

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Student Information

☐ Draft
☒ Approved
☐ Amended

MARYLAND STATE DEPARTMENT OF EDUCATION (MSDE) DIVISION OF SPECIAL EDUCATION/EARLY INTERVENTION SERVICES (Form approved by MSDE for use July 01, 2022)

Name: Mava Ayaz

Agency: Anne Arundel County Public Schools

IEP Team Meeting Date: 05/04/2023

STUDENT AND SCHOOL INFORMATION

Name: Mava Ayaz

Address: 573 Richard Way

City: Severna Park

State: MD

ZipCode: 21146

Grade: 09

Unique Student Identification Number (State): 3789053842

Student Identification Number (Local): 670972

Date of Birth: 02/07/2008

Age: 15

Gender: ☐ Male ☒ Female ☐ Non-binary

Ethnicity: Hispanic or Latino: ☐ Yes ☒ No Race Codes: Asian

Student identified as English Learner: ☐ Yes ☒ No

Student's native language: English

Residence County: Anne Arundel

Residence School: Severna Park High School

Service County: Anne Arundel

Service School: Severna Park High School

Does the student require a specific accommodation for an emergency evacuation? ☐ Yes ☒ No

Which jurisdiction is financially responsible?: Anne Arundel

Is the student currently under the care and custody of a state agency?: ☐ Yes ☒ No

Does the student require a parent surrogate?: ☐ Yes ☐ No

Parent Surrogate Name:

Surrogate Phone:

Parent/Guardian 1 Name: Sarwat Naheed

Home Phone: (443)858-3530

Cell: 443-858-3530 (Mom)

Email: yazee1169@gmail.com

Parent native language, if not English: Urdu

Interpreter needed?: ☐ Yes ☒ No

Parent/Guardian 2 Name: Ayaz Hussain Qureshi

Home Phone: (443)761-9102

Cell: 443-858-3530 (Dad)

Email: yazee1169@gmail.com

Parent native language, if not English: Urdu

Interpreter needed?: ☐ Yes ☒ No

Case Manager: Noelle Cruder

IEP Team Meeting Date(s): 05/04/2023

IEP Annual Review Date: 05/04/2023

☒ Parent was provided a copy of the *Procedural Safeguards Parental Rights* document.

☒ The parents were provided a verbal and written explanation of the parents' rights and responsibilities in the IEP team process.

☒ Parents were provided verbal and written information about access to habilitative services, including a copy of the Maryland Insurance Administration's Parents' Guide to Habilitative Services.

Native Language Translation: ☒ N/A

Projected Annual Review Date: 05/03/2024

Most Recent Evaluation Date: 05/08/2023

Projected Evaluation Date: 05/08/2026

Primary Disability: Autism

Areas affected by disability: Reading - Vocabulary, Reading - Comprehension, Written Expression, Math Problem Solving, Behavior, Cognitive/Intellectual, Adaptive Skills, Receptive Language, Social Pragmatic Language

IEP TEAM PARTICIPANTS

Name	Position	Name	Position
Kathleen McNemar	Administrator/Designee		
Noelle Cruder	Special Educator		

Nicholas Marks	General Educator		
Sarwat Naheed	Parent/Guardian		
Ayaz Hussain Qureshi: not in attendance	Parent/Guardian		
Mava Ayaz: not in attendance	Student		
Tarinee Gilbertson	Speech/Language Pathologist		
Alexandra Meyer	School Psychologist		

Individualized Education Program (IEP)**I. Meeting And Identifying Information**

MARYLAND STATE DEPARTMENT OF EDUCATION (MSDE) DIVISION OF SPECIAL EDUCATION/EARLY INTERVENTION SERVICES (Form approved by MSDE for use July 01, 2022))

Name: Mava Ayaz**Agency:** Anne Arundel County Public Schools**IEP Team Meeting Date:** 05/04/2023**CONTINUED ELIGIBILITY DATA (Required for reevaluation at least once every three years)****Specify the area(s) identified for reevaluation:** Cognitive/Intellectual
Adaptive Skills**Discussion to support decision:** The team reevaluated Mava in the areas above to see if there were other contributing factors affecting Mava outside of her diagnosis of autism. At the time of the referral, Mava was exhibiting explosive temper tantrums in both the home and school environment.**Evaluation Date:** 05/08/2023 *(This is the most recent date on which the IEP team completed a full and comprehensive review of all assessment materials.)***Does the student continue to have a disability and such educational needs that require the continued provision of special education and related services?** ☒ Yes ☐ No**Are any additions or modifications to special education and related services needed to enable the student to meet the measurable annual goals set out in the student's IEP and to participate, as appropriate, in the general education curriculum?** ☒ Yes ☐ No**Eligible as a student with a disability?** ☒ Yes ☐ No**Document basis for decision(s):** Mava's cognitive skills remain in the extremely low range in the areas of verbal comprehension, visual spatial, fluid reasoning, working memory, and processing speed. Adaptive skills measured to be within the extremely low range for conceptual skills, social composite, and practical skills. Mava's frequent behaviors of emotional meltdowns have diminished since the time of the referral.**Indicate primary disability:** Autism

Individualized Education Program (IEP)

MARYLAND STATE DEPARTMENT OF EDUCATION (MSDE)

DIVISION OF SPECIAL EDUCATION/EARLY INTERVENTION SERVICES (Form approved by MSDE for use July 01, 2022)

I. Meeting And Identifying Information

Name: Mava Ayaz

Agency: Anne Arundel County Public Schools

IEP Team Meeting Date: 05/04/2023

STUDENT PARTICIPATION ON DISTRICT/STATEWIDE ASSESSMENTS AND GRADUATION INFORMATION

Graduation requirements explained to parents ☒ Yes ☐ No

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

Record any additional local graduation requirements:

Projected Category of Exit

The student will exit with:

☒ Certificate of Program Completion at the end of the school year the student turns 21

Projected Date of Exit:

The student is participating in a 6 year program and is projected to exit/graduate school: 06/01/2028

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

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

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

☐ The student is not eligible to participate in statewide/district testing. Statewide/District testing is administered beginning in first grade.

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

- **English Language Arts/Literacy:** ☐ Yes ☐ No **Mathematics:** ☐ Yes ☐ No **Social Studies:** ☐ Yes ☐ No

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

- **English Language Arts/Literacy:** ☐ Yes ☐ No **Algebra I:** ☐ Yes ☐ No **Geometry:** ☐ Yes ☐ No **Algebra II:** ☐ Yes ☐ No

The student will participate in the **Maryland Integrated Science Assessment (MISA)** aligned with Next Generation Science Standards (NGSS) in assessed grade - **(Grades 5 and 8)** ☐ Yes ☐ No

The student will participate in the **High School Maryland Integrated Science Assessment (MISA)** aligned with Next Generation Science Standards (NGSS) in assessed grade ☐ Yes ☐ No

The student will participate in the **Maryland High School Assessment (HSA)** in assessed course - **Government:** ☐ Yes ☐ No

Has the School-based IEP team determined that the student should participate in an **alternate assessment** based on alternate academic achievement standards? ☒ Yes ☐ No
(Complete the required Appendix A (Alternate Checklist) of the Guidance for IEP Teams: Participation Decisions for the Alternative Assessments and Instruction Using Alternate Standards document annually and file in the student's electronic IEP folder.)

Does the parent consent to the student participating in an alternate assessment based on alternate academic achievement standards in assessed grade in • English Language Arts (Grades 3-8, 11) • Mathematics (Grades 3-8, 11) • Science (Grades 5, 8, 11, only)?

☒ Yes- Date of written consent: 07/07/2022

PLAN FOR PARTICIPATION IN INSTRUCTION USING ALTERNATE STANDARDS

Has the School-based IEP team determined that the student will be instructed using alternate standards, which, if continued, will result in not earning credits toward a Maryland High

School Diploma?

(Complete the required Appendix A (Alternate Checklist) of the Guidance for IEP Teams: Participation Decisions for the Alternative Assessments and Instruction Using Alternate Standards document annually and file in the student's electronic IEP folder.)

☒ Yes ☐ No

Does the parent consent to the student being instructed using alternate standards?

☒ Yes- Date of written consent: 05/11/2023

Document basis for assessment decision(s): Mava has a severe disability that significantly impacts cognitive functioning and adaptive behaviors. Mava is learning skills that focus on emerging, readiness, and/ or functional application of the general curriculum and requires extensive modification and instruction to learn and generalize skills across multiple settings. In addition, Mava requires ongoing instruction in functional skills and requires extensive support to participate meaningfully in daily activities. Mava meets the criteria to participate in Alt-Assessment. See attached criteria.

Student is pursuing a: ☐ Maryland High School Diploma ☒ Maryland High School Certificate of Program Completion

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

Complete for high school seniors that may be eligible for an HSA waiver

IEP team has discussed the criteria of the waiver decision-making process for the student and supports an HSA waiver recommendation to the local superintendent.

☐ Yes (If yes, specify date recommended) ☐ No

PARTICIPATION CRITERIA AND CHECKLIST--Alternate Assessments

Student Name: Mava Ayaz

Student ID#: 670972

Date of Birth: 02/07/2008

Grade: 09

Gender: Female

Disability: Autism

Native Language: English

SASID#: 3789053842

LEA#: 02

IEP Teams are required to use this *Participation Criteria and Checklist* when determining eligibility for students with a "significant cognitive disability" for participation in the alternate assessments and/or alternate instructional standards. In order for the student to be eligible to participate, the IEP Team must answer **AGREE** to **ALL** of the criteria items. **If the IEP Team disagrees, responding with a DISAGREE for one or more questions, the IEP Team should consider the student eligible for participation in the general assessments with or without accommodations.** The IEP Team must use multiple sources of information, such as the current IEP, results from formal and informal assessments, data gathered from classroom assessments, and information gathered from parent/guardian/student that document academic achievement to guide the decision-making process for participation in the appropriate instructional framework and statewide assessment. This form must be stored in the student's electronic file.

Date of Meeting: 05/04/2023

Student Name: Mava Ayaz

Student ID#: 670972

Date of Birth: 02/07/2008

Date of Meeting: 05/04/2023

Maryland Alternate Assessment Participation Criteria	Agree Or Disagree	Description of Evidence	Sources of Evidence [check if used]
1. The student has an Individualized Education Program (IEP). that includes specially designed instruction comprised of accommodations, evidence-based practices, program modifications, personnel support, and evidence the student cannot access the general education despite ongoing interventions.	☒ Agree ☐ Disagree	Mava accesses academics in the school setting utilizing structured supports identified in her IEP. Mava's disability of autism impacts her ability to learn in the areas of reading, math, and written expression in the general education curriculum. Mava requires adult support throughout the school day in all school settings for behavior support and to encourage appropriate behavior as well as on-task behavior (work completion), and to help Mava access material in classes and participate in activities with peers. Weaknesses in social pragmatic and receptive language make it difficult for Mava to understand orally presented information and clearly and efficiently express her thoughts and ideas across academic and social settings.	☒ IEP progress notes ☐ Teacher reports ☒ Impact statement ☐ Other:
2. The student has a significant cognitive disability that impacts intellectual functioning and adaptive behavior. A significant cognitive disability is pervasive and affects learning across all content areas, independent functioning, community living, leisure, and vocational activities.	☒ Agree ☐ Disagree	Information collected from both cognitive assessments and Adaptive measures of functioning note that Mava's scores are significantly below those of same age peers.	☒ Results of Individual Cognitive Ability Test ☒ Results of Adaptive Behavior Skills Assessment ☐ Results of individual and group administered achievement tests ☐ Results of informal assessments ☐ Results of individual English Language

			Arts, Science, and Mathematics assessments ☐ Results of district-wide assessments ☐ Results of language assessments including English Learner (EL) language assessments if applicable
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Student Name: Mava Ayaz

Student ID#: 670972

Date of Birth: 02/07/2008

Date of Meeting: 05/04/2023

Maryland Alternate Assessment Participation Criteria	Agree Or Disagree	Description of Evidence	Sources of Evidence [check if used]
3. The student is learning content derived from the Maryland College and Career-Ready Standards (MCCRS). In English/language arts and the Next Generation Science Standards with grade-level curriculum significantly modified in order for the student to access knowledge and skills that allow the student to make progress.	☒ Agree ☐ Disagree	Mava is accessing the essential elements in order to access academic instruction and modifications to address her needs. Adult support, supports Mava by providing specialized instruction and modified content in academic tasks as well as throughout school settings. Mava is currently accessing content derived from MCCRS in ELA through the Unique Curriculum.	☒ Examples of curriculum, instructional objectives and materials, including work samples ☒ Present levels of academic and functional performance, goals and objectives from the IEP ☐ Data from scientific research-based interventions ☒ Progress monitoring data
4. The student requires extensive, direct, repeated, and individualized instruction and substantial supports to achieve measurable gains in the grade-and age- appropriate This instruction is not temporary or transient in nature. The student uses substantially modified materials and individualized methods of accessing information in alternative ways to acquire, maintain, demonstrate, and transfer skills across academic content.	☒ Agree ☐ Disagree	Mava requires adult support in school settings to support positive behavior and help her access grade-level content and connect/interact with grade-level peers in general education encore classes. Mava requires repetition of directions to ensure she stays on task or understands what is being asked of her. Mava uses a token chart throughout her school day to reinforce positive behavior and earn preferred breaks. Mava requires a consistent schedule and needs advanced preparation for schedule changes. Mava needs frequent reminders of class rules and adult support to encourage or reinforce behavior in academic and non-academic settings so Mava can be successful in the school environment. Mava requires modified content with picture support so she is able to access content.	☒ Examples of curriculum, instructional objectives, and materials including work samples from both school and community-based instruction ☐ Teacher collected data and checklists ☒ Present levels of academic and functional performance, goals and objectives, and post school outcomes from the IEP and the Transition Plan for students age 14 and older unless State policy or the IEP team determines a younger age is appropriate

The criteria for participation in the alternate assessments and/or alternate instructional standards reflect the pervasive nature of a significant cognitive disability. All content areas should be considered when determining who should participate. A student who participates in the Alternate Assessments participates in the assessment for all content areas of English/Language Arts, Mathematics, and Science.

