

School District/Public Agency
Laramie County School District #1

Individualized Education Program (IEP)

34 C.F.R. §§300.320 – 300.324

Date of Last IEP Meeting	Due Date of Next 3 Year Reevaluation	Disability Category(s)
/2024	/2028	LD; HI

Name of Student	WISER ID	DOB	Grade	Date of IEP Meeting
				2025

STRENGTHS, EDUCATIONAL CONCERNs AND PREFERENCES/INTERESTS

Team's Perspective
34 C.F.R. §§300.321(a) and (b)

Strengths:

████████ is polite and in general gets along well with his peers and adults and politely follows directives by adults. He is prepared for his classes and has successfully organized his work and homework through a system of folders. He has demonstrated he can persevere over challenges. Math is a relative academic strength.

Preferences/Interests:

████████ enjoys the outdoor and outdoor activities like hunting and fishing. He also enjoys sports. He played football at ██████████ in the Fall, but says his favorite sports are basketball, baseball, and ice hockey. He also enjoys video games and video games on his iPad, including some academic-based games. ██████████ likes figuring things out and finding patterns to solve problem like in games of strategy.

Educational Concerns:

████████ demonstrates educational concerns in the areas of basic reading skills, reading comprehension, reading fluency, and written expression. Executive functioning skills including working memory, planning, and attention. Math skills related to identifying important words or terms as part of word problems and working memory deficits effecting more complex or multi-step math calculation skills.

PRESENT LEVELS OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE

Preschool Students: Describe the academic, developmental and functional needs of the student, and how the disability affects the student's participation in appropriate activities (*the same age appropriate activities engaged in by nondisabled students*).

School Age Students: Describe the academic, developmental and functional needs of the student, and how the disability affects the student's involvement and progress in the general education curriculum (*the same curriculum as nondisabled students*).

Describe the child's present levels of academic achievement and functional performance across services and settings, including special education, regular education, and interventions.

Summary of Evaluation(s) / Student Background Information:

████████ is a 7th-grade student at ██████████ Junior High School who continues to meet the criteria for special education services under the Specific Learning Disability (SLD) category for basic reading skills, reading fluency, and reading comprehension and written expression with a secondary disability of Other Health Impairment (OHI or HL) due to his ADHD and identified skill deficits with working memory, planning, and attention as reported in his September 2025 triennial evaluation. He transferred to LCSD1 with an in-state IEP with a qualifying disability of OHI in August of 2021. A comprehensive re-evaluation in LCSD1 in September of 2022 lead to the determination of disabilities in both categories of OHI for ADHD for inattention and SLD for basic reading skills, reading fluency, and reading comprehension. ██████████

████████. They provided an outside evaluation in ██████████ of 2022 with Dr. ██████████ of Wolff Child Psychology, who identified disabilities in SLD for reading (dyslexia) and writing (dysgraphia), dyscalculia (████████ 23), and for ADHD-Inattentive Presentation. She also indicated possible concerns with learning or tasks in other academic areas, like math, that also include language-based learning that may benefit from supports or accommodations, some of this is supported through the current evaluation and with current data. Additionally, she recommended "intensive instruction in reading by a qualified provider, including explicit, systematic phonics-based instructions and training in reading fluency using an evidence-based system such as Orton Gillingham". Laramie County School District #1 has a contract in place with an outside provider for ██████████ reading instruction. These reading services will be delivered in a one-to-one setting by a certified Orton-Gillingham Wilson structured literacy dyslexia program instructor. This OG Wilson certified instructor will work in collaboration with ██████████ certified special education teacher/case manager to monitor IEP goals and reading services and report progress monitoring for the reading goals. ██████████ is

Name of Student	WISER ID	DOB	Grade	Date of IEP Meeting
██████████	██████████	██████████	██████████	2025

Describe the child's present levels of academic achievement and functional performance across services and settings, including special education, regular education, and interventions.

well-liked, polite, and socially engaged; responds well to redirection; loves challenges; and responds to positive reinforcement which can also include fidgets and movement breaks.

WyTopp:

2025 Fall Interim

Math - 452 ± 41 ; Below Basic. Score is 57 points below the school-wide average of his peers.

ELA - 582 ± 17 ; Below Basic. Score is 41 points below the school-wide average of his peers. At or Near Standard for language/vocabulary and reading informational text. Low for reading literate and writing.

2025 Spring Summative

Math - 427 ± 17 ; Below Basic. Score is 98 points below the school-wide average of his peers. At or Near standard for geometry and below standard for expressions / equations, ratios / proportions, statistics / probabilities, and the number system.

ELA - 617 ± 11 ; Basic. Score is 33 points below the school-wide average of his peers. At or Near Standard for language/vocabulary and reading literature. Below standard for informational text.

FastBridge:

Fall 2025

aReading – 494, High Risk – 10th percentile school-wide

aMath – 205, High Risk – 7th percentile school-wide

Q1 Grades:

Math – 88%

English – 89.5%

Health / PE – 84%

Art 7 – 91%

Skills Lab – S (100%)

Attendance: █████ has missed less than a full day of school. Attendance is not an area of concern.

Behavior/Social/Emotional Data:

████ does not have behavioral referrals in Infinite Campus for █████ Jr. High. Parents did not have any additional information to add. He is a typical middle school young man.

Relevant Health Data:

In addition to █████ diagnosis of ADHD, it was noted had multiple ear infections when he was younger █████

Math Co-taught: █████ Gen Ed Teacher & Skinner, Special Ed Teacher:

████ is a great student to have in class and consistently demonstrates a positive attitude toward learning. He performs well with basic math calculations and is able to complete simple computational tasks with accuracy. However, █████ has difficulty applying these skills when solving word problems, particularly when the problems require identifying relevant information, choosing the correct operations, or completing multiple steps. He benefits from guided practice, visual supports, and explicit instruction in problem-solving strategies to strengthen his ability to interpret and solve word problems independently.

