

**YOLO COUNTY SELPA**  
**INDIVIDUALIZED EDUCATION PROGRAM (IEP) - INFORMATION / ELIGIBILITY**

Student Legal Name: Decker, Lannah Liu

Legal Suffix:

Date of Birth: 1/25/2012

IEP Date: 5/30/2023

Original SpEd Entry Date: 11/1/2016

Next Annual Plan Review: 5/30/2024

Last Eligibility Evaluation: 5/30/2023

Next Eligibility Evaluation: 5/30/2026

MEETING TYPE: ☒ Initial ☐ Plan Review ☐ Eligibility Evaluation

Additional Purpose of Meeting (If needed): ☐ Transition ☐ Pre-Expulsion ☐ Interim ☐ Other

Age: 11 year(s) 4 months

Grade: 05 Fifth grade

Native Language: 00 English

EL: ☐ Yes ☒ No

Redesignated: ☐ Yes ☒ No

Interpreter ☐ Yes ☒ No

Student ID: 91605

SSID: 1608295476

Parent/Guardian: Xiuzhen Liu/Jeff Decker

Home Phone:

Home Address: 2716 Lara Dr

Work Phone:

City: Woodland

Cell Phone: 408-335-9087

State/Zip: CA, 95776

Email: xiuliu@ucdavis.edu

Parent/Guardian:

Home Phone:

Home Address:

Work Phone:

City:

Cell Phone:

State/Zip: CA,

Email:

District of Special Education Accountability: Davis Joint Unified

Residence School: Ramon S. Tafoya Elementary School

Hispanic Ethnicity: ☐ Yes ☒ No ☐ Ethnicity Intentionally Left Blank

Race (regardless of Ethnicity): Race 1. 201 Chinese Race 2. 700 White

Race 3. \_\_\_\_\_ Race 4. \_\_\_\_\_ Race 5. \_\_\_\_\_ ☐ Race Intentionally Left Blank

**INDICATE DISABILITY/IES** Note: For initial and triennial IEPs, assessment must be done and discussed by IEP Team before determining eligibility. \* Low Incidence Disability

Primary: Other Health Impairment (OHI)

Secondary: Autism (AUT)

☐ Not Eligible for Special Education ☐ Exiting from Special Education (returned to reg. ed/no longer eligible)

**Describe how student's disability affects involvement and progress in general curriculum (or for preschoolers, participation in appropriate activities)** ADHD-like behaviors are impacting Lannah's ability to actively engage in classroom learning. Also, difficulties with tasks requiring skills such as perspective-taking are negatively impacting Lannah's peer-relationships in the school setting.

**FOR INITIAL PLACEMENTS ONLY**

Has the student received IDEA Coordinated Early Intervening Services (CEIS) using 15% of IDEA funding in the past two years?

☐ Yes ☒ No

Date of Initial Referral for Special Education Services: 3/6/2023

Person Initiating the Referral for Special Education service: 30 Student Study Team/Intervention Team

Date District Received Parent Consent: 4/7/2023

Date of Initial Meeting to Determine Eligibility: 5/30/2023

**YOLO COUNTY SELPA  
PRESENT LEVELS OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE**

**Student Name:** Decker, Lannah

**Birthdate:** 1/25/2012

**IEP Date:** 5/30/2023

**Strengths/Preferences/Interests**

*Parents: Parents shared similar strengths.*

*Staff: Cheerful/friendly, wants to help, she has a great laugh and quick smile. Lannah has a good sense of humor and can be silly.*

**Parent input and concerns relevant to educational progress**

*Parent feels Lannah needs to work more. At home she likes to lay on the couch and doesn't do anything. Feels that she needs to have goals and be motivated. Mom is not sure if Lannah understands goals. At home Lannah always finds excuses not to do homework. Parents try to push her and give reward for completing tasks like homework. Lannah is starting to read books on her own but she needs a timer and then have her share what she has read through question/answer. If she is not interested in a topic it is even harder to get Lannah to engage with the materials. Very hard to get her to sit down and do things.*