Student Name: Mava Ayaz

Student ID#: 670972

Date of Birth: 02/07/2008

Date of Meeting: 05/04/2023

Evaluation Review of Cognitive/Adaptive Ability:

Individual Cognitive Ability Assessment:

Name and Title of Examiner: Alexandra Meyer

Most Recent Test Date: 04/17/2023

Assessment: WISC V

Score(s): Verbal Comprehension 50

Visual Spatial 61

Fluid Reasoning 58

Working Memory 45

Full Scale IQ 45

Assessment Comments: Mava was given the Wechsler Intelligence Scale for Children- Fifth Edition (WISC-V), an individually administered test of cognitive ability. The WISC-V has 10 core subtests and there are five main composites Verbal Comprehension, Visual Spatial, Fluid Reasoning, Working Memory, and Processing Speed. Mava's overall Full-Scale IQ fell within the extremely low range (Standard Score = 45).

Educational Assessment:

Name and Title of Examiner: Sara Hayden

Most Recent Test Date: 06/06/2022

Assessment: Brigance

Score(s): Geometry: Mava was given an assessment on identifying congruent figures. Mava scored a 2/5 or 40% accuracy. Mava was also given an assessment assessing her ability to identify similar solid figures with same shape. Mava scored 100% or 5/5 on the given assessment indicating mastery.

Number Sense: Mava was given an assessment that measured her ability to find the sum for addition problems with up to two-digit numbers. Without a calculator, Mava was able to solve 0/5 problems using regrouping. With calculator, Mava was able to solve 5/5 problems with 100%. Mava was given an assessment assessing her ability to compare or order a pair or group of two- or three- digit numbers. Mava scored 3/5 or 60% on comparing numbers. Mava scored 0/5 on finishing a given number pattern.

Number Patterns: Number pattern assessment was given to Mava to assess her ability to extend number patterns. When required to write a missing number within a given pattern (2's, 5s, 10s, 100s), Mava was unable to do so (0/5 = 0%).

Given a word recognition grade placement test, Mava scored 9/10 on the 3rd grade word list and 3/10 on the 4th grade list. Mava scores place her at the 3rd grade level for word recognition.

Mava was given an oral reading assessment to assess the level that she is able to read material with an accuracy of at least 97% accuracy. Mava was able to read a 4th grade passage with at least 97% accuracy independently. Mava struggled with harder vocabulary in the 5th grade text and scored a 92% accuracy.

Assessment Comments: Reading

Abilities: Mava was able to read and identify 90% of words from the 3rd grade word placement assessment. Mava was able to go back and self-correct when originally mispronouncing a word. Mava was given an oral reading assessment to assess the level that she is able to read material with an accuracy of at least 97% accuracy. Mava was able to read a 4th grade passage with at least 97% accuracy independently. While Mava struggled with more difficult vocabulary from a 5th grade text, she was able to read the text aloud with a 92% accuracy. (Brigance does require student to get at least 97% accuracy for grade placement). Mava was given a comprehension assessment that assessed Mava's ability to read a short passage then answer a series of comprehension questions. Mava was able to score at least 80% accuracy on comprehension assessments up to an upper 2nd grade level.

Difficulties: When given the 4th grade word recognition placement assessment, Mava was only able to identify and read 30% of words. Mava struggled with harder vocabulary in the 5th grade text and scored a 92% accuracy on oral reading assessment. Mava struggled when given a 3rd grade comprehension assessment after a short passage and was only able to score a 40% (2/5 questions correct).

Math:

Abilities: Mava was able to identify similar figures with solid shapes with 100% accuracy on given assessment. Mava was able to solve 5/5 problems (100%) of 2-digit numbers using a calculator.

Difficulties: Mava struggled when asked to identify congruent figures. She was only able to do so with 40% accuracy. Mava showed difficulty with comparing two-digit numbers and was only

able to do so with 60% accuracy. Mava struggled with finishing number patterns (2's, 5's, 10's, 100's); 0% accuracy.

Student Name: Mava Ayaz

Student ID#: 670972

Date of Birth: 02/07/2008

Date of Meeting: 05/04/2023

Adaptive Skills Assessment:

Name and Title of Examiner: Alexandra Meyer

Most Recent Test Date: 04/26/2023

Assessment: ABAS-3

Score(s): General Adaptive 52

Social 66

Conceptual 54

Social 66

Assessment Comments: The General Adaptive Composite (GAC) reflects the individual's overall adaptive skills and is based on a sum of the scores from the skill areas. The results of the ABAS-3 Teacher Form reveal many adaptive skills deficits in Mava. Mava's weakest area of functioning was observed regarding her Conceptual skills. Specifically Mava's self-direction, community use, health and safety, and self-care skills are significantly weaker when compared to same age peers.

Please use this space to include any additional assessment data/scores that guide the IEP Team discussion (optional):

*All Standard and Composite Scores shall be considered when reviewing multiple sources of data. **If documentation in one of the requested areas is not available, a detailed explanation is required below.** Please include any medical or other information that may have prevented administration of the assessment in the requested areas.

Agree	Disagree	
		<i>Evidence shows that the decision for participating in the Maryland Alternate Assessments was not based on the list below.</i> To consider a student eligible for participation in alternate assessments, The IEP Team must also answer <u>AGREE</u> to <u>ALL</u> of the items listed below. NOTE: A DISAGREE response indicates the student <u>did not meet the eligibility criteria for Maryland Alternate Assessments</u> and, therefore, the student will participate in the general curriculum and the MSA or GENERAL ASSESSMENT assessments with or without accommodations, as appropriate, based on her IEP. Please refer to the <i>Maryland Assessment, Accessibility & Accommodations Policy</i> Manual for more information about accommodations and Maryland assessments.
☒	☐	1. A disability category or label
☒	☐	2. Poor Attendance or extended absences
☒	☐	3. Native language/social/cultural or economic differences
☒	☐	4. Expected poor performance on the general education assessment
☒	☐	5. Academic and other services the student receives
☒	☐	6. Educational environment or instructional setting
☒	☐	7. Percent of time receiving special education services
☒	☐	8. English Learner (EL) status
☒	☐	9. Low reading and mathematics achievement level
☒	☐	10. Anticipated disruptive behavior
☒	☐	11. The impact of test scores on accountability system
☒	☐	12. Administrator decision
☒	☐	13. Anticipated emotional stress



14. Need for accommodations, e.g. assistive technology/AAC to participate in the assessment process

Student Name: Mava Ayaz

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Date of Meeting: 05/04/2023

IEP Team Statement of Assurance: *Our decision was based on multiple pieces of evidence that, when taken together, demonstrated that the Maryland Alternate Assessments are appropriate for this student; that her academic instruction will be based on the CCCs linked to the MCCRS; that the additional considerations listed above were not used to make this decision; and that any additional implications of this decision were discussed thoroughly, including that participation in the Maryland Alternate Assessments will not qualify a student for a regular high school diploma. 34 CFR § 300.160.d.*

	Agree	Disagree	Name	Position
	☒	☐	Kathleen McNemar	IEP Facilitator
	☒	☐	Noelle Cruder	Special Education Teacher
	☒	☐	Nicholas Marks	Special Education Dept. Chair
	☒	☐	Tarinee Gilbertson	Speech/Language Pathologist
	☒	☐	Alexandra Meyer	School Psychologist
	☒	☐	Sarwat Naheed	Parent

Eligibility Criteria:

As documented through the eligibility criteria and additional criteria listed above, it has been determined that the student is being instructed with modified grade-level content standards, which do not fully represent grade level content. Therefore, the student may not earn proficient scores on the general assessments even with the provision of accommodations.

☒ Agree ☐ Disagree

If the IEP Team checked Disagree above, the student **does not meet the eligibility criteria for the alternate assessments and/or alternate instructional standards** as listed above and, therefore, the student will participate in the general assessments, with or without accommodations, as appropriate, based on her IEP. Refer to the Maryland Assessment, Accessibility, & Accommodations Policy Manual for more information about accommodations and Maryland's assessments.

Assessment Participation:

The IEP Team agreed that the student met all criteria listed on this eligibility tool; therefore, the IEP Team determined the student eligible to participate in the alternate assessments and/or alternate instructional standards.

☒ Agree ☐ Disagree

The historical data (current and longitudinal across multiple settings) justify the IEP Team's decision for the student to participate in the Maryland Alternate Assessments?

☒ Agree ☐ Disagree

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Please use the space below to provide justification of the IEP Team decision:

Based on a comprehensive review of all relevant standardized assessments, curriculum based performance, and discussion of the eligibility tool, the team determined that Mava meets the eligibility criteria to qualify with participation in an alternate curriculum program and to take the Maryland Alternate Assessments at the appropriate grade levels.

Please use the space below to document any disagreement with this decision by any IEP Team member:

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

I. MEETING AND IDENTIFYING INFORMATION

MARYLAND STATE DEPARTMENT OF EDUCATION (MSDE) DIVISION OF SPECIAL EDUCATION/EARLY INTERVENTION SERVICES (Form approved by MSDE for use July 01, 2022)

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ENGLISH LANGUAGE PROFICIENCY SUMMARY

Is the student an English Learner? ☐ Yes ☒ No

What was the student's performance on the English language proficiency assessment?

Assessment Date: Overall Composite Score:

☐ Entering ☐ Emerging ☐ Developing ☐ Expanding ☐ Bridging ☐ Reaching

OR

What was the student's performance on the alternate English language proficiency assessment?

Assessment Date: Overall Composite Score:

☐ Initiating ☐ Exploring ☐ Engaging ☐ Entering ☐ Emerging

STATEWIDE MARYLAND COMPREHENSIVE ASSESSMENT PROGRAM (MCAP) PERFORMANCE SUMMARY

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

Overall Performance	☐ EMERGING ☐ APPROACHING ☐ DEMONSTRATING	Domain Level Performance	Score	Range
	☐ OTHER (one or more assessment items not accessible due to disability resulting in a Not Scorable rating)	Language and Literacy		202-298
	☐ INCOMPLETE ASSESSMENT (some or all items were not complete)	Mathematics		202-298
		Social Foundations		202-298
Overall Score	(Range: 202-298)	Physical Well Being and Motor Development		202-298

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

MCAP	Current Scale Score		Last Year's Scale Score		Most Current Proficiency Levels				
	Grade	Scale Score	Grade	Scale Score	Level 1	Level 2	Level 3	Level 4	Level 5
English Language Arts					☐	☐	☐	☐	☐
Mathematics					☐	☐	☐	☐	☐
Algebra I, as applicable					☐	☐	☐	☐	☐
Social Studies (Grade 8)									
MISA	Grade	Scale Score	Grade	Scale Score		Level 2	Level 3	Level 4	Level 5
Science (Grade 5, 8 only)						☐	☐	☐	☐

What was the student's performance, if applicable, on HSAs as of ?

High School Assessments (HSAs)	Passing Score	Student's 1 st Score	Student's 2 nd Score	Student's Highest Score	Meets Standards	Bridge Plan Participant	Substitute Assessment
Algebra/Data Analysis ☐ Mod	412				☐ Yes ☐ No	☐ Yes ☐ No	☐ Yes ☐ No
Biology ☐ Mod	400				☐ Yes ☐ No	☐ Yes ☐ No	☐ Yes ☐ No
English ☐ Mod	396				☐ Yes ☐ No	☐ Yes ☐ No	☐ Yes ☐ No
Government ☐ Mod	394				☐ Yes ☐ No	☐ Yes ☐ No	☐ Yes ☐ No
Combined Score with Gov't	1602				☐ Yes ☐ No	☐ Yes ☐ No	☐ Yes ☐ No
Combined Score w/out Gov't	1208				☐ Yes ☐ No	☐ Yes ☐ No	☐ Yes ☐ No
High School MISA					☐ Yes ☐ No	☐ Yes ☐ No	☐ Yes ☐ No

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

MCAP	Most Current Scale Score	Previous Scale Score	Most Current Proficiency Level					Meets Standards	Bridge Plan Participant	Substitute Assessment
			Level 1	Level 2	Level 3	Level 4	Level 5			
English Language Arts/Literacy (Grade 10)			☐	☐	☐	☐	☐	☐ Yes ☐ No	☐ Yes ☐ No	☐ Yes ☐ No
Algebra I			☐	☐	☐	☐	☐	☐ Yes ☐ No	☐ Yes ☐ No	☐ Yes ☐ No
Geometry			☐	☐	☐	☐	☐	☐ Yes ☐ No	☐ Yes ☐ No	☐ Yes ☐ No
Algebra II			☐	☐	☐	☐	☐	☐ Yes ☐ No	☐ Yes ☐ No	☐ Yes ☐ No

What was the student's performance, if applicable, on alternate assessment as of 03/15/2022?