English Co-taught: █████ Gen Ed Teacher & Gilbert, Special Ed Teacher:

████ is kind, polite, and always willing to help others. He has a strong work ethic and a genuine desire to do well on his assignments, consistently turning in his work on time. For shorter writing tasks (fewer than five sentences), he prefers to handwrite, while for longer assignments, he effectively uses speech-to-text. He is improving in his ability to edit his work using a checklist before submitting it. █████ puts effort into writing complete sentences and using topic and concluding sentences in his paragraphs. He is most successful with this when using a graphic organizer to help him organize his thoughts. He is always willing to edit his writing and listens intently during instruction. An area for concern for █████ is identifying and citing meaningful text evidence to support his ideas or claims. Talking through a text or asking clarifying questions before beginning an assignment greatly supports his understanding. █████ wants to do well and completes every assignment. He has a great attitude in class and receives critical feedback well. █████ does need to increase his self-advocacy skills and ask for help when he needs it. His behavior, except from turning to talk to others is very good. He continues to benefit from using graphic organizers, an editing checklist, vocabulary lists for

Name of Student	WISER ID	DOB	Grade	Date of IEP Meeting
██████████	██████████	██████████	██████████	2025

Describe the child's present levels of academic achievement and functional performance across services and settings, including special education, regular education, and interventions.

unfamiliar words, sentence stems, and speech-to-text tools to support his writing.

Reading: ████████ MA, C-SLDS, WDT

Although virtual tutoring is less engaging than in-person instruction, ████████ consistently puts forth good effort. I've found that beginning each session with a brief skill review game and one or two quick logic activities helps set a positive tone and allows us to complete the lesson effectively. ████████ is currently working in Sub-Step 10.4 of the Wilson Reading System. In addition to decoding and encoding skills, we are focusing on phrasing, fluency, and comprehension. For narrative texts, ████████ uses the CSPACE framework (Characters, Setting, Problem, Action, Conclusion, Ending) writing strategy. For informational texts, he identifies the text structure(description, sequence, problem/solution, cause/effect, or compare/contrast), organizes information using a T-chart to note key ideas and personal reactions or responses, and writes a GIST statement that summarizes the text. At this time, ████████ scores approximately 2.5 out of 4 on the comprehension rubric with prompting. The current goal is for him to independently demonstrate comprehension through accurate retellings and responses to comprehension questions.

Reading: ████████, Special Ed Teacher and Site Coordinator

███████ does a great job applying phonological skills to break down unfamiliar multisyllabic words. He self-corrects mistakes when he knows he's made them or if asked to. ████████ sometimes uses the rules for the first part of the word and guesses the rest. When asked to go back and apply his decoding skills, he is typically successful with conventional words. When working on grade-level texts, he sometimes relies upon his knowledge of phonetic "rules" for words vs recognition of some common or irregular words, which could be due to rushing, attention or lack of self-confidence. His phonemic decoding efficiency is averaging at 20 correct items (nonsense words) per minute, with a 7th grade level expectation for struggling readers (without attention concerns) to be closer to 30 or 35. 7th grade peers without a reading disability may be expected to achieve close to 50. His encoding score was 19.6 correct items (words or nonsense words) per minute. This decreases his pace and fluency when reading with a heavier reliance on decoding. His current average of reading fluency on grade-level texts is 93 words per minute, which is below grade level expectations for 7th graders. At the 7th grade-level, the expectation for reading generally switches to a greater reliance on automaticity vs decoding. ████████ continues to work hard at building automaticity skills, which will increase his fluency. Orthographic skills deficits for unique spelling patterns, along with newly developing phonological awareness and morphemes, also lead to struggles with encoding. Work with grade level text indicate ████████ has a stronger recall of details in a text that appear at the beginning of the text and at the end of a text. This may be effected by his rate of reading fluency, but also by deficits with short term memory. While ████████ can often recall the personal connections or interpretations of the text when he initially reads it, he struggles with important details and may need a second or third read to find some details or fix his thinking. ████████ has shown he is able to recall newly learned words over longer periods of time. Some irregular words may be more of a struggle as he does not always recall at the same time their spelling, sound, and meaning. He may need a refresher one or another. However, after a reminder, he is able to use and apply these words to tasks including some writing.

Study Skills: ████████ Special Ed Teacher and Site Coordinator

Study Skills - ████████ self-identified that he struggles with some executive skills such as task initiation, metacognition, and planning. He believes he has great organization systems in place including his folders, binder, and planner / reminders on his iPad. This past quarter's goal progress data on organization is evidenced, by his 100% success rate at turning in assignments and assessments, show he is ready to peruse other deficits. These success and ████████ positive response to instruction, feedback, and remediation indicate he may not need the daily instruction and supports.

Health/ PE: ████████ Gen Ed Teacher

███████ general does well in class and is making progress on grade-level standards. He can get distracted by peers. He benefits from testing in a separate location.

Advisement: ████████ Gen Ed Teacher

███████ does very well in advisement. My only concerns involve being too talkative/distracted by peers. ████████ is very determined and can focus on completing tasks quickly and do great work. ████████ needs checks for understanding and benefits from modeling and exemplars. ████████ consistently meets expectations and performs well in all advisement activities. ████████ demonstrates positive behavior and stays on task, most of the time. He gets along with peers and adults, stays organized, and consistently shows responsibility. ████████ works well with clear expectations, structured routines, and positive reinforcement. Standard strategies used in advisement have been effective for him. This class has a lot of active boys and, given the nature of the students in this environment, ████████ does a very good job at getting work done and visiting with friends.