**Smarter Balanced Assessment Consortium (SBAC)**

**English/Language Arts**

☐ Not Applicable

**English/Language Arts Overall**

☐ Standard Exceeded ☐ Standard Met ☒ Standard Nearly Met ☐ Standard Not Met

Reading ☐ Above Standard ☐ Near Standard ☐ Below Standard

Writing ☐ Above Standard ☐ Near Standard ☐ Below Standard

Speaking and Listening ☐ Above Standard ☐ Near Standard ☐ Below Standard

Research/Inquiry ☐ Above Standard ☐ Near Standard ☐ Below Standard

**Math**

☐ Not Applicable

**Math Overall**

☐ Standard Exceeded ☐ Standard Met ☒ Standard Nearly Met ☐ Standard Not Met

Concepts and Procedures ☐ Above Standard ☐ Near Standard ☐ Below Standard

Problem Solving and Data Analysis ☐ Above Standard ☐ Near Standard ☐ Below Standard

Communication Reasoning ☐ Above Standard ☐ Near Standard ☐ Below Standard

**California Alternate Assessments (CAA)**

☒ Not Applicable

English Language Arts ☐ Understanding ☐ Foundational Understanding ☐ Limited Understanding

Math ☐ Understanding ☐ Foundational Understanding ☐ Limited Understanding

Science ☐ Understanding ☐ Foundational Understanding ☐ Limited Understanding

**English Language Development Test (English Learners Only)**

☒ Not Applicable

**English Language Proficiency Assessments of California (ELPAC)**

☐ Initial ELPAC

☐ Summative ELPAC

Overall Score:    Overall Performance Level:    Oral Language Score/Level:

Written Language Score/Level:

**Scores by domain****Listening:****Speaking:****Reading:****Writing:****Performance by domain****Listening:****Speaking:****Reading:****Writing:****Alternate English Language Proficiency Assessments for California (Alternate ELPAC):**☐ **Initial Alternate ELPAC**☐ **Summative Alternate ELPAC**

Overall Score: Overall Performance Level:

**Physical Education Testing (grades 5, 7 & 9):****Other Assessment Data (e.g., curriculum assessment, other district assessment, etc.)****Hearing Date:** 11/4/2022 ☒ Pass ☐ Fail ☐ Other**Near Vision Date:** 3/13/2023 ☒ Pass ☐ Fail ☐ Other**Distance Vision Date:** 3/13/2023 ☒ Pass ☐ Fail ☐ Other**Preacademic/Academic/Functional Skills**

*Ms. Neal, Lannah's general education teacher, indicates that while Lannah has some academic strengths, she often finds new concepts difficult to grasp. In math class, it does not appear that she is understanding or retaining the information. She has consistently performed poorly on math tests, and on a recent one, she even wrote "no way" at the top of the page. Ms. Neal has also noticed that Lannah often gives her answer on these tests without reading the entire question. Though Lannah's homework completion is fairly consistent, independent work within the classroom setting is very challenging and often incomplete.*

*Woodcock Johnson Tests of Achievement – (WJIV-ACH) standard scores 90-110 average*

*Broad Mathematics 88, Calculations 89, Math Fluency 96, Applied Problems 83, Broad Reading 80, Letter-Word Identification 89.*

*Reading Fluency 83, Passage Comprehension 70, Broad Written Language 89, Spelling 95, Sentence Writing Fluency 89, Writing Samples 85*

*Wechsler Individual Achievement Test-Fourth Edition (WIAT-IV) standard scores 90-110 average range*

*Reading Comprehension 90, Sentence Composition 94, Essay Composition 93, Mathematic Composite 80, Math Problem Solving 83, Numerical Operations 81.*

**Communication Development**

*Lannah Decker, a 11:04 year old fifth grader, presented with appropriate speech sound production. Her voice and fluency are not a concern. Upon standardized assessment, Lannah earned scores that were indicative of a receptive language impairment, however these scores may not be an accurate reflection of her ability due to Lannah's attention and focus on that particular day of assessment. On additional standardized tests measure Sentence Expression and Sentence Comprehension, Lannah earned scores in the average range. Using test scores to calculate a Supralinguistic Index score, Lannah earned a score in the below average range however it was not below the 7th percentile. On the individual tests used in the calculation of that Supralinguistic score, Lannah earned a qualifying score on the Non-literal language test. Upon observation and standardized assessment in the area of pragmatic language, Lannah demonstrated below average pragmatic language skills, and earned a qualifying score on a subtest that required her to make social inferences. Per parent and teacher report, social skills are a concern and having a negative impact on Lannah's ability to participate in the classroom environment. Lannah qualifies for special education services under the category of speech or language impairment at this time based on pragmatic language deficits that are negatively impacting her ability to make progress in the curriculum and toward fifth grade standards.*