DLM	Scale Score	Most Current Proficiency Levels			
		Level 1	Level 2	Level 3	Level 4

	English Language Arts	1231	☐	☒	☐	☐
	Mathematics	1237	☐	☒	☐	☐
	Alt-MISA (DLM)	Scale Score	Emerging	Approaching the Target	Target	Advanced
	Science (Grade 5, 8, 11 only)		☒	☐	☐	☐

Individualized Education Program (IEP)

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Agency: Anne Arundel County Public Schools

IEP Team Meeting Date: 05/04/2023

Reading - Vocabulary

Document student's academic achievement and functional performance levels in academic areas, as appropriate.

Source(s): Brigance Comprehensive Inventory of Basic Skills II
Work Samples Classroom Teacher Reports Progress Reports

Current Instructional Grade Level Performance: Approximately the first grade level

(Consider multiple data sources including: Individualized assessment results, classroom based assessments, district assessments, classroom based observations, parent information, student input and general education teacher input in relevant areas.)

Instructional Grade Level Performance Trend Data (document the student's rate of growth over the past two years):

School Year	Instructional Grade Level Performance
2021-2022	Approx. grades 2-3 when backmapping common core curriculum
2020-2021	Approx. grades 2-3 when backmapping common core curriculum

Summary of Assessment Findings (Including dates of administration): Mava was given two sections of the Brigance Comprehensive Inventory of Basic Skills II on 4/24/23. The first section was the word recognition section where she had to read a list of 10 words. She was successful to the 4th grade level on this section. The next section was the reading vocabulary section.

Strengths: Mava is able to follow along when a story is read aloud on the Smartboard with prompting. She will begin her reading classwork assignments with minimal prompting. Mava is able to read sight words to the 4th grade level. Mava is able to read her monthly vocabulary words after they are modeled with a high degree of accuracy. She is able to follow a classroom routine with minimal prompting. Mava will come up to the Smartboard to answer questions when asked.

Needs: In the reading vocabulary section, Mava was presented with a list of 5 words and she had to determine what word didn't belong (ex: white, five, blue, yellow, brown). She was unable to complete the first-grade section. Mava has difficulty identifying the meaning of content vocabulary as well as functional vocabulary words. She also struggles with using context clues to help her determine meaning of unknown words. Mava also requires prompting to stay on task and attend to lessons presented to her.

Does this area impact the student's academic achievement and/or functional performance? ☒ Yes ☐ No

Reading - Comprehension

Document student's academic achievement and functional performance levels in academic areas, as appropriate.

Source(s): Brigance Comprehensive Inventory of Basic Skills II
Work Samples Classroom Teacher Reports Progress Reports

Current Instructional Grade Level Performance: Approximately the first grade level

(Consider multiple data sources including: Individualized assessment results, classroom based assessments, district assessments, classroom based observations, parent information, student input and general education teacher input in relevant areas.)

Instructional Grade Level Performance Trend Data (document the student's rate of growth over the past two years):

School Year	Instructional Grade Level Performance
2021-2022	Approx. grades 2-3 when backmapping common core curriculum
2020-2021	Approx. grades 2-3 when backmapping common core curriculum

Summary of Assessment Findings (Including dates of administration): Mava was given sections of the Brigance Comprehensive Inventory of Basic Skills II on 4/24/23. These 3 sections were all related to reading comprehension. The first section was the listening comprehension section. A short paragraph was read to Mava and questions were asked about the text. She was successful to the lower 1st grade level. The next 2 comprehension sections were the long and short passage comprehension where she had to read a paragraph and answer questions about the text. The long passage she scored below the 1st grade level and the short passage she scored at the lower 1st grade level.

Strengths: Mava is able to follow along when a story is read aloud on the Smartboard with prompting. She will begin her reading classwork assignments with minimal prompting. She is able to follow a classroom routine with minimal prompting. Mava will come up to the Smartboard to answer questions when asked. She is able to answer simple, basic, "Wh" multiple choice questions about a text when presented with picture choices and simple words. .

Needs: Mava still has difficulty identifying what word from a story completes a sentence. When she is presented with a higher level of "Wh" questions with no picture supports, she has difficulty answering the questions correctly. Mava also has difficulty identifying a sequence of events of a story. Mava needs to be prompted to stay focused when a story is read aloud and when completing her classwork.

Does this area impact the student's academic achievement and/or functional performance? ☒ Yes ☐ No

Written Expression

Document student's academic achievement and functional performance levels in academic areas, as appropriate.

Source(s): informals, work samples, progress reports

Summary of Assessment Findings (Including dates of administration): Area of strength: Taken from the

Current Instructional Grade Level Performance: mid 2nd grade
(Consider multiple data sources including: Individualized assessment results, classroom based assessments, district assessments, classroom based observations, parent information, student input and general education teacher input in relevant areas.)

Instructional Grade Level Performance Trend Data (document the student's rate of growth over the past two years):

School Year	Instructional Grade Level Performance
2021-2022	2nd-3rd grade with backmapping

3/31/23 progress report "Mava is able to respond to an opinion writing prompt by writing 2-3 details or reasons to support her opinion or point of view with 88% accuracy (3/23/23, 3/24/23, 3/24/23) in the 3 out of 3 trials presented when given several staff prompts to continue working, sentence starters, and a preferred topic of interest. Mava is able to respond to an opinion writing prompt by writing a 3-4 sentence paragraph and conclude her paragraph with a closing sentence summarizing her opinion or point of view with 75% accuracy (3/23/23, 3/24/23, 3/24/23) in the 3 out of 3 trials presented when given a sentence starter and prompting to reference her introductory sentence. Mava is able to respond to an opinion writing prompt by writing a 3-4 sentence paragraph and can independently check her work using a self-checklist with 66% accuracy (3/23/23, 3/24/23, 3/24/23) in the 3 out of 3 trials presented when given 1:1 and faded prompting to reference model. Mava is able to correctly identify most of her personal information (first name, last name, no middle name, street address, parents names, phone number) and place it in the corresponding spots on a velcro chart.

Areas of need: Mava continues to need to work on filling out a job application utilizing a reference chart with fading. Mava continues to work on identifying her zip code, state, and city consistently when asked to place them in the correct spot on her velcro chart. Mava is working on identifying and creating a list of references that she can use on a job application as well as special skills or interests she has. Mava continues to work on proof reading and editing her work for mistakes such as capitalization, any punctuation, and spacing.

Does this area impact the student's academic achievement and/or functional performance? ☒ Yes ☐ No

Math Problem Solving

Document student's academic achievement and functional performance levels in academic areas, as appropriate.

Source(s): Math informal assessments, work samples, progress reports
Current Instructional Grade Level Performance: 2nd-3rd when back mapping common

(Consider multiple data sources including: Individualized assessment results, classroom based assessments, district assessments, classroom based observations, parent information, student input and general education teacher input in relevant areas.)

Instructional Grade Level Performance Trend Data (document the student's rate of growth over the past two years):

School Year	Instructional Grade Level Performance
2021-2022	Approx. grades 2-3 when back mapping common

Summary of Assessment Findings (Including dates of administration): Areas of strength: Taken from 3/31/23 math problem solving progress report "Mava is able to identify elapsed time to the nearest 1/2 hour with 100% accuracy (3/8/23) in the 4 out of 5 trials presented when given a 'Judy clock,' prompting to continue, and pictures. Mava is able to identify the elapsed time to the nearest 1/4 hour with 83% accuracy (1/26/23, 2/8/23) in the 4 out of 5 presented trials when given a 'Judy clock,' staff modeling, several prompts, and large visuals." Taken from the 1/24/23 number sense progress report "Mava has achieved this goal on 1/24/2023 based on 100% accuracy when independently completing worksheets with missing numbers for 2s,5s,10s skip counting (12/1/22, 12/9/22, 12/22/22, 1/17/23,1/19/23)." Taken from the 3/31/23 geometry progress report "When given manipulatives and a calculation device, Mava is able to use appropriate formulas to identify the area of a 2D shape in the context of a real-world scenario with 93% accuracy (3/13/23, 3/21/23) in 4 out of 4 trials presented. When given manipulatives, calculation device and fading teacher support, Mava is able use appropriate formulas to identify the volume of a 3D shape in the context of a real-world scenario with 100% accuracy in the 1 out of 1 trial presented (2/13/23) with a cube shape and staff modeling. Mava will move on to other 3D shapes for the next progress report." From the informal math assessment on 4/25/23, Mava was able to read a single step word problem and create an equation with 1 prompt and solve independently using a calculator, add multiple numbers, use a calculator to multiply, and using a calculator to divide. When given a model step by step in real time, Mava is able to mimic solving expressions with multiple steps in the correct order. Mava was also able to identify the hundredth and tens place value with a given decimal.

Areas of need: Mava continues to need to work on solving word problems across areas of addition, subtraction, multiplication and division. Mava struggles identifying the first step in a 2 step word problem and identifying the order numbers should be calculated in or set up within an equation. Mava struggles to identify a pattern within a given group of numbers without a field of 3 choices and prompting. Mava struggles to write ratios and identify multiplication and division within a problem. Mava was unable to identify prime or composite numbers and utilize order of operations without step by step modeling. Mava continues to work on the concept of fractions. Mava continues to work on making a list of needed items, using a budget to purchase those items, and identifying what to do if she does not have enough money.

Does this area impact the student's academic achievement and/or functional performance? ☒ Yes ☐ No

Behavior	Document student's academic achievement and functional performance levels in academic areas, as appropriate.
Source(s): data sheets, progress reports Current Instructional Grade Level Performance: Below age level norms <i>(Consider multiple data sources including: Individualized assessment results, classroom based assessments, district assessments, classroom based observations, parent information, student input and general education teacher input in relevant areas.)</i>	Summary of Assessment Findings (Including dates of administration): Strengths: Taken from the 3/31/23 progress report "When frustrated or upset, given visual supports and no more than 1 gestural prompt, Mava is able to go to a calm-down area in 8/10 opportunities with 100% accuracy. Mava requires prompting, a calm down strategy, and modeling in order to request her calm down spot independently. Mava is able to choose an appropriate social greeting (wave, verbal hello, high-five, fist-bump) to communicate with staff within encore settings with 100% accuracy. Mava requires a social story and staff monitoring to ensure she is choosing a social appropriate greeting with peers in the encore changing room. Based on staff observations, Mava has achieved this goal with staff monitoring. At times, Mava may choose a calm down strategy and is working on implementing that strategy until calm down. Needs: When frustrated or upset, given visual supports and no more than 1 gestural prompt, Mava is able to choose a regulation strategy or calm down strategy to use in 3/10 opportunities after raising her voice. Mava requires staff prompting, reduced distractions, a visual, and modeling in order to make a choice. Mava is unable to re-regulate herself using these strategies in same location as when she became upset. Mava requires a separate location away from staff/peers/environment in which she initially became upset. Mava continues to work on controlling her emotions when in a state of upset. When Mava becomes upset or does not want to do an assigned activity or transition, she will repetitively scream and seek reassurance while upset. At times, Mava's screaming can last up to 2 hours. Mava requires a safe space of her own, minimal language use during this time, and social stories that she repeats to herself. Mava has a list of strategies that she utilized including going to her calm down spot and a breaking exercise prompted by her smart watch. When in the moment, Mava struggles to use her strategies effectively until she has calmed herself. She continues to work on all of these skills. Does this area impact the student's academic achievement and/or functional performance? ☒ Yes ☐ No
Cognitive/Intellectual	Document student's academic achievement and functional performance levels in academic areas, as appropriate.
Source(s): Wechsler Intelligence Scale for Children 5th ed. Developmental Profile-4 Observations Current Instructional Grade Level Performance: Below age level norms <i>(Consider multiple data sources including: Individualized assessment results, classroom based assessments, district assessments, classroom based observations, parent information, student input and general education teacher input in relevant areas.)</i>	Summary of Assessment Findings (Including dates of administration): Strengths: Mava's relative cognitive strength was demonstrated in visual spatial area. She is able to manipulate blocks to understand basic part to whole relationships with abstract designs. Mava was able to complete simple adding using concepts of matching, and qualitative reasoning using math to use inductive and deductive reasoning skills. Mava is also able to memorize songs, movie clips and repeat them over with voice inflection. With visual and auditory modes of input, Mava is likely to pick things up more quickly than scores on standardized tests might reflect. Areas of Need: Mava needs a curriculum that stresses daily living skills, readiness for employment, and more repetition of basic skills. She will need both visual and auditory modes to help her learn more complex cognitive skills. Does this area impact the student's academic achievement and/or functional performance? ☒ Yes ☐ No
Adaptive Skills	Document student's academic achievement and functional performance levels in academic areas, as appropriate.
Source(s): Parent Interview Adaptive Behavior Assessment System 3rd edition Current Instructional Grade Level Performance: Below level as same age peers <i>(Consider multiple data sources including: Individualized assessment results, classroom based assessments, district assessments, classroom based observations, parent information, student input and general education teacher input in relevant areas.)</i>	Summary of Assessment Findings (Including dates of administration): Strengths: Mava is a truly engaging young lady who wants to please and do well in the environment she is in. She has a high interest in make-up and reading teen fashion, health and beauty magazines. She has a sweet, kind nature with her peers and trusted adults. She makes an effort to know everyone's name and makes the effort to get to know people so when she sees them the next time she remembers to ask about the things she learned about the person. She loves music and uses that interest to relate to people. She loves doing makeup and looking at fashion and beauty magazines. Her mother indicated that she is very social and remembers details of people's lives who she meets and this is similar to how she interacts in school. Although, not the proper use of calling for police to

come to her house when she was upset, she would often remember the police officer's names, members of their family and details about the last time they came out to have a conversation with her. Mava is friendly when working as a barista for the coffee cart at school and addresses people by their name if she knows them. Mava interacts socially and gets along with others such as making friends, expressing affection, showing, and recognizing emotions and assisting others and using manners. Mava has been demonstrating with assistance, more independence when crossing the street and walking to her house.