Impact / Needs Statement:

Name of Student	WISER ID	DOB	Grade	Date of IEP Meeting
██████████	██████████	██████████	██████████	2025

Describe the child's present levels of academic achievement and functional performance across services and settings, including special education, regular education, and interventions.

██████████ is a student with a Specific Learning Disability (SLD) in basic reading skills and reading fluency with the condition of dyslexia. Written expression and encoding are also affected within his SLD due to the condition of dysgraphia. Additionally, █████ has an SLD in math calculation and math problem solving, due to the condition of dyscalculia. Secondary to his documented learning disabilities, █████ qualifies for specialized instruction with a secondary disability of Other Health Impairment (OHI) due to a diagnosis of Attention Deficit/Hyperactivity Disorder (ADHD)-predominantly inattentive presentation. All of the above disabilities impact him academically.

██████████ Specific Learning Disability (SLD) in basic reading skills, reading comprehension, and reading fluency, along with affected written expression and encoding, impairs his ability to decode unfamiliar words, resulting in slower reading paces and elevated error rates. This directly impairs his comprehension of academic material and retention of essential information across core content areas. Furthermore, this disability, along with his deficits in working memory and focus, exacerbates challenges in identifying key vocabulary and tasks within texts and word or story problems, filtering out irrelevant data, and applying functional math skills in math and in other academic areas requiring these skills. In addition to his learning disabilities, █████ Other Health Impairment (OHI) due to Attention Deficit/Hyperactivity Disorder (ADHD) predominantly inattentive presentation, contributes to overall academic struggles related to executive functioning skills of planning, attention, working memory and metacognition and will also require accommodations such as extended time to master and integrate strategies into daily routines, academic task, and non-academic tasks. To address these impacts and promote academic progress on par with grade-level peers, the requires specially designed instruction for reading, writing, math, and executive functioning skills and supports or accommodations across academic settings to █████ independence and build confidence in his skills.

CONSIDERATION OF SPECIAL FACTORS

34 C.F.R. §300.324(a)(2)

	YES	NO
• Does the student's behavior impede his/her learning or the learning of others?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
• Does the student have communication needs?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
• Is the student deaf or hard of hearing? If yes, then answer the following:	<input type="checkbox"/>	<input checked="" type="checkbox"/>
• Does the student need opportunities for communication and direct instruction in the student's language and communication mode?	<input type="checkbox"/>	<input type="checkbox"/>
• Is the student blind or visually impaired? If yes, then answer the following:	<input type="checkbox"/>	<input checked="" type="checkbox"/>
• Does the student require orientation and mobility training?	<input type="checkbox"/>	<input type="checkbox"/>
• After an evaluation of reading and writing needs, learning media assessment, and need for future instruction in Braille, does the student require instruction in the use of Braille?	<input type="checkbox"/>	<input type="checkbox"/>
• Does the student require assistive technology devices or services?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
• Has the student been determined to be Limited English Proficient?	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Any item checked "YES" must be addressed in the IEP.

EXTENDED SCHOOL YEAR

34 C.F.R. §300.106

Extended School Year (ESY) services must be provided if necessary for the student to receive FAPE. In addition to degree of regression and the time necessary for recoupment, consider these factors:

- Degree of impairment and the ability of the child's parents to provide the educational structure at home;
- The child's rate of progress;
- His or her behavioral and physical problems;
- The availability of alternative resources;
- The ability of the child to interact with non-handicapped children;
- The areas of the child's curriculum which need continuous attention;
- The child's vocational needs; and
- Whether the requested service is "extraordinary" to the child's condition, as opposed to an integral part of a program for those with the child's condition.

Explain factors considered and determination:

██████████ has historically required ESY services. The team will reconvene in March of 2026 to determine if █████ continues to require ESY services and what these services should entail based on his progress over the school year.

Is ESY necessary in order for the student to receive FAPE? Yes No

If ESY is a necessary component of FAPE, ESY goals and services must be documented in the IEP.

Name of Student	WISER ID	DOB	Grade	Date of IEP Meeting
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	2025

TRANSITION SERVICES

For all students beginning with the IEP to be in effect when the child is 16 and updated annually thereafter.

N/A Student will not become 16 during implementation of this IEP

Name of Student	WISER ID	DOB	Grade	Date of IEP Meeting
				2025

MEASURABLE ANNUAL GOAL NUMBER Decoding
Additional Goal pages should be added as necessary.

Goal Type: Academic

A statement of measurable annual goals, including academic and functional goals designed to:

- Meet the student's needs that result from the student's disability to enable the student to be involved in and make progress in the general education curriculum.
- Meet each of the student's other educational needs that result from the student's disability.

Indicate whether this goal will be implemented during ESY. YES NO N/A

Each goal must include a baseline, target and method of measurement.

By 2026, given direct instruction using a systematic, explicit, and scientifically based reading instruction program, will increase his decoding from his current level of fluently decoding multisyllabic closed, vowel consonant e, open, and final stable syllables, multisyllabic syllables with sound options, R-controlled, and double vowel syllables to fluently decoding words with adding suffixes to changing base words, words with sound options with the vowels I, E and Y, in addition to advanced concepts including split vowels, silent letters, w affecting vowels, ch and que as /k/, additional suffixes and assimilated prefixes to 93% accuracy as measure by word charting and/or End of Step Assessments.

