled peers?

If no, explain:

☐ Yes ☒ No

Will attend the school he or she would attend if nondisabled?

If no, explain:

A [REDACTED]'s base school does not have a program that would adequately meet her academic or behavioral needs at this time.

PLACEMENT CONSIDERATIONS

When determining the placement, consider any potentially harmful effect either on the student or the quality of services that he/she needs. After determining the student's placement, complete the "Placement" section on this cover sheet.

Yes ☐ NA ☒

For a child who is deaf, hard of hearing, blind or visually impaired, parents have been informed of existence of the Illinois School for the Deaf or the Illinois School for the Visually Impaired, and other local schools that provide similar services.

PLACEMENT OPTIONS CONSIDERED	POTENTIALLY HARMFUL EFFECT/REASONS REJECTED	TEAM ACCEPTS PLACEMENT
Resource	Ashley would not be able to get enough support in a resource setting. She requires a drastically modified curriculum.	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Consultation	Ashley would receive too little support in a consultative setting. She requires individualized instruction at her level.	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Instructional (ID)	Ashley would have limited interaction with typically developing peers. This will be addressed through integration opportunities as appropriate.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

STUDENT NAME: A [REDACTED] S [REDACTED]

DATE OF MEETING: 04/05/2017

TRANSPORTATION*Check all that apply*

- Yes ☒ No ☐ Special transportation is required to and from schools and/or between schools.
- Yes ☐ No ☒ Special transportation is required in and around school buildings.
- Yes ☐ No ☒ Specialized equipment (such as special or adapted buses, lifts, and ramps) is required.

Please explain and/or detail transportation plan:

EXTENDED SCHOOL YEAR SERVICES

- Yes ☒ No ☐ Extended school year services are needed. *The IEP team must document the consideration of the need for extended school year services and the basis for the determination.*

A [REDACTED] would benefit from ESY services to limit recoupment time in the fall and decrease skill loss over the summer.

If yes, the IEP must indicate the type, amount and duration of services to be provided.

SPECIAL EDUCATION SERVICE(S)	LOCATION	AMOUNT/FREQUENCY OF SERVICES	INITIATION OF SERVICES	DURATION OF SERVICES	GOAL(S) ADDRESSED
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STUDENT NAME: A [REDACTED] S [REDACTED]

DATE OF MEETING: 04/05/2017

ADDITIONAL NOTES/INFORMATION

This is A [REDACTED]'s annual review and three year eligibility meeting. Dr. Getz, Rocco - behavioral therapist, and another clinician, who works with Dr. Getz attended the meeting. Both of A [REDACTED]'s parents are present.

Ms. Masters presented regarding A [REDACTED]'s behavior during LMC time. She notes difficulty facing the group and being engaged by the activity. Frequent redirection is required as noted per observations. Mr. and Mrs. [REDACTED] noted that using a bell sound to mark transitions seems to work well for her.

Ms. Konicki presented results of her teacher version of the Vineland. Several relative strengths were noted within each area. Her use of expressive language, coping skills, and Interpersonal relationships were areas of relative strengths within each sub domain.

Ms. Joyce presented results of the OT evaluation. A [REDACTED] is noted to have difficulty with visual tracking and focusing her eyes on a target. Parents inquired about vision therapy being available within the school environment. Ms. Gordon, director of special education, noted that developmental optometry therapy is not available in the district as part of A [REDACTED]'s plan while noting that students who meet the visual impairment criteria do receive vision services as part of their plan. Ms. Joyce discussed A [REDACTED]'s performance on writing letters of her name. Ms. Borgetti pointed out that if A [REDACTED] is asked to repeat the direction given she is more likely to follow the direction. Ms. [REDACTED] noted hand over hand trials in the beginning makes her more successful on independent trials. Inattention and her vision working together with motor planning seems to be a challenge for her. Ms. Joyce noted that reading/looking from left to right is a challenge for her. She tends to start in the middle of the line and move right. Overall visual-motor integration skill fell at the mid to ending 2 year old level currently. Both parents noted that progress is being seen in A [REDACTED]'s visual motor skill at home and school. Dr. Getz described how the VMI is a good measure to demonstrate growth over the years via the raw score and age-equivalents. Mr. [REDACTED] inquired if sequencing was a part of OT's domain or more a part of academic domains. Ms. Joyce notes that she does work on sequencing activities. Ms. Borgetti noted she has written a goal for this as well. She noted A [REDACTED] is easily distracted by sights and sounds in the environment. She is also sensitive to having her hand touched. Improvement in this area has been noted by the OT. Ms. [REDACTED] inquired if we use touch screen or mouse controlled technology. Ms. Borgetti noted that both are used. Difficulty with bilateral coordination was noted. Ms. Joyce noted that she will continue to work on these skills but the formal goal will continue to work on her writing her first name correctly. Ms. [REDACTED] noted that repetition of her first name in a variety of ways is essential for A [REDACTED]. Repetition of this will be worked in throughout the day.