Areas of Need: Mava needs prompting and repetition to complete tasks that require multiple steps, and when she gets distracted with her own thoughts and recedes into her own world of scripting. She needs help anticipating and paying attention to activities that might be unsafe or not appropriate. Mava needs prompting and skill building in the area of communication and social skills that will be needed in her transition to employment opportunities.

Does this area impact the student's academic achievement and/or functional performance? ☒ Yes ☐ No

Receptive Language

Document student's academic achievement and functional performance levels in academic areas, as appropriate.

Source(s): SLP Data Sheets
Progress Reports

Current Instructional Grade Level Performance: Below age level expectations

(Consider multiple data sources including: Individualized assessment results, classroom based assessments, district assessments, classroom based observations, parent information, student input and general education teacher input in relevant areas.)

Summary of Assessment Findings (Including dates of administration): Strengths: Presented with single-step directions with the spatial concept "over," Mava independently completes tasks with 80% acc. With 1-2 repetitions and visual supports, Mava improves executing single-step directions to include "over" with greater than 70% acc. When presented with two-step directions with spatial concepts, Mava independently completes tasks with >70% accuracy. Provided repetition and visual cues, Mava is able to execute two-step directions with spatial concepts with varying accuracy. Mava has improved with following directions including spatial concepts. Mava requires less visuals and is becoming more independent with tasks that include more than 1 step.

Needs: Mava follows a 2 step direction involving the same location concept on 2 different items with varying accuracy (2 repetitions needed with 50-70% accuracy). Mava needs to work on following multi-step directions during functional tasks (e.g., sorting, cleaning , coffee cart). She continues to work on working at the coffee cart with less prompts and more independence. Mava continues to be distracted much of the time when following directions, or responding to questions, Mava still requires direct cues to gain her attention, addressing her by name, repetition. Mava still has difficulty with attending to orally and visually presented information to complete more than 1 step directions independently.

Does this area impact the student's academic achievement and/or functional performance? ☒ Yes ☐ No

Social Pragmatic Language

Document student's academic achievement and functional performance levels in academic areas, as appropriate.

Source(s): SLP Data Sheets
Progress Reports

Current Instructional Grade Level Performance: Below age level expectations

(Consider multiple data sources including: Individualized assessment results, classroom based assessments, district assessments, classroom based observations, parent information, student input and general education teacher input in relevant areas.)

Summary of Assessment Findings (Including dates of administration): Strengths: Mava greets SLP upon clinician's arrival most of the time. Mava engages in activities and comments appropriately given verbal prompts or models. Mava wants to engage with others and is happy in speech sessions. She is making more appropriate comments spontaneously. In real or contrived academic or social situations, Mava uses appropriate language to gain the attention of her listener given fading prompts in 3/5 trials with modeling during structured conversations (during speech).

Needs: Areas of pragmatic weaknesses continue to include maintaining/engaging/concluding in a conversation, perspective-taking of others/situational settings, using/understanding non-verbal cues, and using an appropriate tone of voice. Mava also demonstrates difficulty with appropriately accepting/expressing apologies, adjusting her conversation according to the listener, using appropriate strategies to gain attention/interrupt, and avoiding repetition. Mava continues to use scripts and it is often difficult to engage in more than 1 conversational turn with her. Mava's response is often delayed. She has difficulty attending to others when they are speaking especially in a group setting. Mava becomes distracted and needs multiple prompts to attend. Per observations and teacher report, Mava still struggles with regulating her tone of voice and behavior throughout the day, especially when she does not get what she wants. In real or contrived

academic or social situations, Mava distinguishes/uses appropriate vs inappropriate communication/prosodic cues (e.g., comments, tone of voice, volume, spatial awareness) given fading prompts in 3/5 trials. In real or contrived academic or social situations, Mava produced or identified appropriate responses or solutions to social problems given fading prompts on 2 out of 5 targeted trials. Mava has difficulty identifying problems and giving solutions.

Does this area impact the student's academic achievement and/or functional performance? ☒ Yes ☐ No

Secondary Transition Employment, Education/Training, Independent Living ,Self-Determination, Travel Skills

Document student's academic achievement and functional performance levels in academic areas, as appropriate.

Source(s): Life Skills Transition Interview
Picture Transition Interview

Current Instructional Grade Level Performance:

(Consider multiple data sources including: Individualized assessment results, classroom based assessments, district assessments, classroom based observations, parent information, student input and general education teacher input in relevant areas.)

Summary of Assessment Findings (Including dates of administration): Mava was interviewed by her case manager on 4/27/2023 with the "Life Skills Transition Interview" and "Picture Transition Interview". Given the "Life Skills Transition Interview", Mava is interested in attending the OCTP College Program through AACC. She is motivated by Taylor Swift and she feels she is able to advocate for herself. Teachers can make learning easier for her by "talking with her friends" and she plans to get a drivers license. If she can't drive, she said she could ride the bus but would never do that. Mava shared that her support network is made up of the school principal, Mrs. Abruzzo, a teacher's assistant, Mrs. Crum, her mom, dad, and sister Hadia. When interviewed with the "Picture Transition Interview", Mava shared that she feels her strengths are art, science, and reading. When given pictures of several career paths, Mava chose that she would like to sit at a desk and use a computer.

Areas of need: Mava was interviewed by her case manager on 4/27/2023 with the "Life Skills Transition Interview" and "Picture Transition Interview". Mava needs to work on clocking in and out of a timesheet for practice. Mava needs to be able to make a list of basic toiletries. Mava needs to work on following 2 step directions consistently. Mava needs to participate in community based instruction in order to practice daily living skills. When asked what she would like to study, she stated "official program". When asked what type of job she would like upon completion of college, she stated "advertising agency science and do makeup".

Does this area impact the student's academic achievement and/or functional performance? ☐ Yes ☐ No

Individualized Education Program (IEP)

MARYLAND STATE DEPARTMENT OF EDUCATION (MSDE) DIVISION OF SPECIAL EDUCATION/EARLY INTERVENTION SERVICES (Form approved by MSDE for use July 01, 2022)

II. Present Level of Academic Achievement and Functional Performance

Name: Mava Ayaz

Agency: Anne Arundel County Public Schools

IEP Team Meeting Date: 05/04/2023

SCHOOL AGED – PRESENT LEVEL OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE

What is the parental input regarding Mava's educational program? (including academic, functional, social/emotional, behavioral, and secondary transition)

Mrs. Naheed that Mava is pretty much good. She has been calm. The psychiatrist gave her a medication for Mava and that's the first step. It used to be two or three hours and maybe now it's only thirty minutes. I'm the only one handling her behavior at home.

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

Mava continues to be outgoing and friendly to classmates and staff. She enjoys singing and particularly loves to listen to Taylor Swift. Mava enjoys looking at various make up magazine or fashion magazines. She also enjoys asking questions about peers/teachers and clarifying that information such as "What are your daughter's names?". When Mava is unfamiliar with someone (classmate or peer), she may ask questions about their name, ask to see their badge if they are an AACPS employee, and interests. Mava enjoys watching YouTube videos including songs that she enjoys, Sponge Bob parody's of her favorite songs, and make up tutorial videos, roller skating and going to the park. Mava is able to follow morning and afternoon routines independently including unpacking her backpack at her locker, bringing appropriate materials to class, changing her clothes for gym, and attending lunch. With minimal prompts, Mava is able to follow her visual schedule independently. She is able to navigate the school building appropriately and independently and work the coffee cart with minimal assistance. Mava has a strong memory for people's names and will often say "hello" or "goodbye" to 10+ peers when waiting to be picked up at the end of the day during dismissal. Mava enjoys completing tasks at school related to SPHS's ACC business such as making earrings on the Cricut machine, washing laundry, and making bath bombs. Mava enjoys scripting phrases from her favorite videos and songs.

How does Mava's disability affect her involvement in the general education curriculum?

Weaknesses in attention and receptive language make it difficult for Mava to attend to orally presented information and efficiently execute tasks, complete expectations and follow directions. Pragmatic language weaknesses impact her ability to engage with peers and adults appropriately in social and academic settings as well as communicate her needs efficiently and adjust her response/behavior appropriately to return to participating in academic, social, or community-based activities. Mava's diagnosis of Autism affects her ability to attend to instruction. Mava has difficulty attending to task and exhibits interfering behaviors that can affect her ability to complete her work. Mava's disability impacts her ability to learn and demonstrate her learning in the areas of reading, math, and written expression in the general education curriculum. Mava has difficulties following multi-step directions and appropriately asking for help when needed. Mava requires multiple verbal/gestural prompts to initiate and maintain on-task engagement during small and large-group work and within the school setting.

Individualized Education Program (IEP)

III. Special Considerations And Accommodations

MARYLAND STATE DEPARTMENT OF EDUCATION (MSDE) DIVISION OF SPECIAL EDUCATION/EARLY INTERVENTION SERVICES (Form approved by MSDE for use July 01, 2023)

Name: Mava Ayaz

Agency: Anne Arundel County Public Schools

IEP Team Meeting Date: 05/04/2023

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

The postsecondary goal(s) are to be based on the student's preferences, interests, skills and age appropriate transition assessment(s).

Date of Annual Student Interview: 04/27/2023

Discussion of Mava's preferences, interests, skills and age appropriate transition assessments:

When she is not in school, she enjoys watching TV, playing on her phone, watching youtube, putting on makeup, and going to the park to swing. Mava would like to continue to live with her family after high school. She would enjoy working with computers, music and videos. Mava enjoys reading makeup magazines and participating in dance. Mava likes to be up and moving with the opportunity for breaks. When asked what her strengths are, Mava shared eyeshadow and swinging.

Post Secondary Goals (Outcomes): Postsecondary goal(s) are to be recorded here. One goal must be indicated for employment and one goal must be indicated for education and/or training.

Employment:

Upon exiting high school and with DDA support, Mava will be employed in computers.

Related IEP Goal(s):

Math Problem Solving: Mava will use targeted skills to solve problems involving money.

Math Problem Solving: Mava will read digital time and apply it to a real world activity

Behaviors: Mava will utilize her strategies in order to regulate herself.

Reading - Comprehension: Mava will demonstrate comprehension of the text.

Pragmatic Language: Mava will engage in both structured and unstructured conversations, engage in social problem-solving activities and follow directions during functional life skills tasks with no more than 2 visual or verbal prompts.

Transition Activity:

Mava will research and identify careers within the computer/technology field.

Responsible Party: Student, School Staff, Case Manager, Parent

IEP Planning for Emergency Conditions:

Can this Secondary Transition activity be implemented as written in emergency conditions resulting in the physical closure of school for 10 or more days? ☒ Yes ☐ No

Progress Report 1 Date 06/13/2023	Progress: ☐ Completed ☒ Partially Completed ☐ Not Yet Initiated ☐ Not Completed Description of Progress
Progress Report 2 Date 10/31/2023	Progress: ☐ Completed ☒ Partially Completed ☐ Not Yet Initiated ☐ Not Completed Description of Progress
Progress Report 3 Date 01/18/2024	Progress: ☐ Completed ☒ Partially Completed ☐ Not Yet Initiated ☐ Not Completed Description of Progress
Progress Report 4 Date	Progress: ☐ Completed ☐ Partially Completed ☐ Not Yet Initiated ☐ Not Completed Description of Progress
Progress Report 5 Date	Progress: ☐ Completed ☐ Partially Completed ☐ Not Yet Initiated ☐ Not Completed Description of Progress

Mava will practice filling out personal information on a job application.

Responsible Party: Student, School Staff, Case Manager, Parent

IEP Planning for Emergency Conditions:

Can this Secondary Transition activity be implemented as written in emergency conditions resulting in the physical closure of school for 10 or more days? ☒ Yes ☐ No

Progress Report 1 Date 06/13/2023	Progress: ☐ Completed ☒ Partially Completed ☐ Not Yet Initiated ☐ Not Completed Description of Progress
Progress Report 2 Date 10/31/2023	Progress: ☐ Completed ☒ Partially Completed ☐ Not Yet Initiated ☐ Not Completed Description of Progress
Progress Report 3 Date 01/18/2024	Progress: ☐ Completed ☒ Partially Completed ☐ Not Yet Initiated ☐ Not Completed Description of Progress
Progress Report 4 Date	Progress: ☐ Completed ☐ Partially Completed ☐ Not Yet Initiated ☐ Not Completed Description of Progress
Progress Report 5 Date	Progress: ☐ Completed ☐ Partially Completed ☐ Not Yet Initiated ☐ Not Completed Description of Progress

Training:

Upon exiting high school and with support from DDA, DORS, & the employer, Mava will participate in on-the-job-training.

Related IEP Goal(s):

Math Problem Solving: Mava will use targeted skills to solve problems involving money.

Math Problem Solving: Mava will read digital time and apply it to a real world activity

Behaviors: Mava will utilize her strategies in order to regulate herself.

Reading - Comprehension: Mava will demonstrate comprehension of the text.

Pragmatic Language: Mava will engage in both structured and unstructured conversations, engage in social problem-solving activities and follow directions during functional life skills tasks with no more than 2 visual or verbal prompts.

Transition Activity:

Mava will receive instructions and follow through up to 2 steps.