Baseline: Q1 decoding word charting by skill groups average 90% accuracy with individual skill groups ranging from 88.3 to 96.7% accuracy.

These reading services will be delivered in a one-to-one setting by a certified Orton-Gillingham Wilson structured literacy dyslexia program instructor. This OG Wilson certified instructor will work in collaboration with certified special education teacher/case manager to monitor IEP goals and reading services and report progress monitoring for the reading goals. Progress will be reported quarterly.

Benchmarks or short-term objectives:

Required only for students that will take alternate State or District-wide assessment(s).

Objective	Time Frame
Given direct instruction in words with suffixes that change the base word, will be able to automatically decode 15 words with a minimum of 93% accuracy as measured by word charting and/or End of Step Assessments.	2026
Given direct instruction in words with sounds options with the vowels I, E, Y, will be able to automatically decode 15 words with a minimum of 93% accuracy as measured by word charting and/or End of Step Assessments.	2026
Given direct instruction in words with advanced concepts including split vowels, silent letters, w affecting vowels, ch and que as /k/, additional suffixes and assimilated prefixes, will be able to automatically decode 15 words with a minimum of 93% accuracy as measured by word charting and/or End of Step Assessments.	2026

Periodic reports of progress toward meeting the annual goal:

Periodic reports must coincide with the district or public agency regular reporting schedule.

DATA TO SUPPORT PROGRESS

NOTE: Progress must be quantified by the method of measurement specified in the goal.

DATE: 2026	DATE: 2026	DATE: 2026	DATE: 2026
------------	------------	------------	------------

DESCRIBE PROGRESS

NOTE: Narrative should be used to supplement data above.

DATE: 2026	DATE: 2026	DATE: 2026	DATE: 2026
STAFF NAME:	STAFF NAME:	STAFF NAME:	STAFF NAME:

Name of Student	WISER ID	DOB	Grade	Date of IEP Meeting
				2025

MEASURABLE ANNUAL GOAL NUMBER Encoding
Additional Goal pages should be added as necessary.

Goal Type: Academic

A statement of measurable annual goals, including academic and functional goals designed to:

- Meet the student's needs that result from the student's disability to enable the student to be involved in and make progress in the general education curriculum.
- Meet each of the student's other educational needs that result from the student's disability.

Indicate whether this goal will be implemented during ESY. YES NO N/A

Each goal must include a baseline, target and method of measurement.

By [REDACTED], 2026, given direct instruction using a systematic, explicit, and scientifically based reading instruction program, [REDACTED] will increase his encoding from his current level of fluently encoding multisyllabic closed, vowel consonant e, open, and final stable syllables, multisyllabic syllables with sound options, R-controlled, and double vowel syllables to fluently encoding words with adding suffixes to changing base words, words with sound options with the vowels I, E and Y, in addition to advanced concepts including split vowels, silent letters, w affecting vowels, ch and que as /k/ additional suffixes and assimilated prefixes as monitored by word charting, dictation pages, and/or end or step assessments. Goal will be monitored by casemanager and/or service provider and reported quarterly.

Baseline: Q1 encoding word charting by skill groups average 83.2% accuracy with individual skill groups ranging from 77.5 to 86.5% accuracy.

These reading services will be delivered in a one-to-one setting by a certified Orton-Gillingham Wilson structured literacy dyslexia program instructor. This OG Wilson certified instructor will work in collaboration with [REDACTED] certified special education teacher/case manager to monitor IEP goals and reading services and report progress monitoring for the reading goals. Progress will be reported quarterly.

Benchmarks or short-term objectives:

Required only for students that will take alternate State or District-wide assessment(s).

Objective	Time Frame
Given direct instruction in words with suffixes that change the base word, [REDACTED] will be able to automatically encode 10 words a minimum of 90% accuracy as measured by word charting and End of Step Assessments.	[REDACTED] 2026
Given direct instruction in words with sounds options with the vowels I, E, Y, [REDACTED] will be able to automatically encode 10 words with a minimum of 90% accuracy as measured by dictation pages and End of Step Assessments.	[REDACTED] 2026
Given direct instruction in words with advanced concepts including split vowels, silent letters, w affecting vowels, ch and que as /k/, additional suffixes and assimilated prefixes, [REDACTED] will be able to automatically encode 10 words with a minimum of 90% accuracy as measured by dictation pages and End of Step Assessments.	[REDACTED] 2026

Periodic reports of progress toward meeting the annual goal:

Periodic reports must coincide with the district or public agency regular reporting schedule.

DATA TO SUPPORT PROGRESS

NOTE: Progress must be quantified by the method of measurement specified in the goal.

DATE: [REDACTED] 2026	DATE: [REDACTED] 2026	DATE: [REDACTED] 2026	DATE: [REDACTED] 2026
-----------------------	-----------------------	-----------------------	-----------------------

DESCRIBE PROGRESS

NOTE: Narrative should be used to supplement data above.

DATE: [REDACTED] 2026	DATE: [REDACTED] 2026	DATE: [REDACTED] 2026	DATE: [REDACTED] 2026
STAFF NAME: [REDACTED]	STAFF NAME: [REDACTED]	STAFF NAME: [REDACTED]	STAFF NAME: [REDACTED]

Name of Student	WISER ID	DOB	Grade	Date of IEP Meeting
				2025

MEASURABLE ANNUAL GOAL NUMBER Identify and Cite Text Evidence

Additional Goal pages should be added as necessary.

Goal Type: Academic

A statement of measurable annual goals, including academic and functional goals designed to:

- Meet the student's needs that result from the student's disability to enable the student to be involved in and make progress in the general education curriculum.
- Meet each of the student's other educational needs that result from the student's disability.