Ms. S [REDACTED] noted observed improvement in A [REDACTED]'s ability to open things and use scissors.

Ms. Bellefontaine, physical therapist, presented the results of her PT evaluation. Motor coordination is an area seen as a concern which impact her walking safely. A [REDACTED] has an adult walking with her at all times. Ms. Bellefontaine presented evaluation results while noting some of these tests are standardized comparing her to a 10 year old while others were more skill based assessments. It was noted that the need for 1:1 assistance for safety reasons lowered her score a touch but the functional skills are there. It is suspected that signals are not crossing in her brain correctly to coordinate motor movements. The more verbal commands given to her the harder it is to follow directions per Ms. Bellefontaine's report.

Dr. Getz inquired with parent regarding a vision therapy eval. that was reported to be completed privately. She suggests that if there was a report given it would be helpful for the school to have a copy. Ms. Gordon clarified the difference between the two places Ms. S [REDACTED] brought A [REDACTED].

Ms. S [REDACTED] would like it boldly noted that she is invested in the school providing assistance with A [REDACTED]'s visual coordination and visual-motor coordination. The school noted that they will work on these skills throughout her educational program.

Mr. S [REDACTED] inquired about the observed regression in her motor skills compared to four years ago. Her seizure activity is believed to have some impact on her functioning given the observation that as seizures increase her skills have decreased. Direct causal relationships are a question at this time.

Ms. Barnas, school nurse, presented the updated Health evaluation. Dr. Getz inquired as to the bathroom related issues being a trigger of seizures and whether or not a vasovagal response has been investigated. Ms. Barnas noted she has questioned this herself. Ms. S [REDACTED] stated that she has asked this of professionals but this possibility has not been addressed by those people. Ms. S [REDACTED] noted the possibility of inserting a magnet to help control seizure activity (VNS).

Ms. Smith, speech and language therapist, began to present her evaluation but needed to stop mid-way to allow the teacher to go first so that she could return to her classroom for lunch. Ms. Gordon covered Ms. Borgetti's classroom in the interim.

Ms. Borgetti, classroom teacher, presented present levels. Ms. Borgetti noted that tracking words from left to right

STUDENT NAME: A■■■■■■■■■■ S■■■■■■■■■■

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is a challenge. Ms. Surin inquired regarding utilizing motor movements into her literacy activities is being utilized. Ms. Borgetti stated that she does do this within the activity to assist her. Ms. Borgetti noted that she seems to have regressed in her sequencing skill from the beginning of the year. Ms. S■■■■ suggested using a visual sequencing picture cue to help lead her through steps for daily activities. Ms. Borgetti stated she too will integrate these visual sequence picture cues into A■■■■'s day. Ms. Borgetti noted that the FABP is being discontinued due to the significant improvement in A■■■■'s behavior within the school setting.

Ms. Borgetti covered her goals. Dr. Getz inquired if TEACCH tasks have been utilized. Ms. Gordon noted that these type of work tasks are used within the autism program and suggested Ms. Borgetti work with April Levy to work these strategies into the classroom. Dr. Getz would like to see some work-task goals integrated into the IEP. Ms. Gordon stated that she will have April Levy consult with Ms. Borgetti to establish baselines and target areas that A■■■■ can work on. Goals will be added to the IEP after consultation between Rocco, the consultant and the teacher.

Suggestions were made by Rocco which include:

Use of structured tasks (using TEACCH).

- Work left to right
- items/activities would be put on one side (up to 3 or 4)
- She would grab from left, complete the task, and put it in the "All done" bin/section on the right side.

For dot to dot (e.g. drawing a line from dot to dot):

- Use sticky tack where she needs to end and as a border where she needs to stay in.
- Start with sticky tack, then, as she does better slowly fade/remove sticky tack.