**Gross/Fine Motor Development**

*Gross Motor: Lannah is able to navigate the classroom and playground environments. She will climb on the playground equipment. She had no problem imitating same-sided movement patterns. She did display difficulty when attempting to perform opposite sided movements. Similarly, she presented with an uncoordinated movement pattern when asked to perform jumping jacks. She presented with difficulty coordinating her upper and lower extremities. Lannah reported that she can swim and ride a bike. She indicated that she is not currently engaged in any outside sports or physical activities. As noted, she has a history of toe walking. NM-OT-5/2023*

*Fine Motor: Lannah is right-handed. She displayed a neat pincer grasp when placing pegs and when lacing blocks onto a string. She had no problem translating pennies into the palm of her hand bilaterally, but did display more difficulty when asked to translate them out. She was accurate on 3 out of 5 attempts. She displayed an appropriate grasp on her scissors and was able to support her pencil with her non-*

dominant hand. Lannah fell within the well-below average and below average range on the fine motor precision and fine motor integration subtests of the BOT-2 test of motor proficiency, respectively. She was able to type 12 wpm with 94% accuracy on a 3-minute timed test. While writing Lannah held her pencil with a right-handed modified tripod grasp. She displayed both an index finger and thumb wrap around her pencil. She presented with rapid strokes of her pencil. She did not consistently support her pencil with her non-dominant hand. She presented with appropriate sizing, orientation, and spacing of her letters and numbers and was able to fit them on wide ruled paper. She did demonstrate difficulty with accurate placement and control while writing. While writing, Lannah appeared to have some difficulty with spelling as she left out some letters from her words. For example, she copied "the" as "te". She will also occasionally substitute a capital letter for a lowercase one. NM-OT-5/2023

### **Social Emotional/Behavioral**

Lannah's general education teacher, Ms. Neal, shares Lannah has great difficulty in interpreting social cues, and when asked a question, will often respond with an unrelated response. Ms. Neal also shares that Lannah is currently experiencing difficult social challenges, and she is "not sure if she really means the words she says to people and/or understands the deeper meaning imparted by her words." This also translates to coursework, as in reading activities, Lannah appears to have difficulty understanding the motivation behind a character's actions. Other indicated concerns include Lannah's inability to follow directions, even when they are provided in both written and verbal formats, and her tendency to forget things that she has learned previously, which leads to challenges building upon previous concepts. Sensory Processing: On the Sensory Processing Measure (2-ed.) Lannah fell into the Severe Difficulties category for Vision, Body Awareness, Balance & Motion, & Social Participation. She appears to seek out tactile, oral, and vestibular input throughout her day. She also has difficulty with her attention to task and participation. NM-OT-5/2023

### **Vocational**

Lannah has excellent attendance and has been present 172 days so far this school year.

### **Adaptive/Daily Living Skills**

Within normal limits Lannah functions independently at school.

### **Health**

Lannah has a Primary MD and Dentist. Her immunizations are up to date. Lannah has seasonal allergies and takes over the counter medication at home. She also has a mild peanut allergy.

**For student to receive educational benefit, goals will be written to address the following areas of need:**

*pragmatic language, math, visual motor, and sensory processing*

YOLO COUNTY SELPA  
SPECIAL FACTORS

Student Name: Decker, Lannah

Birthdate: 1/25/2012

IEP Date: 5/30/2023

Does the student require assistive technology devices and/or services? ☐ Yes ☒ No

Rationale:

Does the student require low incidence services, equipment and/or materials to meet educational goals? ☐ Yes ☒ No  
(If yes, specify)

Considerations if the student is blind or visually impaired: Lannah is not blind or visually impaired.

Considerations if the student is deaf or hard of hearing: Lannah is not deaf or hard of hearing.