Indicate whether this goal will be implemented during ESY. YES NO N/A

Each goal must include a baseline, target and method of measurement.

Baseline: █ struggles to identify and cite meaningful text evidence. He needs maximum support to do so.

Target: By █ 2026, when given a writing prompt, with minimum support █ will identify and properly cite two pieces of meaningful text evidence that clearly support his ideas or claims in 3 out of 5 writing assignments, as measured by work samples and teacher-created rubrics monitored by a special education teacher.

Method of Measurement: work samples and teacher created rubrics

Reporting Timeline: Quarterly

Benchmarks or short-term objectives:

Required only for students that will take alternate State or District-wide assessment(s).

Objective	Time Frame

Periodic reports of progress toward meeting the annual goal:

Periodic reports must coincide with the district or public agency regular reporting schedule.

DATA TO SUPPORT PROGRESS

NOTE: Progress must be quantified by the method of measurement specified in the goal.

DATE: █ 2026	DATE: █ 2026	DATE: █ 2026	DATE: █ 2026
--------------	--------------	--------------	--------------

DESCRIBE PROGRESS

NOTE: Narrative should be used to supplement data above.

DATE: █ 2026	DATE: █ 2026	DATE: █ 2026	DATE: █ 2026
STAFF NAME:	STAFF NAME:	STAFF NAME:	STAFF NAME:

Name of Student	WISER ID	DOB	Grade	Date of IEP Meeting
				2025

MEASURABLE ANNUAL GOAL NUMBER Math Word Problems

Additional Goal pages should be added as necessary.

Goal Type: Academic

A statement of measurable annual goals, including academic and functional goals designed to:

- Meet the student's needs that result from the student's disability to enable the student to be involved in and make progress in the general education curriculum.
- Meet each of the student's other educational needs that result from the student's disability.

Indicate whether this goal will be implemented during ESY. YES NO N/A

Each goal must include a baseline, target and method of measurement.

By [REDACTED] 2026, when given a grade level word problem with the support of graphic organizer (outlining process to solve the problem), math vocabulary list, and use of a calculator, [REDACTED] will be able to follow a 4-step process for solving word problems (identify and define math vocabulary within problem; identify relevant data needed to solve the problem; setting up the appropriate equation to solve the problem; and accurately solving the equation), with 80% accuracy over 10 or more word problems.

Baseline: [REDACTED] averages 54.5% accuracy when answering word problems. He does not always recognize key words which results in setting up equations improperly, in order to solve problems.

Progress will be reported quarterly.

Benchmarks or short-term objectives:

Required only for students that will take alternate State or District-wide assessment(s).

Objective	Time Frame

Periodic reports of progress toward meeting the annual goal:

Periodic reports must coincide with the district or public agency regular reporting schedule.

DATA TO SUPPORT PROGRESS

NOTE: Progress must be quantified by the method of measurement specified in the goal.

DATE: [REDACTED] 2026	DATE: [REDACTED] 2026	DATE: [REDACTED] 2026	DATE: [REDACTED] 2026
-----------------------	-----------------------	-----------------------	-----------------------

DESCRIBE PROGRESS

NOTE: Narrative should be used to supplement data above.

DATE: [REDACTED] 2026	DATE: [REDACTED] 2026	DATE: [REDACTED] 2026	DATE: [REDACTED] 2026
STAFF NAME:	STAFF NAME:	STAFF NAME:	STAFF NAME:

Name of Student	WISER ID	DOB	Grade	Date of IEP Meeting
				2025

MEASURABLE ANNUAL GOAL NUMBER Executive Functioning

Additional Goal pages should be added as necessary.

Goal Type: Behavior

A statement of measurable annual goals, including academic and functional goals designed to:

- Meet the student's needs that result from the student's disability to enable the student to be involved in and make progress in the general education curriculum.
- Meet each of the student's other educational needs that result from the student's disability.

Indicate whether this goal will be implemented during ESY. YES NO N/A

Each goal must include a baseline, target and method of measurement.

By [REDACTED] 2026, [REDACTED] will independently apply executive functioning coping strategies for attention, working memory, planning, and metacognition to daily general or academic tasks to 80% proficiency, as measured by a weekly generalization self-monitoring checklist. Goal will be monitored by the case manager and/or service provider and reported quarterly.

Baseline: [REDACTED] is not reflectively monitoring the generalization of these strategies or skills.

Benchmarks or short-term objectives:

Required only for students that will take alternate State or District-wide assessment(s).

Objective	Time Frame

Periodic reports of progress toward meeting the annual goal:

Periodic reports must coincide with the district or public agency regular reporting schedule.

DATA TO SUPPORT PROGRESS

NOTE: Progress must be quantified by the method of measurement specified in the goal.

DATE: [REDACTED] 2026	DATE: [REDACTED] 2026	DATE: [REDACTED] 2026	DATE: [REDACTED] 2026
-----------------------	-----------------------	-----------------------	-----------------------

DESCRIBE PROGRESS

NOTE: Narrative should be used to supplement data above.

DATE: [REDACTED] 2026	DATE: [REDACTED] 2026	DATE: [REDACTED] 2026	DATE: [REDACTED] 2026
STAFF NAME:	STAFF NAME:	STAFF NAME:	STAFF NAME:

Name of Student	WISER ID	DOB	Grade	Date of IEP Meeting
				2025

A. SPECIAL EDUCATION SERVICES

A statement of the **special education, related services, supplementary aids and services**, based on peer-reviewed research to the extent practicable, to be provided to the student, or on behalf of the student, and a statement of the **program modifications or supports for school personnel** that will be provided to enable the student:

- To advance appropriately toward attaining the annual goals.
- To be involved in and make progress in the general education curriculum and to participate in extracurricular and other nonacademic activities.
- To be educated and participate with other students with disabilities and nondisabled students in extracurricular and other nonacademic activities.