Responsible Party: Student, School Staff, Case Manager, Parent

IEP Planning for Emergency Conditions:

Can this Secondary Transition activity be implemented as written in emergency conditions resulting in the physical closure of school for 10 or more days? ☒ Yes ☐ No

Progress Report 1 Date 06/13/2023	Progress: ☐ Completed ☒ Partially Completed ☐ Not Yet Initiated ☐ Not Completed Description of Progress
Progress Report 2 Date 10/31/2023	Progress: ☐ Completed ☒ Partially Completed ☐ Not Yet Initiated ☐ Not Completed Description of Progress
Progress Report 3 Date 01/18/2024	Progress: ☐ Completed ☒ Partially Completed ☐ Not Yet Initiated ☐ Not Completed Description of Progress

Progress Report 4 Date	Progress: ☐ Completed ☐ Partially Completed ☐ Not Yet Initiated ☐ Not Completed Description of Progress
Progress Report 5 Date	Progress: ☐ Completed ☐ Partially Completed ☐ Not Yet Initiated ☐ Not Completed Description of Progress

Mava will use a timesheet to keep track of her hours in the school setting.
Responsible Party: Student, School Staff, Case Manager, Parent
IEP Planning for Emergency Conditions:
 Can this Secondary Transition activity be implemented as written in emergency conditions resulting in the physical closure of school for 10 or more days? ☒ Yes ☐ No

Progress Report 1 Date 06/13/2023	Progress: ☐ Completed ☒ Partially Completed ☐ Not Yet Initiated ☐ Not Completed Description of Progress
Progress Report 2 Date 10/31/2023	Progress: ☐ Completed ☒ Partially Completed ☐ Not Yet Initiated ☐ Not Completed Description of Progress
Progress Report 3 Date 01/18/2024	Progress: ☐ Completed ☒ Partially Completed ☐ Not Yet Initiated ☐ Not Completed Description of Progress
Progress Report 4 Date	Progress: ☐ Completed ☐ Partially Completed ☐ Not Yet Initiated ☐ Not Completed Description of Progress
Progress Report 5 Date	Progress: ☐ Completed ☐ Partially Completed ☐ Not Yet Initiated ☐ Not Completed Description of Progress

Independent Living:

Upon exiting high school, Mava will practice activities of daily living.

Related IEP Goal(s):

Math Problem Solving: Mava will read digital time and apply it to a real world activity

Behaviors: Mava will utilize her strategies in order to regulate herself.

Reading - Comprehension: Mava will demonstrate comprehension of the text.

Pragmatic Language: Mava will engage in both structured and unstructured conversations, engage in social problem-solving activities and follow directions during functional life skills tasks with no more than 2 visual or verbal prompts.

Transition Activity:

Mava will identify basic toiletries needed for everyday use when given a shopping list.}

Responsible Party: Student, School Staff, Case Manager, Parent

IEP Planning for Emergency Conditions:

Can this Secondary Transition activity be implemented as written in emergency conditions resulting in the physical closure of school for 10 or more days? ☒ Yes ☐ No

Progress Report 1 Date 06/13/2023	Progress: ☐ Completed ☒ Partially Completed ☐ Not Yet Initiated ☐ Not Completed Description of Progress
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Progress Report 2 Date 10/31/2023	Progress: ☐ Completed ☒ Partially Completed ☐ Not Yet Initiated ☐ Not Completed Description of Progress
Progress Report 3 Date 01/18/2024	Progress: ☐ Completed ☒ Partially Completed ☐ Not Yet Initiated ☐ Not Completed Description of Progress
Progress Report 4 Date	Progress: ☐ Completed ☐ Partially Completed ☐ Not Yet Initiated ☐ Not Completed Description of Progress
Progress Report 5 Date	Progress: ☐ Completed ☐ Partially Completed ☐ Not Yet Initiated ☐ Not Completed Description of Progress
Mava will participate in Community Based Instruction.) Responsible Party: Student, School Staff, Case Manager, Parent IEP Planning for Emergency Conditions: Can this Secondary Transition activity be implemented as written in emergency conditions resulting in the physical closure of school for 10 or more days? ☒ Yes ☐ No	
Progress Report 1 Date 06/13/2023	Progress: ☐ Completed ☒ Partially Completed ☐ Not Yet Initiated ☐ Not Completed Description of Progress
Progress Report 2 Date 10/31/2023	Progress: ☐ Completed ☒ Partially Completed ☐ Not Yet Initiated ☐ Not Completed Description of Progress
Progress Report 3 Date 01/18/2024	Progress: ☐ Completed ☒ Partially Completed ☐ Not Yet Initiated ☐ Not Completed Description of Progress
Progress Report 4 Date	Progress: ☐ Completed ☐ Partially Completed ☐ Not Yet Initiated ☐ Not Completed Description of Progress
Progress Report 5 Date	Progress: ☐ Completed ☐ Partially Completed ☐ Not Yet Initiated ☐ Not Completed Description of Progress

INDIVIDUALIZED EDUCATION PROGRAM (IEP)**Transition Activities**

MARYLAND STATE DEPARTMENT OF EDUCATION (MSDE) DIVISION OF SPECIAL EDUCATION/EARLY INTERVENTION SERVICES (Form approved by MSDE for use July 01, 2023)

Name: Mava Ayaz

Agency: Anne Arundel County Public Schools

IEP Team Meeting Date: 05/04/2023

TRANSITION ACTIVITIES**Transition Services/Activities:**

Transition services are a coordinated set of activities for student with a disability that is designed within a results oriented process that will facilitate the student's progression from school to post secondary activities. These activities/services will support the student's post secondary goals. This list may include ongoing activities.

ACADEMICS:

Mava will receive instructions and follow through up to 2 steps.

Responsible Party: Student, School Staff, Case Manager, Parent

IEP Planning for Emergency Conditions:

Can this Secondary Transition activity be implemented as written in emergency conditions resulting in the physical closure of school for 10 or more days? ☒ Yes ☐ No

Progress Report 1 Date	Progress: ☐ Completed ☐ Partially Completed ☐ Not Yet Initiated ☐ Not Completed Description of Progress
Progress Report 2 Date	Progress: ☐ Completed ☐ Partially Completed ☐ Not Yet Initiated ☐ Not Completed Description of Progress
Progress Report 3 Date	Progress: ☐ Completed ☐ Partially Completed ☐ Not Yet Initiated ☐ Not Completed Description of Progress
Progress Report 4 Date	Progress: ☐ Completed ☐ Partially Completed ☐ Not Yet Initiated ☐ Not Completed Description of Progress

Mava will use a timesheet to keep track of her hours in the school setting.

Responsible Party: Student, School Staff, Case Manager, Parent

IEP Planning for Emergency Conditions:

Can this Secondary Transition activity be implemented as written in emergency conditions resulting in the physical closure of school for 10 or more days? ☒ Yes ☐ No

Progress Report 1 Date	Progress: ☐ Completed ☐ Partially Completed ☐ Not Yet Initiated ☐ Not Completed Description of Progress
Progress Report 2 Date	Progress: ☐ Completed ☐ Partially Completed ☐ Not Yet Initiated ☐ Not Completed Description of Progress
Progress Report 3 Date	Progress: ☐ Completed ☐ Partially Completed ☐ Not Yet Initiated ☐ Not Completed Description of Progress
Progress Report 4 Date	Progress: ☐ Completed ☐ Partially Completed ☐ Not Yet Initiated ☐ Not Completed Description of Progress

EMPLOYMENT TRAINING:

Mava will research and identify careers within the computer/technology field.

Responsible Party: Student, School Staff, Case Manager, Parent

IEP Planning for Emergency Conditions:

Can this Secondary Transition activity be implemented as written in emergency conditions resulting in the physical closure of school for 10 or more days? ☒ Yes ☐ No

Progress Report 1 Date	Progress: ☐ Completed ☐ Partially Completed ☐ Not Yet Initiated ☐ Not Completed Description of Progress Employment Activity Involved: ☐ Career Exploration ☐ Unpaid Work Service ☐ Paid Work Experience
Progress Report 2 Date	Progress: ☐ Completed ☐ Partially Completed ☐ Not Yet Initiated ☐ Not Completed Description of Progress Employment Activity Involved: ☐ Career Exploration ☐ Unpaid Work Service ☐ Paid Work Experience
Progress Report 3 Date	Progress: ☐ Completed ☐ Partially Completed ☐ Not Yet Initiated ☐ Not Completed Description of Progress Employment Activity Involved: ☐ Career Exploration ☐ Unpaid Work Service ☐ Paid Work Experience
Progress Report 4 Date	Progress: ☐ Completed ☐ Partially Completed ☐ Not Yet Initiated ☐ Not Completed Description of Progress Employment Activity Involved: ☐ Career Exploration ☐ Unpaid Work Service ☐ Paid Work Experience

Mava will practice filling out personal information on a job application.

Responsible Party: Student, School Staff, Case Manager, Parent

IEP Planning for Emergency Conditions:

Can this Secondary Transition activity be implemented as written in emergency conditions resulting in the physical closure of school for 10 or more days? ☒ Yes ☐ No

Progress Report 1 Date	Progress: ☐ Completed ☐ Partially Completed ☐ Not Yet Initiated ☐ Not Completed Description of Progress Employment Activity Involved: ☐ Career Exploration ☐ Unpaid Work Service ☐ Paid Work Experience
Progress Report 2 Date	Progress: ☐ Completed ☐ Partially Completed ☐ Not Yet Initiated ☐ Not Completed Description of Progress Employment Activity Involved: ☐ Career Exploration ☐ Unpaid Work Service ☐ Paid Work Experience
Progress Report 3 Date	Progress: ☐ Completed ☐ Partially Completed ☐ Not Yet Initiated ☐ Not Completed Description of Progress Employment Activity Involved: ☐ Career Exploration ☐ Unpaid Work Service ☐ Paid Work Experience
Progress Report 4 Date	Progress: ☐ Completed ☐ Partially Completed ☐ Not Yet Initiated ☐ Not Completed Description of Progress Employment Activity Involved: ☐ Career Exploration ☐ Unpaid Work Service ☐ Paid Work Experience

INDEPENDENT LIVING:

Mava will identify basic toiletries needed for everyday use when given a shopping list.

Responsible Party: Student, School Staff, Case Manager, Parent

Identify the postsecondary goal that this activity supports (Services/Activities added here will populate in the IEP below the corresponding postsecondary goal):

☐ Employment ☐ Education ☐ Training ☐ Independent Living

IEP Planning for Emergency Conditions:

Can this Secondary Transition activity be implemented as written in emergency conditions resulting in the physical closure of school for 10 or more days? ☒ Yes ☐ No

Progress Report 1 Date	Progress: ☐ Completed ☐ Partially Completed ☐ Not Yet Initiated ☐ Not Completed Description of Progress
Progress Report 2 Date	Progress: ☐ Completed ☐ Partially Completed ☐ Not Yet Initiated ☐ Not Completed Description of Progress
Progress Report 3 Date	Progress: ☐ Completed ☐ Partially Completed ☐ Not Yet Initiated ☐ Not Completed Description of Progress
Progress Report 4 Date	Progress: ☐ Completed ☐ Partially Completed ☐ Not Yet Initiated ☐ Not Completed Description of Progress

Mava will participate in Community Based Instruction.

Responsible Party: Student, School Staff, Case Manager, Parent

Identify the postsecondary goal that this activity supports (Services/Activities added here will populate in the IEP below the corresponding postsecondary goal):

☐ Employment ☐ Education ☐ Training ☐ Independent Living

IEP Planning for Emergency Conditions:

Can this Secondary Transition activity be implemented as written in emergency conditions resulting in the physical closure of school for 10 or more days? ☒ Yes ☐ No

Progress Report 1 Date	Progress: ☐ Completed ☐ Partially Completed ☐ Not Yet Initiated ☐ Not Completed Description of Progress
Progress Report 2 Date	Progress: ☐ Completed ☐ Partially Completed ☐ Not Yet Initiated ☐ Not Completed Description of Progress
Progress Report 3 Date	Progress: ☐ Completed ☐ Partially Completed ☐ Not Yet Initiated ☐ Not Completed Description of Progress
Progress Report 4 Date	Progress: ☐ Completed ☐ Partially Completed ☐ Not Yet Initiated ☐ Not Completed Description of Progress

SECONDARY TRANSITION/COURSE OF STUDY

Course of Study The student is enrolled in courses that will prepare her for a career or postsecondary education in the career cluster selected below.