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If the student is an English Learner, complete the following section:

1. All students who are English Learners must receive Comprehensive English Language Development (ELD) (designated and integrated ELD instruction) as part of their core instructional program, based on assessed English language proficiency.

a. Does the student need primary language supports during integrated ELD (across content areas)? ☐ Yes ☐ No

If yes, please select:

- ☐ Oral clarification of directions in the primary language
- ☐ Illustrated glossaries in primary language
- ☐ Graphic organizer with key concepts translated to primary language
- ☐ Pair key text/words translated to primary language with visuals
- ☐ Pair key text/words translated to primary language
- ☐ Provide definitions in primary language in context of lesson
- ☐ Frontloading using primary language, to bridge new learning to previous knowledge
- ☐ Teach relationships between concepts in primary language
- ☐ Conduct frequent comprehension checks, allow for student response in primary language
- ☐ Bilingual dictionary
- ☐ Glossaries in primary language
- ☐ Other:

b. Where will the student receive Designated ELD? ☐ General Education ☐ Special Education

2. The student who is an English Learner is currently participating in:

☐ Structured English Immersion (SEI) or ☐ Other, parent selected multilingual/language acquisition program

Comments:

Does student's behavior impede learning of self or others? ☐ Yes ☒ No (describe)

If yes, specify positive behavior interventions, strategies, and supports:

☐ Behavior Goal is part of this IEP ☐ Behavior Intervention Plan (BIP) Attached

YOLO COUNTY SELPA  
Statewide Assessments

Student Name: Decker, Lannah

Birthdate: 1/25/2012

IEP Date: 5/30/2023

Indicate student's participation in the California Assessment of Student Performance and Progress (CAASPP) below:

**English Language Arts (Grades 3-8, & 11)**

11 With testing accommodations

- ☒ SBAC with Designated Supports Embedded
- ☒ SBAC with Designated Supports Non-embedded
- ☐ SBAC with Accommodations Embedded
- ☐ SBAC with Accommodations Non-embedded
- ☐ SBAC with Accessibility Support (requires CDE Approval)

Masking

Separate Setting (i.e., most beneficial time, special lighting or acoustics, adaptive furniture), Simplified Test Directions

**Math (Grades 3-8, & 11)**

11 With testing accommodations

- ☒ SBAC with Designated Supports Embedded
- ☒ SBAC with Designated Supports Non-embedded
- ☐ SBAC with Accommodations Embedded
- ☒ SBAC with Accommodations Non-embedded
- ☐ SBAC with Accessibility Support (requires CDE Approval)

Masking

Separate Setting (i.e., most beneficial time, special lighting or acoustics, adaptive furniture), Simplified Test Directions

Multiplication Table

**Science (Grades 5, 8 & High School)**

90 Not to Participate (Outside Testing Group or Plan Type 200)

- ☐ If student is taking Alternate Assessment the IEP team has reviewed the criteria for taking alternate assessments.

**Physical Fitness Test (Grades 5, 7 & 9)**

- ☒ Out of testing range
- ☐ Without Accommodations
- ☐ With Accommodations
- ☐ With Modifications (Check with PFT Office prior to use)

- ☒ **Other State-Wide/ District-Wide Assessment(s) Alternate Assessment(s)** Access to a separate setting, directions repeated/clarified, access to breaks within a testing window, extended time, access to multiplication chart.

☐ **Desired Results Developmental Profile (DRDP) – (Preschoolers Ages 3, 4 and 5 years)**

- ☐ Adaptations Not Applicable
- ☐ Sensory support
- ☐ Functional positioning
- ☐ Alternative response mode
- ☐ Assistive equipment or device
- ☐ Visual support
- ☐ Alternative mode for written language
- ☐ Augmentative or alternative communication system

**English Language Proficiency Assessments of California (ELPAC; for English Learners Only).**

Please Note: Computer-based is for all domains grades 3-12. The writing domain is paper-based only for grades K-2. All other domains for grades K-2 are computer-based.

☐ **Initial ELPAC**

- ☐ Without Designated Supports (All domains)

- ☐ Designated Supports (All domains)
- ☐ Without Accommodations (All domains)
- ☐ Accommodations (All domains)

☐ **Summative ELPAC Computer-based**

- ☐ Without Designated Supports (All domains)
- ☐ Embedded Designated Supports
- ☐ Non-embedded Designated Supports
- ☐ Without Accommodations (All domains)
- ☐ Embedded Accommodations
- ☐ Non-embedded Accommodations

☐ **Domain Exemption:**

**Alternate ELPAC**

☐ **Initial Alternate ELPAC**

☐ **Summative Alternate ELPAC**

- ☐ Alternate ELPAC Embedded Designated Supports
- ☐ Alternate ELPAC Non-embedded Designated Supports
- ☐ Alternate ELPAC Non-embedded Accommodations