Special Education	Frequency / Duration	Location	Projected Start / End Date
IN - Area of Specialized Instruction Behavior - Executive Functioning Skills ESY: <input type="checkbox"/>	15 minutes 2 times each week, for 36 weeks.	Outside general ed. classroom.	Start: <input type="text"/> /2025 End: <input type="text"/> /2026
IN - Area of Specialized Instruction Math - Word Problems ESY: <input type="checkbox"/>	20 minutes 4 times each week, for 36 weeks.	Inside General Education	Start: <input type="text"/> /2025 End: <input type="text"/> /2026
IN - Area of Specialized Instruction Writing - Text Evidence ESY: <input type="checkbox"/>	30 minutes 5 times each week, for 36 weeks.	Inside General Education	Start: <input type="text"/> /2025 End: <input type="text"/> /2026
IN - Area of Specialized Instruction Reading - Decoding/Encoding ESY: <input type="checkbox"/>	60 minutes 5 times each week, for 36 weeks.	Outside general ed. classroom.	Start: <input type="text"/> /2025 End: <input type="text"/> /9/2026

B. RELATED SERVICES

Necessary to benefit from special education.

NOTE: * Virtual Education IEP services implemented ONLY in the event of a public health emergency.

Any discrepancy in Frequency and/or Duration of special education services between In-Person and Virtual Ed. must be explained in Prior Written Notice (PWN).

Related Service <input checked="" type="checkbox"/> N/A	Frequency / Duration	Location	Projected Start / End Date

Name of Student	WISER ID	DOB	Grade	Date of IEP Meeting
				2025

C. SUPPLEMENTARY AIDS AND SERVICES

Accommodations, aids, services, assistive technology and other supports that are provided to avoid removing the student from regular education classes, other education-related settings and extracurricular and non-academic settings. (May include routine checking of hearing aids and external components of surgically implanted devices.)

NOTE: Include accommodations that may be needed in Virtual Ed. setting.

Supplementary Aids & Services <input type="checkbox"/> N/A	Start Date	Explanation of Frequency, Duration, Location, and Delivery
Preferential seating to limit distractions.	/2025	Frequency: Instruction / Independent work; Duration: Until complete or understood.; Location: All Learning Environments;
Frequent checks for understanding of content and/or directions.	/2025	Frequency: Instruction / Independent work; Duration: Until complete or understood.; Location: All Learning Environments;
Divide tasks more than two, simple steps into smaller, manageable chunks to aid with attention and working memory.	/2025	Frequency: Tasks, tests, and assignments.; Duration: Until complete or understood.; Location: All Learning Environments;
Graphic Organizers for writing that is longer than two sentences.	/2025	Frequency: Writing tasks or assignments.; Duration: Until complete.; Location: Inside/Outside Gen Ed;
Breaks for movement to regain focus with designated focus aids or locations.	/2025	Frequency: After tasks 30 min or longer.; Duration: No more than five minutes.; Location: Classroom or work areas.;
AT tools including speech-to-text, editing tools, and word prediction when not grading for independence without AT tools.	/2025	Frequency: Writing task, test, or assignment.; Duration: Until complete.; Location: Classroom or work areas.;
Read Aloud or Text-to-Speech with highlighting or tracking to assist with comprehension or focus.	/2025	Frequency: Tasks, test, and assignments.; Duration: Until complete or understood.; Location: All Learning Environments.;
Separate location for classroom - based assessments to aid with focus and understanding.	/2025	Frequency: During administration.; Duration: Until complete.; Location: Testing Environment;
Use of calculator to assist with calculations and working memory for tasks, assignments, or classroom -based assessments when not prohibited for learning outcomes or data collection.	/2025	Frequency: Use with math or numbers work. ; Duration: Until complete or understood.; Location: Inside/Outside Gen Education;
Visual supports or aids to assist with understanding of language-based instruction or tasks across academics settings.	/2025	Frequency: Until understood or completed.; Duration: Until complete or understood.; Location: Inside/Outside Gen Education;
Extended time up to 2 times that of his non-disabled peers.	/2025	Frequency: Tasks, tests, and assignments.; Duration: Up to 2 times of peers.; Location: Inside/Outside Gen Education;
Use of organizational system for assignments, notes, and work to assist with focus, working memory, and reduction of late or missing work.	/2025	Frequency: Daily.; Duration: Until complete.; Location: Academic Classrooms.;
For handwritten assignments, [REDACTED] will not be docked points for misspelled words if the content is correct.	/2025	Frequency: tasks, tests, and assignments; Duration: handwritten assignments; Location: Classroom work;
If notetaking is longer than a couple of sentences, [REDACTED] has access to a copy of teacher notes or cloze notes	/2025	Frequency: notetaking assignments/tasks; Duration: note taking activities; Location: Classroom setting;
Alternative testing methods (i.e. matching, word banks, multiple choice), to assist with long-term retrieval of information		Frequency: during assessments; Duration: classroom assessments/tests; Location: classroom;