For general activities:

- Use star chart to show how many tasks she has to do (speech, OT, work, PT)
- Vary between 1 and 10 stars/tasks.
- When she completes task have her take off the star (maybe use shopkins/Elsa stars)
- When she completes work she gets a reward (e.g. praise & break/food/etc.)

Dr. Getz would like the Dolce word lists sent home and a Dolce word increase goal added to the IEP starting with a baseline and a target dolce word goal. Dr. Getz suggested pairing decoding with encoding in phonics instruction. Ms. Borgetti is encouraged to consult with the private reading tutor to exchange information, compare data, and target the same skills in the same way.

Ms. Smith continued with her evaluation results. She too noted A■■■■'s significant difficulties with attention. Suggestions were made as to how to improve attention and length of response. Ms. Smith noted difficulty transitioning from one topic or activity to another because she tends to perseverate on the previous task or activity. Ms. Smith noted some of the silly behaviors she exhibits and how these behaviors distract her and others from the task at hand.

Dr. Getz recommends that an expressive language goal be addressed. Ms. Smith noted that expressive language is being addressed in the written goal in the plan. Dr. Getz noted that the goal written doesn't seem "measurable" to her. Rocco suggested using either a time sampling of on-topic statements. For example, A■■■■ will use two on-topic communication exchanges within 2 minutes with one or no cues. For the basic concepts objective - she will master 50 out of 50 concepts by the end of the year. She currently has 10. Progress will be determined by number of concepts mastered at each trimester. For the 2nd objective of goal six - it will read three or less therapist cues and four cues will be considered a non-response while also tracking the number of cues needed. Dr. Getz would like a specific expressive language goal added and suggests using an Expanded Expressive Language tool that shows an increased sentence length and complexity using a targeted vocabulary. Dr. Getz also recommends an increase in SPL minutes from 90 to 120 based on the matrix.

Ms. S■■■■ stressed the importance of having a visual schedule for all of her daily activities to decrease her anxiety. Ms. S■■■■ noted that less is more in terms of verbal conversations with A■■■■.

Dr. Getz presented the question of whether or not A■■■■ meets the autism criteria and if this needs to be added to his IEP as a disability area. The question was posed if in the future would this change programming/services in any way. The Hanover school psychologist noted that she sees why autism would be questioned given A■■■■'s presentation. Outside evaluations have noted she presents with AUTISM FEATURES and ADHD. It was noted that she seems to have features but may not fit formal autism criteria. The Hanover school psychologist agreed that she may not fit full autism criteria but does show autism features. The presence of autism will be further considered in the future. The Hanover school psychologist noted that the disability does not drive services or programs in this district. The student's needs are addressed within the IEP plan for all students. If the student is presenting with autism features these needs will be addressed regardless of the disability identified.

STUDENT NAME: As [REDACTED] S [REDACTED]

DATE OF MEETING: 04/05/2017

Center for Disease Prevention and Reversal

Toni Bark, M.D.
1220 Michigan Avenue
Evanston, IL 60202
847-869-7740
Fax: 847-869-7190
disease-reversal.com

January 8, 2018

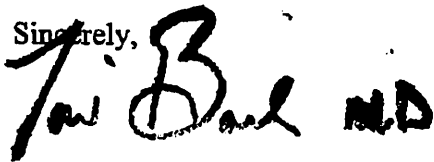
RE: Surin, Ashley
DOB: 03/29/2006

To Whom it May Concern:

Ashley Surin suffers from multiple seizure disorders which are only controlled by the use of medical cannabis. The medical cannabis must be given multiple times throughout the day in order to effectively manage her seizure disorders as we are weaning her off the medicines which were interfering with her learning abilities.

Should you have any questions or concerns regarding this matter, please do not hesitate to contact the office.

Sincerely,

A handwritten signature in black ink that reads "Toni Bark M.D." The signature is stylized, with the first name "Toni" and last name "Bark" being more prominent, and "M.D." written in smaller letters to the right.

Toni Bark, M.D.