- ☐ Arts, Media and Communications
- ☐ Construction and Development
- ☐ Health, and Biosciences
- ☐ Human Resources Services
- ☐ Manufacturing, Engineering and Technology

- ☐ Business Management and Finance
- ☐ Environmental, Agricultural and Natural Resources
- ☒ Consumer Services, Hospitality and Tourism
- ☐ Information Technology
- ☐ Transportation Technologies

List the courses the student is taking that align with their Postsecondary Goals:
English 9-12, Math 9-12, Unified PE & Leadership, Community Skills 9-12

INDIVIDUALIZED EDUCATION PROGRAM (IEP) Transition Activities

MARYLAND STATE DEPARTMENT OF EDUCATION (MSDE) DIVISION OF SPECIAL EDUCATION/EARLY INTERVENTION SERVICES (Form approved by MSDE for use July 01, 2022)

Name: Mava Ayaz	Agency: Anne Arundel County Public Schools	IEP Team Meeting Date: 05/04/2023
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SECONDARY TRANSITION AGENCY LINKAGE

AGENCY LINKAGE:

Annual date student and parent were provided a copy of the Maryland Transition Planning A Family to Secondary Transition Planning in Maryland 05/04/2023

Agency	Anticipated Services in Transition:	Signed Consent for Communication	Signed Consent for Referral/Student referred by the LSS to:	Signed Consent to invite for Agency Representative(s) to the IEP Team meeting:	Agency Representatives were invited to the IEP Team meeting:
Division of Rehabilitation Services(DORS) ☐ Yes ☒ No Receiving Pre-Employment Transition Services	☒ Yes ☐ No Vocational Rehabilitation (VR) Student meets the initial eligibility criteria for the agency published in the Maryland Transition Planning Guide for Individuals with Disabilities.	☐ Yes ☒ No Student is not the correct age/grade to refer.	☐ Yes ☒ No Student is not the correct age/grade to refer to DORS.	☐ Yes ☒ No Student is not the correct age/grade to invite the agency representative.	☐ Yes ☒ N/A Student is not the correct age/grade to invite an agency representative.
Developmental Disabilities Administration (DDA)	☒ Yes ☐ No Student meets the initial eligibility criteria for the agency published in the Maryland Transition Planning Guide for Individuals with Disabilities.	☐ Yes ☒ No A DDA application was given to the family but has not yet been returned and/or submitted.	Agency does Not have a Referral process	☐ Yes ☒ No Student has not yet submitted an application to DDA, therefore consent to invite the agency representative was not needed.	☐ Yes ☒ N/A Student has not yet submitted an application to DDA, therefore an agency representative was not invited.
Behavioral Health Administration (BHA)	☐ Yes ☒ No Student does not meet initial eligibility criteria for the agency published in the Maryland Transition Planning Guide.	Services are not anticipated for this student.	Agency does Not have a Referral process	Services are not anticipated for this student.	Services are not anticipated for this student.

Department of Workforce Development & Adult Learning Maryland Department of Labor (MDL)	☒ Yes ☐ No Student meets the initial eligibility criteria for the agency published in the Maryland Transition Planning Guide for Individuals with Disabilities.	☐ Yes ☒ No Student is not the correct age/grade.	Agency does Not have a Referral process	☐ Yes ☒ No Student is not the correct age/grade to invite an agency representative.	☐ Yes ☒ N/A Student is not the correct age/grade to invite an agency representative.
Discussion to support decision: Parent maintains educational rights. Mava shared interests and post-secondary goals. Case Manage shared Mava's interests and preferences at today's IEP meeting.					

INDIVIDUALIZED EDUCATION PROGRAM (IEP)**III. Special Considerations And Accommodations**

MARYLAND STATE DEPARTMENT OF EDUCATION (MSDE) DIVISION OF SPECIAL EDUCATION/EARLY INTERVENTION SERVICES (Form approved by MSDE for use July 01, 2022)

Name: Mava Ayaz

Agency: Anne Arundel County Public Schools

IEP Team Meeting Date: 05/04/2023

COMMUNICATION (required)Does the student have special communication needs? ☒ Yes ☐ No

(if yes, describe the specific needs.)

Mava does have special communication needs in the area of receptive language where she requires speech services to support her comprehension of language by following directions. Mava also demonstrates weaknesses in her pragmatic language skills that impact her participation in reciprocal conversation and appropriately expressing her wants and needs.

Does the student require a feeding protocol OR mealtime plan of care? ☐ Yes ☒ No**ASSISTIVE TECHNOLOGY (AT) (required)**

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

Decision(s)	Requires an AT device(s)	Requires an AT services(s)
☒ The student requires AT device(s), but does not require AT service(s)	Yes	No

Document basis for decision(s) on AT device(s) including description of devices(s): Mava needs access to a calculator to assist with basic calculation skills to solve real life math problems due to Mava's weaknesses with working memory and processing speed.

SERVICE FOR STUDENTS WHO ARE BLIND OR VISUALLY IMPAIREDIs the student blind or visually impaired? ☐ Yes ☒ No**SERVICES FOR STUDENTS WHO ARE DEAF OR HEARING IMPAIRED**Is the student deaf or hearing impaired? ☐ Yes ☒ No**BEHAVIORAL INTERVENTION**

In the case of a student whose behavior impedes the student's learning or that of others, consider the use of positive behavioral interventions and supports, and other strategies to address that behavior.

Functional Behavior Assessment (FBA) ☒ Yes ☐ No

Assessment Date: 05/19/2022

Behavioral Intervention Plan (BIP)? ☐ Yes ☒ No

Document basis for decision(s):

An FBA was completed because Mava had exhibited more frequent instances of Verbal aggression which were disruptive to the classroom from five minutes to an hour. It looked like screaming, arguing, name calling, yelling, crying, inappropriate language (cursing or adult themes). The function was motivated by attention of staff and peers. Mava also touched other students and staff by squishing student's faces, grabbing student's mid section, grabbing or rubbing students/staff's hair, hitting, grabbing arms to walk with in the hallway. The purpose of these behaviors were to fill sensory needs and receive attention. As of 5/3/2023, Mava has not exhibited any touching of students and staff since her transition to Severna Park High School in August of 2022. Mava continues to require behavior goals on her IEP but will not continue with a BIP as function of behavior has changed and behaviors in IEP are not present in current environment.

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

III. Special Considerations And Accommodations

MARYLAND STATE DEPARTMENT OF EDUCATION (MSDE) DIVISION OF SPECIAL EDUCATION/EARLY INTERVENTION SERVICES (Form approved by MSDE for use July 01, 2022)

Name: Mava Ayaz

Agency: Anne Arundel County Public Schools

IEP Team Meeting Date: 05/04/2023

INSTRUCTIONAL AND ASSESSMENT ACCESSIBILITY FEATURES

FEATURES FOR ALL STUDENTS		Instruction	MCAP	HSA Government	HSA MISA	MISA (Grades 5,8)	Alt-MISA (DLM)	ELA and Mathematics DLM	ACCESS for ELLs	Kindergarten ACCESS for ELLs	Alt-ACCESS for ELLs	NAEP
☒	1g: General Administration Directions Clarified	yes	yes	yes	yes	yes	yes	yes				yes
☒	1h: General Administration Directions Read Aloud and Repeated as Needed	yes	yes	yes	yes	yes	yes	yes				yes
☒	1o: Redirect Student	yes	yes	yes	yes	yes	yes	yes	yes	yes	yes	yes
☒	1p: Spell Check or External Spell Check Device	yes	yes	yes	yes	yes						
☒	1u: Graphic Organizer	yes										

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

*Consult assessment specific guidelines for detailed information

Document basis for decision: Mava may require general administration directions clarified, read aloud and repeated as needed. Mava can be easily distracted and get off task and may need directions clarified or repeated so she understands what she needs to do.

Mava can easily become distracted and/or off-task and may need to be redirected during instruction and assessments.

Mava requires a graphic organizer when working on extended writing so she is able to organize her thoughts.

ACCESSIBILITY FEATURES FOR ALL STUDENTS		Instruction	MCAP	HSA Government	HSA MISA	MISA (Grades 5,8)	Alt-MISA (DLM)	ELA and Mathematics DLM	ACCESS for ELLs	Kindergarten ACCESS for ELLs	Alt-ACCESS for ELLs	NAEP
☒	2f: Frequent breaks	yes	yes	yes	yes	yes	yes	yes	yes	yes	yes	yes
☒	2g: Reduce distractions to self	yes	yes	yes	yes	yes	yes	yes	yes	yes	yes	yes

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

*Consult assessment specific guidelines for detailed information

Document basis for decision: Mava can become easily distracted by outside stimuli and/or other staff or peers in the classroom. Mava requires reduced distractions so she is able to better focus on the task at hand.

RESPONSE ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES		Instruction	MCAP	HSA Government	HSA MISA	MISA (Grades 5,8)	Alt-MISA (DLM)	ELA and Mathematics DLM	ACCESS for ELLs	Kindergarten ACCESS for ELLs	Alt-ACCESS for ELLs	NAEP
☒	4e: Calculation device and mathematics tools (on NON Calculation Sections of the Mathematics Assessments)	yes	yes			yes	yes					
☒	4g: ELA/Literacy Selected Response Human Scribe	yes	yes					yes				
☒	4o: ELA/L, Constructed Response Human Scribe	yes	yes					yes				yes
☒	4r: Monitor Test Response	yes	yes	yes	yes	yes	yes	yes	yes*	yes*	yes*	yes

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

*Consult assessment specific guidelines for detailed information

Document basis for decision: Mava continues to work on math calculation and needs a calculation device to help her solve any calculation problems that may be on assessments.

When Mava is focused and attending to task she is more likely to give more information via scribe than writing it down herself or typing it on the computer.

Mava requires monitoring of test response to ensure she is filling in her answer choices. Mava can become distracted and may skip over a question without meaning to.

TIMING ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES		Instruction	MCAP	HSA Government	HSA MISA	MISA (Grades 5,8)	Alt-MISA (DLM)	ELA and Mathematics DLM	ACCESS for ELLs	Kindergarten ACCESS for ELLs	Alt-ACCESS for ELLs	NAEP
☒	5a: Extended Time ☒ 1.5x ☐ 2x	yes	yes	yes	yes	yes			yes*			yes

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

*Consult assessment specific guidelines for detailed information

Document basis for decision: Mava can get off-task easily and requires redirection. Mava needs extended time for processing.

IEP Planning for Emergency Conditions:

Can Instructional and assessment accommodations be implemented as written in emergency conditions resulting in the physical closure of school for 10 or more days? ☐ Yes ☒ No

If no, describe the changes needed to existing Instructional and assessment accommodations

Because Mava will not be in the physical presence of school personnel, it will be difficult to accurately monitor her responses on tests. Teachers can ask Mava to show her work to them during virtual instructional time.

☐ Instructional and assessment accommodations were considered and no instructional and assessment accommodations are required at this time.

Individualized Education Program (IEP)

MARYLAND STATE DEPARTMENT OF EDUCATION (MSDE)

DIVISION OF SPECIAL EDUCATION/EARLY INTERVENTION SERVICES (Form approved by MSDE for use July 01, 2022)

III. Special Considerations And Accommodations**Name:** Mava Ayaz**Agency:** Anne Arundel County Public Schools**IEP Team Meeting Date:** 05/04/2023**SUPPLEMENTARY AIDS, SERVICES, PROGRAM MODIFICATIONS AND SUPPORTS**

Service Nature	Service Description Anticipated Frequency	Begin Date	End Date	Duration	Provider(s) P = Primary, O = Other
Instructional Supports					
Allow use of manipulatives.	Daily	05/04/2023	05/02/2024	34 weeks	P Special Ed Teacher O Instructional Assistant O General Education Teacher
Monitor independent work.	Daily	05/04/2023	05/02/2024	34 weeks	P Special Ed Teacher O Instructional Assistant O General Education Teacher
Picture Schedule	Daily	05/04/2023	05/02/2024	34 weeks	P Special Ed Teacher O Instructional Assistant O General Education Teacher
Provide alternative ways for student to demonstrate learning	Daily	05/04/2023	05/02/2024	34 weeks	P Special Ed Teacher O Instructional Assistant O General Education Teacher
Use of word bank to reinforce vocabulary and/or when extended writing is required	Daily	05/04/2023	05/02/2024	34 weeks	P Special Ed Teacher O Instructional Assistant O General Education Teacher
Repetition of directions	Daily	05/04/2023	05/02/2024	34 weeks	P Special Ed Teacher O Instructional Assistant O General Education Teacher
Allow use of organizational aids	Daily	05/04/2023	05/02/2024	34 weeks	P Special Ed Teacher O Instructional Assistant O General Education Teacher
Check for understanding.	Daily	05/04/2023	05/02/2024	34 weeks	P Special Ed Teacher O Instructional Assistant O General Education Teacher
Monitor technology use (computer, iPad) for on task behavior	Daily	05/04/2023	05/02/2024	34 weeks	P Special Ed Teacher O Instructional Assistant O General Education Teacher
Clarify location and manner: Mava benefits from the use of manipulatives during math instruction. Mava's independent work should be monitored to ensure she is on task. Mava should be given a word bank during writing activities to allow her to reference to when writing. Mava should be given alternative ways to demonstrate her knowledge or learning. Mava can get off-task at times and may require repetition of directions so she knows what she needs to do. Mava requires a picture schedule so she understands the tasks she needs to complete throughout her day or work period.					
Program Modification					
Altered/modified assignments	Daily	05/04/2023	05/02/2024	34 weeks	P Special Ed Teacher O Instructional Assistant O General Education Teacher