Name of Student	WISER ID	DOB	Grade	Date of IEP Meeting
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	2025
WY-TOPP / WY-ALT Accommodations				
WYTOPP Accommodations <input type="checkbox"/> N/A		Start Date	Explanation of Frequency, Duration, Location, and Delivery	
<p>Embedded Accommodations TTS tracking(passages) Text to speech with highlighting and tracking passages and items.</p>		/2025	<p>Frequency: During testing session.; Duration: Throughout testing session; Location: Outside of General Education; Delivery: In Person</p> <p>Used In</p> <p><input checked="" type="checkbox"/> Instruction <input checked="" type="checkbox"/> Assessment <input checked="" type="checkbox"/> ELA <input checked="" type="checkbox"/> Math <input checked="" type="checkbox"/> Science</p>	
<p>Non-Embedded Designated Supports Separate setting</p>		/2025	<p>Frequency: During testing session.; Duration: Throughout testing session; Location: Outside of General Education; Delivery: In Person</p> <p>Used In</p> <p><input checked="" type="checkbox"/> Instruction <input checked="" type="checkbox"/> Assessment <input checked="" type="checkbox"/> ELA <input checked="" type="checkbox"/> Math <input checked="" type="checkbox"/> Science</p>	
<p>Non-Embedded Accommodations Extended Time</p>		/2025	<p>Frequency: During testing session.; Duration: Throughout testing session; Location: Outside of General Education; Delivery: In Person</p> <p>Used In</p> <p><input checked="" type="checkbox"/> Instruction <input checked="" type="checkbox"/> Assessment <input checked="" type="checkbox"/> ELA <input checked="" type="checkbox"/> Math <input checked="" type="checkbox"/> Science</p>	
<p>Non-Embedded Accommodations Speech-to-text</p>		/2025	<p>Frequency: During testing session.; Duration: Throughout testing session; Location: Outside of General Education; Delivery: In Person</p> <p>Used In</p> <p><input checked="" type="checkbox"/> Instruction <input checked="" type="checkbox"/> Assessment <input checked="" type="checkbox"/> ELA <input checked="" type="checkbox"/> Math <input checked="" type="checkbox"/> Science</p>	

Name of Student	WISER ID	DOB	Grade	Date of IEP Meeting
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	2025
WY-TOPP / WY-ALT Accommodations				
WYTOPP Accommodations <input type="checkbox"/> N/A		Start Date	Explanation of Frequency, Duration, Location, and Delivery	
Non-Embedded Accommodations Word Prediction		/2025	<p>Frequency: During testing session.; Duration: Throughout testing session; Location: Outside of General Education; Delivery: In Person</p> <p>Used In</p> <p>[<input checked="" type="checkbox"/>] Instruction [<input checked="" type="checkbox"/>] Assessment [<input checked="" type="checkbox"/>] ELA [<input checked="" type="checkbox"/>] Math [<input checked="" type="checkbox"/>] Science</p>	
Non-Embedded Accommodations Breaks during assessment		2025	<p>Frequency: During testing session; Duration: Testing session; Location: Outside General Education; Delivery: In Person</p> <p>Used In</p> <p>[<input checked="" type="checkbox"/>] Instruction [<input checked="" type="checkbox"/>] Assessment [<input checked="" type="checkbox"/>] ELA [<input checked="" type="checkbox"/>] Math [<input checked="" type="checkbox"/>] Science</p>	
D. PROGRAM MODIFICATIONS AND SUPPORTS FOR SCHOOL PERSONNEL				
Modifications to be provided to enable the student to advance appropriately towards attaining the annual goals, be involved and make progress in the general education curriculum, and participate in extracurricular and nonacademic activities.				
Program Modifications <input checked="" type="checkbox"/> N/A		Start Date	Explanation of Frequency, Duration, and Location	
Supports for School Personnel <input checked="" type="checkbox"/> N/A		Start Date	Explanation of Frequency, Duration, and Location	
LEAST RESTRICTIVE ENVIRONMENT				
A student with a disability shall be removed from the regular education environment only if the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.				
34 C.F.R. §§300.114 through 300.117.				
YES NO				
<ul style="list-style-type: none"> • The educational placement is based on the student's IEP. <input checked="" type="checkbox"/> <input type="checkbox"/> • The student is unable to be satisfactorily educated in the general education environment for the entire school day. If yes, then answer the following: <ul style="list-style-type: none"> • Removal from the regular environment is necessary based on the nature or severity of the student's disability, not the need for modifications in the general curriculum. <input checked="" type="checkbox"/> <input type="checkbox"/> • The educational placement is as close as possible to the student's home. <input checked="" type="checkbox"/> <input type="checkbox"/> • The educational placement is in the school that the student would attend if he/she did not have a disability. <input checked="" type="checkbox"/> <input type="checkbox"/> • The IEP team considered any potential harmful effect of the educational placement on the student or on the quality of needed services. <input checked="" type="checkbox"/> <input type="checkbox"/> • The student has the opportunity to participate in extracurricular and nonacademic activities with nondisabled students. <input checked="" type="checkbox"/> <input type="checkbox"/> 				

Name of Student	WISER ID	DOB	Grade	Date of IEP Meeting
██████████	██████████	██████████	██████████	2025

JUSTIFICATION: Considering Sections A. through D. and the questions above, justify the removal of the student from the regular education environment: (including for any ESY services)

█████ disabilities in reading and executive functioning skills require a level of specially designed instruction that provide opportunities for reteaching, immediate feedback, and more direct, explicit instruction than can be provided in the general education setting with accommodations amongst his non-disabled peers. Additionally, this level of instruction requires an environment where distractions are limited, this includes limiting the number of peers or grouping him with peers that do not increase attention issues during instruction. The disadvantage of removing █████ from the general education setting and for this period of time is that he misses time with his general education peers and misses out on exposure to academic standards in other content areas. However, services occurring outside of the general education setting are due to the unique instructional needs █████ has as a student with a reading disability (dyslexia.) Additionally, the services to address executive functioning needs require individualized instructional needs that are better addressed outside the general education setting as █████ builds his independence and capacity to generalize newly learned strategies.