Steve Glink

From: Maureen <JSMOLIVE@sbcglobal.net>
Sent: Thursday, December 28, 2017 1:35 PM
To: linda@educationrights.com
Subject: Fwd: Follow-up

Correspondence with superintendents office
I think I have one more email too
Sent from my iPhone

Begin forwarded message:

From: toni bark <tonibark@me.com>
Date: December 31, 2016 at 6:02:51 PM CST
To: Maureen <JSMOLIVE@sbcglobal.net>
Subject: Re: Follow-up

they will not agree
you can try hiring a lawyer and filing with ACLU
but short of legal attempts, they won't budge
Toni Bark MD MHEM LEED AP

On Dec 20, 2017, at 4:03 PM, Maureen <JSMOLIVE@sbcglobal.net> wrote:

Worth fighting for still right?

Sent from my iPhone

On Dec 20, 2017, at 3:02 PM, toni bark <tonibark@me.com> wrote:

What I thought

Sent from my iPhone

On Dec 20, 2017, at 2:35 PM, Maureen <JSMOLIVE@sbcglobal.net> wrote:

Sent from my iPhone

Begin forwarded message:

From: "Myers, Nicholas" <NicholasMyers@sd54.k12.il.us>
Date: December 20, 2017 at 2:13:10 PM CST
To: "JSMOLIVE@sbcglobal.net" <JSMOLIVE@sbcglobal.net>
Subject: Follow-up

Dear Ms. Surin,

Thank you for taking time to speak with me earlier today about your request that the District allow the use or administration of medical cannabis for your daughter, Ashley, on school property. You also provided me with a letter dated December 18, 2017, from Toni Bark, M.D.

As a written follow-up to our conversation, District 54 is not able to accommodate your request. Both the Illinois State Board of Education and the Board of Education's legal counsel have advised that while Illinois does allow some legal use of marijuana under the *Compassionate Use of Medical Cannabis Pilot Program Act*, 410 ILCS 130/1 et seq., the law specifically prohibits the possession and use of cannabis on the grounds of any primary or secondary school or on a school bus. I did research your question regarding marijuana oil/products that do not contain THC and any derivative of marijuana is prohibited as well. Neither District employees nor students can possess, use, administer, or facilitate the use of cannabis on school property. There is a special 'caregiving card' that an individual must possess in order to administer cannabis to a minor child. The law also prohibits the use of cannabis in a public place where an individual could reasonably be expected to be observed by others. Public place is defined to include all buildings owned or leased by a unit of local government, which would include a School District. Finally, the law prohibits the use of cannabis knowingly in close physical proximity to anyone under the age of 18 years old.

The ISBE contact person whom we spoke with about your request is Jessica Gerdes. She can be reached at 312-814-5560 or jgerdes@isbe.net if you have any follow up questions or concerns that she can help address. Jessica provided us with the following links to the legal statute related to this issue and supporting information – you may wish to review these links with your advocate.

<http://www.ilga.gov/legislation/ilcs/ilcs3.asp?ActID=3503&ChapterID=35>

<https://www.isbe.net/Pages/School-Health-Issues.aspx>

If you have any questions – please feel free to give me a call at your convenience.

Best-

Nick Myers

Nicholas J. Myers, Ed.D.
Associate Superintendent
Schaumburg School District 54
847.357.5092

STATE OF ILLINOIS)
)
COUNTY OF COOK)

VERIFICATION

We, J.S. and M.S., having been duly sworn on oath, and subject to the penalties of perjury provided by law, do solemnly swear or affirm that we have read the Verified Complaint and Emergency Motion for a Temporary Restraining Order prepared by our attorney and based upon my personal knowledge, state that the contents of these documents are true and correct to the best of our knowledge.

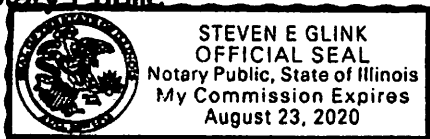
James A. Surin Maureen C. Surin

J.S. and M.S., parents of A.S.

Signed and sworn before me this 10th day of January, 2018

St E. Glink

Notary Public



CIVIL COVER SHEET

The ILND 44 civil cover sheet and the information contained herein neither replace nor supplement the filing and service of pleadings or other papers as required by law, except as provided by local rules of court. This form, approved by the Judicial Conference of the United States in September 1974, is required for the use of the Clerk of Court for the purpose of initiating the civil docket sheet. (See instructions on next page of this form.)