Modified content	Daily	05/04/2023	05/02/2024	34 weeks	P Special Ed Teacher O Instructional Assistant O General Education Teacher
Modify grading system	Daily	05/04/2023	05/02/2024	34 weeks	P Special Ed Teacher O Instructional Assistant O General Education Teacher
Use pictures to support reading passages whenever possible	Daily	05/04/2023	05/02/2024	34 weeks	P Special Ed Teacher O Instructional Assistant O General Education Teacher
Chunking of texts	Daily	05/04/2023	05/02/2024	34 weeks	P Special Ed Teacher O Instructional Assistant O General Education Teacher
Delete extraneous information on assignments and assessments when possible	Daily	05/04/2023	05/02/2024	34 weeks	P Special Ed Teacher O Instructional Assistant O General Education Teacher
Clarify location and manner: Mava participates in a modified curriculum and should have access to modified content and a modified grading system. When in general education classes (encores), Mava needs assignments modified in order to be able to access grade-level content. Pictures should be used to support Mava's comprehension of text when possible.					
Social/Behavior Supports					
Adult Support	Daily	05/04/2023	05/02/2024	34 weeks	P Special Ed Teacher O Instructional Assistant O General Education Teacher
Encourage/reinforce appropriate behavior in academic and non academic settings	Daily	05/04/2023	05/02/2024	34 weeks	P Special Ed Teacher O Instructional Assistant O General Education Teacher
Advance preparation for schedule changes	Daily	05/04/2023	05/02/2024	34 weeks	P Special Ed Teacher O Instructional Assistant O General Education Teacher
Frequent reminder of rules	Daily	05/04/2023	05/02/2024	34 weeks	P Special Ed Teacher O Instructional Assistant O General Education Teacher
Provide frequent changes in activity or opportunities for movement.	Daily	05/04/2023	05/02/2024	34 weeks	P Special Ed Teacher O Instructional Assistant O General Education Teacher
Provide manipulatives and/or sensory activities to promote listening and focusing skills.	Daily	05/04/2023	05/02/2024	34 weeks	P Special Ed Teacher O Instructional Assistant O General Education Teacher
Reinforce positive behavior through non-verbal/verbal communication	Daily	05/04/2023	05/02/2024	34 weeks	P Special Ed Teacher O Instructional Assistant O General Education Teacher
Social Skills training	Daily	05/04/2023	05/02/2024	34 weeks	P Special Ed Teacher O Instructional Assistant O General Education Teacher
Strategies to initiate and sustain attention	Daily	05/04/2023	05/02/2024	34 weeks	P Special Ed Teacher

					☐ Instructional Assistant ☐ General Education Teacher
Clarify location and manner: Mava requires adult support during encores to allow her to interact appropriately with grade-level peers and access content. Mava needs to be reminded of the rules in class frequently (quiet voices, work first, etc.) to stay successful and on-task. Mava also benefits from advance preparation for schedule changes to relieve anxiety. Mava may need to be encouraged at times to raise her hand and ask for help when she does not understand something. Mava benefits from the use of a token chart in the classroom setting to earn a preferred activity such as computer time or preferred music. The token chart helps Mava to stay motivated to be on-task and keep her voice at an appropriate level in the classroom setting. Mava also requires social skills training to aide her learning in how to appropriately interact in different social situations. Social skills training should also aide in teaching Mava appropriate behaviors at school, at home and in the community. As Mava can easily get off-task, she requires different strategies to sustain attention and keep her focused on the task at hand.					
Physical/Environmental Supports					
Specific calm down spot within room during times of upset	Daily	05/04/2023	05/02/2024	34 weeks	☐ Special Ed Teacher ☐ Instructional Assistant
Clarify location and manner: Mava requires an area that is specifically labeled for her during times of upset in order to regulate herself.					
School Personnel/Parental Supports					
Speech/language pathologist consult	Periodically	05/04/2023	05/02/2024	34 weeks	☐ Speech/Language Pathologist
Clarify topics, participants, location and manner: Mava will receive consultative speech-language services to support the generalization of social skills across her educational day.					
Documentation to Support Decision: Mava will receive consultative speech-language services to support the generalization of social skills across her educational day.					
IEP Planning for Emergency Conditions: Can Supplementary Aids, services, Program Modifications and Supports be implemented as written in emergency conditions resulting in the physical closure of school for 10 or more days? ☐ Yes ☒ No If no, describe the changes needed to existing Supplementary Aids, services, Program Modifications and Supports: Social/Behavior supports will need to be modified because staff will not be able to provide environmental changes if Mava is not in school such as providing manipulatives and sensory activities to maintain Mava's focus and opportunities for movement, and encourage appropriate behavior. Adults will be able to provide verbal reminders to Mava about how she can maintain attention and also verbally give her permission to take a break for movement, and praise her for remaining on task.					

Individualized Education Program (IEP)**III. Special Considerations And Accommodations**

MARYLAND STATE DEPARTMENT OF EDUCATION (MSDE) DIVISION OF SPECIAL EDUCATION/EARLY INTERVENTION SERVICES (Form approved by MSDE for use July 01, 2022)

Name: Mava Ayaz**Agency:** Anne Arundel County Public Schools**IEP Team Meeting Date:** 05/04/2023**EXTENDED SCHOOL YEAR (ESY)**

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

☐ ESY Decision Deferred**When considering ESY, answer YES or NO and document the decision:**1. Does the student's IEP include annual goals related to critical life skills? ☒ Yes ☐ No

Discussion to support decision: Mava's IEP includes annual goals in reading, writing, and math.

1a. Is there a likely chance of substantial regression of critical life skills caused by the normal school break and a failure to recover those lost skills in a reasonable time? ☐ Yes ☒ No1b. Is the student demonstrating a degree of progress toward mastery of IEP goals related to critical life skills? ☒ Yes ☐ No

Discussion to support decision: Mava is demonstrating a degree of progress toward mastery of IEP goals related to critical life skills.

2. Is there a presence of emerging skills or breakthrough opportunities? ☐ Yes ☒ No3. Are there significant interfering behaviors? ☐ Yes ☒ No4. Does the nature and severity of the disability warrant ESY? ☐ Yes ☒ No5. Are there other special circumstances that require ESY? ☐ Yes ☒ No

After considering all of the above questions, will the benefits that the student receives from her educational program during the regular school year be significantly jeopardized if the student is not provided ESY?

☐ Yes, student is eligible for ESY service. ☒ No, student is not eligible for ESY service

Document basis for decision(s): After considering all of the above questions, the team determined Mava's educational program will not be significantly jeopardized without extended school year services.

INDIVIDUALIZED EDUCATION PROGRAM (IEP)**Goals and Objectives**

MARYLAND STATE DEPARTMENT OF EDUCATION (MSDE) DIVISION OF SPECIAL EDUCATION/EARLY INTERVENTION SERVICES (Form approved by MSDE for use July 01, 2023)

Name: Mava Ayaz

Agency: Anne Arundel County Public Schools

IEP Team Meeting Date: 05/04/2023

GOAL

Instruction Area: Math Problem Solving

Does this goal support a Postsecondary Transition Goal? ☒ Yes ☐ NoIf yes, identify: ☒ Employment ☐ Education ☒ Training ☐ Independent Living

Goal: When given a real or contrived scenario and the use of a calculator when needed, Mava will use targeted skills to solve problems involving money.

Timeframe: by 05/02/2024

Criteria (Mastery and Retention): With: 80% accuracy in 3 out of 4 trials

Method of Measurement: Classroom Assessment: work samples and data sheets

ESY Goal? No

IEP Planning for Emergency Conditions:Can this Goal be implemented as written in emergency conditions resulting in the physical closure of school for 10 or more days? ☒ Yes ☐ No**Objective 1:** When given a real or contrived scenario, the use of a calculator when needed, a budget of \$30.00, and a list of 3-4 items, Mava will select items to stay within her budget

Timeframe: by 05/02/2024

Criteria: 80% accuracy in 3 out of 4 trials

Method of measurement: Classroom Assessment: work samples and data sheets

Objective 3: When given a real or contrived scenario, the use of a calculator when needed, and the use of no more than \$30.00, Mava will determine the amount of change she will receive/distribute with no more than 1 verbal prompt.

Timeframe: by 05/02/2024

Criteria: 80% accuracy in 3 out of 4 trials

Method of measurement: Classroom Assessment: work samples and data sheets

Objective 2: When given a real or contrived scenario and the use of a calculator when needed, Mava will problem solve what to do if she does not have enough money to make the purchase (i.e. put back an expensive item) with no more than one verbal prompt

Timeframe: by 05/02/2024

Criteria: 80% accuracy in 3 out of 4 trials

Method of measurement: Classroom Assessment: work samples and data sheets

Objective 4:

How will the parent be notified of the student's progress toward the IEP goals? Written Progress Report

How often? QUARTERLY

GOAL

Instruction Area: Math Problem Solving

Does this goal support a Postsecondary Transition Goal? ☒ Yes ☐ NoIf yes, identify: ☒ Employment ☐ Education ☒ Training ☒ Independent Living

Goal: Given a schedule and digital representations of clocks, Mava will read digital time and apply it to a real world activity

Timeframe: by 05/02/2024

Criteria (Mastery and Retention): With: 80% accuracy in 3 out of 4 trials

Method of Measurement: Classroom Assessment: work samples and data sheets

ESY Goal? No

IEP Planning for Emergency Conditions:Can this Goal be implemented as written in emergency conditions resulting in the physical closure of school for 10 or more days? ☒ Yes ☐ No

INDIVIDUALIZED EDUCATION PROGRAM (IEP)**Goals and Objectives**

MARYLAND STATE DEPARTMENT OF EDUCATION (MSDE) DIVISION OF SPECIAL EDUCATION/EARLY INTERVENTION SERVICES (Form approved by MSDE for use July 01, 2023)

Name: Mava Ayaz

Agency: Anne Arundel County Public Schools

IEP Team Meeting Date: 05/04/2023

GOAL

Objective 1: When given a digital clock and a schedule, Mava will associate a schedule event with an "on time" start time with no more than one verbal prompt

Timeframe: by 05/02/2024

Criteria: 80% accuracy in 3 out of 4 trials

Method of measurement: Classroom Assessment: work samples and data sheets

Objective 3: When given a digital clock and a schedule, Mava will identify when her scheduled break times are and demonstrate how to clock in and out correctly (ex. using google forms) with no more than 2 prompts

Timeframe: by 05/02/2024

Criteria: 80% accuracy in 3 out of 4 trials

Method of measurement: Classroom Assessment: work samples and data sheets

Objective 2: When given a digital clock, a schedule, travel time, and no more than 2 prompts, Mava will identify from a field of 3 what time she must leave in order to arrive on time to a scheduled event

Timeframe: by 05/02/2024

Criteria: 80% accuracy in 3 out of 4 trials

Method of measurement: Classroom Assessment: work samples and data sheets

Objective 4:

How will the parent be notified of the student's progress toward the IEP goals? Written Progress Report

How often? QUARTERLY

GOAL

Instruction Area: Written Expression

Does this goal support a Postsecondary Transition Goal? ☐ Yes ☒ No

Goal: Given a velcro personal information chart and faded use, Mava will obtain a job application form and complete personal data information, including name, address, telephone number, 2 references and birth date.

Timeframe: by 05/02/2024

Criteria (Mastery and Retention): With: 90% accuracy in 3 out of 4 trials

Method of Measurement: Classroom Assessment: work samples and data sheets

ESY Goal? No

IEP Planning for Emergency Conditions:

Can this Goal be implemented as written in emergency conditions resulting in the physical closure of school for 10 or more days? ☒ Yes ☐ No

Objective 1: Given a velcro personal information chart and faded use, Mava will accurately place her personal information in the correct labeled location

Timeframe: by 05/02/2024

Criteria: 100% accuracy in 3 out of 4 trials

Method of measurement: Classroom Assessment: work samples and data sheets

Objective 3:

Objective 2: Given a velcro personal information chart and faded use, Mava will accurately write in her personal information including name, address, telephone number, 2 references and birth date.

Timeframe: by 05/02/2024

Criteria: 90% accuracy in 3 out of 4 trials

Method of measurement: Classroom Assessment: work samples and data sheets

Objective 4:

How will the parent be notified of the student's progress toward the IEP goals? Written Progress Report

How often? QUARTERLY

GOAL

Instruction Area: Behaviors

Does this goal support a Postsecondary Transition Goal? ☒ Yes ☐ No

If yes, identify: ☒ Employment ☐ Education ☒ Training ☒ Independent Living

INDIVIDUALIZED EDUCATION PROGRAM (IEP)**Goals and Objectives**

MARYLAND STATE DEPARTMENT OF EDUCATION (MSDE) DIVISION OF SPECIAL EDUCATION/EARLY INTERVENTION SERVICES (Form approved by MSDE for use July 01, 2023)

Name: Mava Ayaz

Agency: Anne Arundel County Public Schools

IEP Team Meeting Date: 05/04/2023

GOAL**Goal:** During times of escalation given a choice of 3 calm down strategies with visuals, Mava will utilize her strategies in order to regulate herself.**Timeframe:** by 05/02/2024**Criteria (Mastery and Retention):** With: 95% accuracy per month**Method of Measurement:** Classroom Assessment: data sheets

ESY Goal? No

IEP Planning for Emergency Conditions:Can this Goal be implemented as written in emergency conditions resulting in the physical closure of school for 10 or more days? ☒ Yes ☐ No**Objective 1:** During times of escalation given a choice of 3 calm down strategies with visuals and no more than 3 gestural prompts, Mava will select (verbally or gesturally) 1 of the 3 strategies to complete**Timeframe:** by 05/02/2024**Criteria:** 95% accuracy per month**Method of measurement:** Classroom Assessment: data sheets**Objective 3:****Objective 2:** During times of escalation given a choice of 3 calm down strategies with visuals and no more than 3 gestural prompts, Mava will participate in 1 of the 3 listed calm down strategies until completion.**Timeframe:** by 05/02/2024**Criteria:** 95% accuracy per month**Method of measurement:** Classroom Assessment: data sheets**Objective 4:****How will the parent be notified of the student's progress toward the IEP goals?** Written Progress Report**How often?** QUARTERLY**GOAL****Instruction Area:** Reading - Vocabulary**Does this goal support a Postsecondary Transition Goal?** ☐ Yes ☒ No**Goal:** Given a content or functional vocabulary word, Mava will identify the meaning of the word.**Timeframe:** by 05/02/2024**Criteria (Mastery and Retention):** With: 80% accuracy**Method of Measurement:** Classroom Assessment: work samples Informal Procedures: data sheets

ESY Goal? No

IEP Planning for Emergency Conditions:Can this Goal be implemented as written in emergency conditions resulting in the physical closure of school for 10 or more days? ☒ Yes ☐ No**Objective 1:** Given a picture representing a vocabulary word, Mava will match the vocabulary word to the picture representing the word.**Timeframe:** by 05/02/2024**Criteria:** 80% accuracy**Method of measurement:** Classroom Assessment: work samples
Informal Procedures: data sheets**Objective 3:** Given a text with unknown vocabulary words, Mava will use context clues to determine the meaning of the unknown word.**Timeframe:** by 05/02/2024**Criteria:** 80% accuracy**Method of measurement:** Classroom Assessment: work samples
Informal Procedures: data sheets**Objective 2:** Given a definition of a vocabulary word, Mava will match the vocabulary word to its definition.**Timeframe:** by 05/02/2024**Criteria:** 80% accuracy**Method of measurement:** Classroom Assessment: work samples
Informal Procedures: data sheets**Objective 4:**

INDIVIDUALIZED EDUCATION PROGRAM (IEP)**Goals and Objectives**

MARYLAND STATE DEPARTMENT OF EDUCATION (MSDE) DIVISION OF SPECIAL EDUCATION/EARLY INTERVENTION SERVICES (Form approved by MSDE for use July 01, 2023)

Name: Mava Ayaz

Agency: Anne Arundel County Public Schools

IEP Team Meeting Date: 05/04/2023

GOAL

How will the parent be notified of the student's progress toward the IEP goals? Written Progress Report

How often? QUARTERLY

GOAL

Instruction Area: Reading - Comprehension

Does this goal support a Postsecondary Transition Goal? ☒ Yes ☐ NoIf yes, identify: ☒ Employment ☐ Education ☒ Training ☒ Independent Living

Goal: Given a modified grade level text, Mava will demonstrate comprehension of the text.