PARTICIPATION IN STATE AND DISTRICT-WIDE ASSESSMENTS

Determine how the student will participate in State and district-wide assessments consistent with 34 C.F.R. §300.320(a)(6).

<input type="checkbox"/> NA (check if student is in preschool)		
<input type="checkbox"/> Student is in a grade where State assessments are not given.		
<input type="checkbox"/> Student is in a grade where district-wide assessments are not given.		
<input type="checkbox"/> Student participates without accommodations: <table> <tr> <td><input type="checkbox"/> The IEP team has determined the student will participate in the following assessments without test accommodations. (check all that apply)</td> </tr> <tr> <td><input type="checkbox"/> State-wide Assessment(s) <input type="checkbox"/> District-wide Assessment(s) _____ name of assessment(s)</td> </tr> </table>	<input type="checkbox"/> The IEP team has determined the student will participate in the following assessments without test accommodations. (check all that apply)	<input type="checkbox"/> State-wide Assessment(s) <input type="checkbox"/> District-wide Assessment(s) _____ name of assessment(s)
<input type="checkbox"/> The IEP team has determined the student will participate in the following assessments without test accommodations. (check all that apply)		
<input type="checkbox"/> State-wide Assessment(s) <input type="checkbox"/> District-wide Assessment(s) _____ name of assessment(s)		
<input checked="" type="checkbox"/> Student participates with accommodations: <table> <tr> <td><input checked="" type="checkbox"/> The IEP team has determined the student will participate in the following assessments with test accommodations. Selection of test accommodations for the student must be made in accordance with the identified standard accommodations for each assessment given. (Attach list of allowable accommodations, and check all that apply)</td> </tr> <tr> <td><input checked="" type="checkbox"/> State-wide Assessment(s) <input checked="" type="checkbox"/> District-wide Assessment(s) <u>Fastbridge, GVC</u> name of assessment(s)</td> </tr> </table>	<input checked="" type="checkbox"/> The IEP team has determined the student will participate in the following assessments with test accommodations. Selection of test accommodations for the student must be made in accordance with the identified standard accommodations for each assessment given. (Attach list of allowable accommodations, and check all that apply)	<input checked="" type="checkbox"/> State-wide Assessment(s) <input checked="" type="checkbox"/> District-wide Assessment(s) <u>Fastbridge, GVC</u> name of assessment(s)
<input checked="" type="checkbox"/> The IEP team has determined the student will participate in the following assessments with test accommodations. Selection of test accommodations for the student must be made in accordance with the identified standard accommodations for each assessment given. (Attach list of allowable accommodations, and check all that apply)		
<input checked="" type="checkbox"/> State-wide Assessment(s) <input checked="" type="checkbox"/> District-wide Assessment(s) <u>Fastbridge, GVC</u> name of assessment(s)		
<input type="checkbox"/> Student participates in alternate assessments: <table> <tr> <td><input type="checkbox"/> The IEP team has determined the student will take an alternate assessment consistent with 34 C.F.R. §300.320(a)(6)(ii). The student will participate in:</td> </tr> <tr> <td><input type="checkbox"/> Alternate State Assessment(s) <input type="checkbox"/> Alternate District-wide Assessment(s) _____ name of assessment(s)</td> </tr> </table>	<input type="checkbox"/> The IEP team has determined the student will take an alternate assessment consistent with 34 C.F.R. §300.320(a)(6)(ii). The student will participate in:	<input type="checkbox"/> Alternate State Assessment(s) <input type="checkbox"/> Alternate District-wide Assessment(s) _____ name of assessment(s)
<input type="checkbox"/> The IEP team has determined the student will take an alternate assessment consistent with 34 C.F.R. §300.320(a)(6)(ii). The student will participate in:		
<input type="checkbox"/> Alternate State Assessment(s) <input type="checkbox"/> Alternate District-wide Assessment(s) _____ name of assessment(s)		
<input type="checkbox"/> Explain why the student must participate in alternate assessments.(The Guidelines for Participation in Wyoming's Alternate Assessment for Students with Significant Cognitive Disabilities must be utilized for this determination.)		

Name of Student	WISER ID	DOB	Grade	Date of IEP Meeting
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	2025

IEP TEAM MEMBER PARTICIPATION

List IEP team members attending or participating by alternate means in the IEP meeting.

Parent(s)	Student
[REDACTED]	
[REDACTED]	
Special education teacher of the student	Regular education teacher of the student
Role: Special Ed Teacher - English	Role: General Ed Teacher - English
School district representative	An individual who can interpret evaluation results
Role: Administrator	Role: School Psychologist
Agency representative	Agency representative
Role: Site Coordinator /Service Prov	Role: District Coordinator
Other	Other
Role: Advocate	Role:
Other	Other
Role:	Role:
Other	Other
Role:	Role:
Other	Other
Role:	Role:

PROVIDE TO PARENT

Copy of IEP. 34 C.F.R. §300.322(f)

Date Provided: [REDACTED] 2025 Staff Initials: [REDACTED]

Procedural Safeguards Notice: (Annual requirement.) 34 C.F.R. §300.304(a)

Date Provided: [REDACTED] /2025 Staff Initials: [REDACTED]

As required by federal law, each teacher and provider who work with [REDACTED] is informed of responsibilities related to implementing this student's IEP (including accommodations, modifications and supports) and has access to a copy of the comprehensive IEP.