I. (a) PLAINTIFFS

JS and MS as parents of AS

(b) County of Residence of First Listed Plaintiff Cook
(Except in U.S. plaintiff cases)

(c) Attorneys (firm name, address, and telephone number)

Law Offices of Steven Glink, 3338 Commercial Avenue Northbrook, IL.
60062 847-480-7749

DEFENDANTS

Board of Education for Schaumburg School District # 54 and The Sta of Illinois

County of Residence of First Listed Defendant Cook
(In U.S. plaintiff cases only)

Note: In land condemnation cases, use the location of the tract of land involved.

Attorneys (if known)

Darcy Kriha of Franczek Radelet, 300 S. Wacker Dr., Chicago, IL.
312-986-0300 & Illinois Attorney General, 100 W. Randolph Chicago

II. BASIS OF JURISDICTION (Check one box, only.)

- ☐ 1 U.S. Government Plaintiff
- ☒ 3 Federal Question (U.S. Government not a party)
- ☐ 2 U.S. Government Defendant
- ☐ 4 Diversity (Indicate citizenship of parties in Item III.)

III. CITIZENSHIP OF PRINCIPAL PARTIES (For Diversity Cases Only.)

(Check one box, only for plaintiff and one box for defendant.)

- | | PTF | DEF | | PTF | DEF |
|---|----------------------------|----------------------------|---|----------------------------|----------------------------|
| Citizen of This State | <input type="checkbox"/> 1 | <input type="checkbox"/> 1 | Incorporated or Principal Place of Business in This State | <input type="checkbox"/> 4 | <input type="checkbox"/> 4 |
| Citizen of Another State | <input type="checkbox"/> 2 | <input type="checkbox"/> 2 | Incorporated and Principal Place of Business in Another State | <input type="checkbox"/> 5 | <input type="checkbox"/> 5 |
| Citizen or Subject of a Foreign Country | <input type="checkbox"/> 3 | <input type="checkbox"/> 3 | Foreign Nation | <input type="checkbox"/> 6 | <input type="checkbox"/> 6 |