Timeframe: by 05/02/2024

Criteria (Mastery and Retention): With: 80% accuracy

Method of Measurement: Classroom Assessment: work samples Informal Procedures: data sheets

ESY Goal? No

IEP Planning for Emergency Conditions:Can this Goal be implemented as written in emergency conditions resulting in the physical closure of school for 10 or more days? ☒ Yes ☐ No**Objective 1:** Given a sentence with a missing word, Mava will select the correct word (from a text) that completes the sentence.

Timeframe: by 05/02/2024

Criteria: 80% accuracy

Method of measurement: Classroom Assessment: work samples

Informal Procedures: data sheets

Objective 3: Given a modified grade level text, Mava will sequence events from the story (what happened first, in the middle, at the end)

Timeframe: by 05/02/2024

Criteria: 80% accuracy

Method of measurement: Classroom Assessment: work samples

Informal Procedures: data sheets

Objective 2: Given a multiple choice question about a text, Mava will identify the correct answer.

Timeframe: by 05/02/2024

Criteria: 80% accuracy

Method of measurement: Classroom Assessment: work samples

Informal Procedures: data sheets

Objective 4:

How will the parent be notified of the student's progress toward the IEP goals? Written Progress Report

How often? QUARTERLY

GOAL

Instruction Area: Pragmatic Language

Does this goal support a Postsecondary Transition Goal? ☒ Yes ☐ NoIf yes, identify: ☒ Employment ☐ Education ☒ Training ☒ Independent Living

Goal: In a small-group and/or a large group setting, Mava will engage in both structured and unstructured conversations, engage in social problem-solving activities and follow directions during functional life skills tasks with no more than 2 visual or verbal prompts.

Timeframe: by 05/02/2024

Criteria (Mastery and Retention): With: 3 out of 4 targeted trials

Method of Measurement: SLP Data sheets

ESY Goal? No

IEP Planning for Emergency Conditions:Can this Goal be implemented as written in emergency conditions resulting in the physical closure of school for 10 or more days? ☒ Yes ☐ No

INDIVIDUALIZED EDUCATION PROGRAM (IEP)**Goals and Objectives**

MARYLAND STATE DEPARTMENT OF EDUCATION (MSDE) DIVISION OF SPECIAL EDUCATION/EARLY INTERVENTION SERVICES (Form approved by MSDE for use July 01, 2023)

Name: Mava Ayaz

Agency: Anne Arundel County Public Schools

IEP Team Meeting Date: 05/04/2023

GOAL

Objective 1: During a real-life situation or a contrived scenario (e.g. restaurant, job, store), Mava will engage in a conversation by taking 2 conversational turns (commenting, asking questions, remain on topic).

Timeframe: by 05/02/2024

Criteria: 3 out of 4 targeted trials

Method of measurement: SLP Data Sheets

Objective 3: In a small-group setting when there is a group discussion, Mava will attend to the speaker.

Timeframe: by 05/02/2024

Criteria: 3 out of 4 targeted trials

Method of measurement: SLP Data Sheets

Objective 2: Given a social situation picture, Mava will identify the problem given choices.

Timeframe: by 05/02/2024

Criteria: 3 out of 4 targeted trials

Method of measurement: SLP Data Sheets

Objective 4: In a large or small group setting, Mava will follow 2 steps during functional life skills tasks/role play and will respond appropriately during functional life tasks/role play activities (e.g., restaurant, interview, coffee cart) given verbal models.

Timeframe: by 05/02/2024

Criteria: 3 out of 4 targeted trials

Method of measurement: SLP Data Sheets

How will the parent be notified of the student's progress toward the IEP goals? Written Progress Report

How often? QUARTERLY

Individualized Education Program (IEP)**V. Services**

MARYLAND STATE DEPARTMENT OF EDUCATION (MSDE) DIVISION OF SPECIAL EDUCATION/EARLY INTERVENTION SERVICES (Form approved by MSDE for use July 01, 2022)

Name: Mava Ayaz

Agency: Anne Arundel County Public Schools

IEP Team Meeting Date: 05/04/2023

Special Education Services

Service Nature	Location	Service Description			Start Date	End Date	Duration (weeks)	Provider(s) P=Primary O=Other	Summary of Service
		Number of Sessions	Length of Time	Frequency					
Classroom Instruction	Outside General Education		21hrs 0mins	Weekly	05/14/2023	05/02/2024	34 weeks	P Special Ed Teacher O Instructional Assistant	21Hrs. Weekly

Discussion of Service Delivery

Reading, Math, Written Expression, Behaviors and Functional Skills:

Mava will receive 21 hours of service outside of general education in the alternative curriculum classroom to address her reading, math, written expression, behavior goals and objectives and functional skills.

IEP Planning for Emergency Conditions:Can this Service/ESY Service be implemented as written in emergency conditions resulting in the physical closure of school for 10 or more days? ☒ Yes ☐ No

Classroom Instruction	In General Education		6hrs 0mins	Weekly	05/14/2023	05/02/2024	34 weeks	P Special Ed Teacher O General Education Teacher O Instructional Assistant	6Hrs. Weekly
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Discussion of Service Delivery

Electives:

Mava will receive six (6) hours of direct services each week in the general education environment to support her goals and objectives in all academics and functional life skills.

IEP Planning for Emergency Conditions:Can this Service/ESY Service be implemented as written in emergency conditions resulting in the physical closure of school for 10 or more days? ☒ Yes ☐ No

Classroom Instruction	In General Education		4hrs 0mins	Monthly	05/14/2023	05/02/2024	34 weeks	P Special Ed Teacher O Instructional Assistant	4Hrs. Monthly
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Discussion of Service Delivery

Functional Skills:

Mava will receive 4 hours each month out in the community to support her classroom goals and objectives and her functional/community skills.

IEP Planning for Emergency Conditions:Can this Service/ESY Service be implemented as written in emergency conditions resulting in the physical closure of school for 10 or more days? ☐ Yes ☒ No

If no, describe the changes needed to this Service/ESY Service:

When school is closed, community based instruction will need to be provided virtually rather than physical trips within the community.

Related Services

		Service Description					
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Service Nature	Location	Number of Sessions	Length of Time	Frequency	Start Date	End Date	Duration (weeks)	Provider(s) P=Primary O=Other	Summary of Service
Transportation					05/14/2023	05/02/2024			
Discussion of Service Delivery including description of Transportation services, if provided Transportation: Mava needs transportation to and from school on a daily basis									
IEP Planning for Emergency Conditions: Can this Service/ESY Service be implemented as written in emergency conditions resulting in the physical closure of school for 10 or more days? ☐ Yes ☒ No If no, describe the changes needed to this Service/ESY Service: Transportation will not be needed when school is not in session.									
Speech/Language Related Service	Outside General Education	3	30mins	Monthly	05/14/2023	05/02/2024	34 weeks	P Speech/Language Pathologist	1Hrs. 30Min. Monthly
Discussion of Service Delivery Speech/Lang. Therapy: Mava will receive 3 direct 30-minute sessions outside the general education setting per month.									
IEP Planning for Emergency Conditions: Can this Service/ESY Service be implemented as written in emergency conditions resulting in the physical closure of school for 10 or more days? ☒ Yes ☐ No									

Individualized Education Program (IEP)**VI. Placement Data**

MARYLAND STATE DEPARTMENT OF EDUCATION (MSDE) DIVISION OF SPECIAL EDUCATION/EARLY INTERVENTION SERVICES (Form approved by MSDE for use July 01, 2022)

Name: Mava Ayaz

Agency: Anne Arundel County Public Schools

IEP Team Meeting Date: 05/04/2023

LEAST RESTRICTIVE ENVIRONMENT (LRE) DECISION MAKING & PLACEMENT SUMMARY

A student with disability is not removed from general education in an age-appropriate instructional setting solely because of needed modifications to the general curriculum.

What placement option(s) did the IEP Team consider?

Inside General Education (between 40 – 79% of the school day)

Inside General Education (Less than 40% of the school day)

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

Because of Mava's significant academic, behavioral, and communication needs, she requires specialized instruction in a highly structured, small group environment with a highly modified alternative curriculum. Mava will receive speech services for 3 sessions for 30 minutes each per month outside the general education setting.

Document basis for decision(s):

Mava's disability of autism impacts her ability to learn and demonstrate her learning in reading, math and written expression activities in the general education curriculum. Mava requires access to an alternate curriculum based on alternate achievement standards for all academic content areas and a small teacher to student ratio. Mava's significant needs in the area of communication impact her ability to understand and engage in social and academic settings requiring direct speech therapy support.

Special education placement: Inside General Education Less than 40% of the school day**Special education placement as of October 1:** Inside General Education Less than 40% of the school day**Average**33%/day**Total time in school week:** 32 hours 0 minutes - **Total time in General Education:** 10 hours 38 minutes/week = **Total time outside of General Education:** 21 hours 22 minutes/week**In selecting the LRE are there any potential harmful effects on the student or quality of services he or she needs?** ☒ Yes ☐ No**Document basis for decision(s):**

The selected Least Restrictive Environment (LRE) may cause Mava to have limited interaction with non-disabled peers when receiving services outside the general education environment.

Are the services *in* the student's home school (the school the student would attend if not disabled)? ☒ Yes ☐ No**Consideration of Transportation Needs: Is the Related Service Transportation needed based on the unique needs of the student or to allow student access to special education services?** ☒ Yes ☐ No**If yes, consider:****Does the student have an Emergency Action Plan?** ☐ Yes ☒ No**Does the student have a Transportation Emergency Exit Plan?** ☐ Yes ☒ No**Is specialized equipment needed to assist the student during transportation?** ☐ Yes ☒ No**Are personnel needed to accommodate the student during transportation?** ☐ Yes ☒ No**Are there unique behaviors of which Transportation personnel should be aware?** ☐ Yes ☒ No**Is a parent or parent designee required at drop off?** ☐ Yes ☒ No**Are other supports needed to assist the student during transportation?** ☐ Yes ☒ No**Discussion of consideration of age and disability, time and distance involved in travel, and unique needs of the student in determining the need for the Related Service Transportation:**

Due to Mava's disability, she is unable to walk to and from school safely. Therefore she requires a bus.

Provide an explanation to the extent, if any, the student will not participate with non-disabled peers in academic, non-academic, and extracurricular activities?

Mava will not participate with non-disabled peers during all academics (English, Math, Science, and Social Studies) and when receiving Speech/Language services. Mava will have access

to non-disabled peers during electives, lunch, and extracurricular activities.

SSIS Resident County: Anne Arundel

SSIS Resident School: Severna Park High School

SSIS Service County: Anne Arundel

SSIS Service School: Severna Park High School

Child Count Eligibility Codes:

(1) Eligible Student with a disability served in a public school or placed in a nonpublic school by the public agency to receive FAPE.

Individualized Education Program (IEP)

MARYLAND STATE DEPARTMENT OF EDUCATION (MSDE)

DIVISION OF SPECIAL EDUCATION/EARLY INTERVENTION SERVICES (Form approved by MSDE for use July 01, 2022)

VII. Authorization(s)

Name: Mava Ayaz

Agency: Anne Arundel County Public Schools

IEP Team Meeting Date: 05/04/2023

MEDICAL ASSISTANCE (MA)

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

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

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

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

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

Is the student eligible for MA? ☒ Yes ☐ No MA Number: 41503860600

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

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

MA Service Coordinator Name: Noelle Cruder

MA Service Coordinator Name: Nicholas Marks

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

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

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

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

I understand that if I refuse to allow the provider agency access to MA funds, it does not relieve the provider agency of its responsibility to ensure that all required services are provided to my child at no cost to parent.

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

Parent Signature: _____

Date: _____