IV. NATURE OF SUIT (Check one box, only.)

CONTRACT	TORTS	PRISONER PETITIONS	LABOR	OTHER STATUTES	
<input type="checkbox"/> 110 Insurance <input type="checkbox"/> 120 Marine <input type="checkbox"/> 130 Miller Act <input type="checkbox"/> 140 Negotiable Instrument <input type="checkbox"/> 150 Recovery of Overpayment & Enforcement of Judgment <input type="checkbox"/> 151 Medicare Act <input type="checkbox"/> 152 Recovery of Defaulted Student Loans (Excludes Veterans) <input type="checkbox"/> 153 Recovery of Veteran's Benefits <input type="checkbox"/> 160 Stockholders' Suits <input type="checkbox"/> 190 Other Contract <input type="checkbox"/> 195 Contract Product Liability <input type="checkbox"/> 196 Franchise	PERSONAL INJURY <input type="checkbox"/> 310 Airplane <input type="checkbox"/> 315 Airplane Product Liability <input type="checkbox"/> 320 Assault, Libel & Slander <input type="checkbox"/> 330 Federal Employers' Liability <input type="checkbox"/> 340 Marine <input type="checkbox"/> 345 Marine Product Liability <input type="checkbox"/> 350 Motor Vehicle <input type="checkbox"/> 355 Motor Vehicle Product Liability <input type="checkbox"/> 360 Other Personal Injury <input type="checkbox"/> 362 Personal Injury - Medical Malpractice	PERSONAL INJURY <input type="checkbox"/> 365 Personal Injury - Product Liability <input type="checkbox"/> 367 Health Care/Pharmaceutical Personal Injury Product Liability <input type="checkbox"/> 368 Asbestos Personal Injury Product Liability	<input type="checkbox"/> 510 Motions to Vacate Sentence Habeas Corpus: <input type="checkbox"/> 530 General <input type="checkbox"/> 535 Death Penalty <input type="checkbox"/> 540 Mandamus & Other <input type="checkbox"/> 550 Civil Rights <input type="checkbox"/> 555 Prison Condition <input type="checkbox"/> 560 Civil Detainee - Conditions of Confinement	<input type="checkbox"/> 710 Fair Labor Standards Act <input type="checkbox"/> 720 Labor/Management Relations <input type="checkbox"/> 740 Railway Labor Act <input type="checkbox"/> 751 Family and Medical Leave Act <input type="checkbox"/> 790 Other Labor Litigation <input type="checkbox"/> 791 Employee Retirement Income Security Act	<input type="checkbox"/> 375 False Claims Act <input type="checkbox"/> 376 Qui Tam (31 USC 3729 (a)) <input type="checkbox"/> 400 State Reapportionment <input type="checkbox"/> 410 Antitrust <input type="checkbox"/> 430 Banks and Banking <input type="checkbox"/> 450 Commerce <input type="checkbox"/> 460 Deportation <input type="checkbox"/> 470 Racketeer Influenced and Corrupt Organizations <input type="checkbox"/> 480 Consumer Credit <input type="checkbox"/> 490 Cable/Sat TV <input type="checkbox"/> 850 Securities/Commodities/Exchange <input type="checkbox"/> 890 Other Statutory Actions <input type="checkbox"/> 891 Agricultural Acts <input type="checkbox"/> 893 Environmental Matters <input type="checkbox"/> 895 Freedom of Information Act <input type="checkbox"/> 896 Arbitration <input type="checkbox"/> 899 Administrative Procedure Act/Review or Appeal of Agency Decision <input type="checkbox"/> 950 Constitutionality of State Statutes
REAL PROPERTY	CIVIL RIGHTS	BANKRUPTCY	FORFEITURE/PENALTY	SOCIAL SECURITY	
<input type="checkbox"/> 210 Land Condemnation <input type="checkbox"/> 220 Foreclosure <input type="checkbox"/> 230 Rent Lease & Ejectment <input type="checkbox"/> 240 Torts to Land <input type="checkbox"/> 245 Tort Product Liability <input type="checkbox"/> 290 All Other Real Property	<input checked="" type="checkbox"/> 440 Other Civil Rights <input type="checkbox"/> 441 Voting <input type="checkbox"/> 442 Employment <input type="checkbox"/> 443 Housing/Accommodations <input type="checkbox"/> 445 Amer. w/Disabilities - Employment <input checked="" type="checkbox"/> 446 Amer. w/Disabilities - Other <input checked="" type="checkbox"/> 448 Education	<input type="checkbox"/> 422 Appeal 28 USC 158 <input type="checkbox"/> 423 Withdrawal 28 USC 157 IMMIGRATION <input type="checkbox"/> 462 Naturalization Application <input type="checkbox"/> 463 Habeas Corpus - Alien Detainee (Prisoner Petition) <input type="checkbox"/> 465 Other Immigrant Actions	<input type="checkbox"/> 625 Drug Related Seizure of Property 21 USC 881 <input type="checkbox"/> 690 Other	<input type="checkbox"/> 861 HIA (1395f) <input type="checkbox"/> 862 Black Lung (923) <input type="checkbox"/> 863 DIWC/DIWW (405(g)) <input type="checkbox"/> 864 SSID Title XVI <input type="checkbox"/> 865 RSI (405(g))	
				FEDERAL TAXES	
				<input type="checkbox"/> 870 Taxes (U.S. Plaintiff or Defendant) <input type="checkbox"/> 871 IRS—Third Party 26 USC 7609	

V. ORIGIN (Check one box, only.)

- ☒ 1 Original Proceeding
- ☐ 2 Removed from State Court
- ☐ 3 Remanded from Appellate Court
- ☐ 4 Reinstated or Reopened
- ☐ 5 Transferred from Another District (specify)
- ☐ 6 Multidistrict Litigation
- ☐ 8 Multidistrict Litigation Direct File

VI. CAUSE OF ACTION (Enter U.S. Civil Statute under which you are filing and write a brief statement of cause.)

20 USC 1400 et al- State Medical Cannabis law unconstitutional

VII. Previous Bankruptcy Matters (For nature of suit 422 and 423, enter the case number and judge for any associated bankruptcy matter previously adjudicated by a judge of this Court. Use a separate attachment if necessary.)**VIII. REQUESTED IN COMPLAINT:**

☐ Check if this is a class action under Rule 23, F.R.Cv.P.

DEMAND \$ 0

Check Yes only if demanded in complaint.

JURY DEMAND: ☐ Yes ☒ No**IX. RELATED CASE(S)** (See instructions)

IF ANY

Judge

Case Number

X. Is this a previously dismissed or remanded case? ☐ Yes ☒ No If yes, Case #

Date

Signature of attorney of record

Name of Judge

1/10/18

s/ Steven Glink