☐ **Standards based Tests in Spanish STS**

- ☐ Math without Designated Supports or Accommodations
- ☐ Math with Designated Supports
- ☐ Math with Accommodations
- ☐ Reading, Language, Spelling without Designated Supports or Accommodations
- ☐ Reading, Language, Spelling with Designated Supports
- ☐ Reading, Language, Spelling with Accommodations

**YOLO COUNTY SELPA  
ANNUAL GOALS AND OBJECTIVES**

**Student Name:** Decker, Lannah

**Birthdate:** 1/25/2012

**IEP Date:** 5/30/2023

<b>Area of Need:</b> Communication	<b>Measurable Annual Goal #:</b> <u>Speech 2023 #1</u>
<b>Baseline:</b>	<b>Goal:</b> By 5/30/2024, when given a figurative language and indirect requests in context, Lannah will define the figure of speech or explain the request in 4/5 opportunities with 80% accuracy.  <input type="checkbox"/> Enables student to be involved/progress in general curriculum/state standard  <input type="checkbox"/> Addresses other educational needs resulting from the disability  <input type="checkbox"/> Linguistically appropriate  <input type="checkbox"/> Transition Goal: <input type="checkbox"/> Education/Training <input type="checkbox"/> Employment <input type="checkbox"/> Independent Living <b>Person(s) Responsible:</b> SLP

**Progress Report 1:**

**Summary of Progress:**

**Comment:**

**Progress Report 2:**

**Summary of Progress:**

**Comment:**

**Progress Report 3:**

**Summary of Progress:**

**Comment:**

**Annual Review Date:**

**Goal met** ☐ Yes ☐ No

**Comments:**



**YOLO COUNTY SELPA  
ANNUAL GOALS AND OBJECTIVES**

**Student Name:** Decker, Lannah

**Birthdate:** 1/25/2012

**IEP Date:** 5/30/2023

<b>Area of Need:</b> Communication	<b>Measurable Annual Goal #:</b> <u>Speech 2023 #2</u>
<b>Baseline:</b>	<p><b>Goal:</b> By 5/30/2024 in the speech room, Lannah will make a social inference or a "smart guess," and describe a social context clue (e.g. facial expression, tone of voice, body language) that contributes to her inference, based on presented and incidental social scenarios on 4/5 opportunities with minimal prompting as measured by SLP data and observation.</p> <p><input type="checkbox"/> Enables student to be involved/progress in general curriculum/state standard</p> <p><input checked="" type="checkbox"/> Addresses other educational needs resulting from the disability</p> <p><input type="checkbox"/> Linguistically appropriate</p> <p><input type="checkbox"/> Transition Goal: <input type="checkbox"/> Education/Training <input type="checkbox"/> Employment <input type="checkbox"/> Independent Living</p> <p><b>Person(s) Responsible:</b> SLP</p>

**Progress Report 1:**  
**Summary of Progress:**  
**Comment:**

**Progress Report 2:**  
**Summary of Progress:**  
**Comment:**

**Progress Report 3:**  
**Summary of Progress:**  
**Comment:**

**Annual Review Date:**  
**Goal met** ☐ Yes ☐ No  
**Comments:**

**YOLO COUNTY SELPA  
ANNUAL GOALS AND OBJECTIVES**

**Student Name:** Decker, Lannah

**Birthdate:** 1/25/2012

**IEP Date:** 5/30/2023

<b>Area of Need:</b> Sensory Processing & Attention to Task	<b>Measurable Annual Goal #:</b> <u>OT Goal #1 2024</u>
<b>Baseline:</b> Lannah requires multiple prompts to complete classroom work within a 10-15 minute period. She is often off task and does not always ask questions for clarification. Lannah appears to benefit from availability of fidgets, oral input, or alternative seating while completing classroom tasks.	<b>Goal:</b> By 5/2024, to demonstrate improved sensory processing and attention to task, Lannah will be able to initiate and complete at least 75% of a 20-minute classroom task, given appropriate supports and no more than 2 prompts on 3 separate occasions as measured by teacher observation and data collection.  <input type="checkbox"/> Enables student to be involved/progress in general curriculum/state standard <input checked="" type="checkbox"/> Addresses other educational needs resulting from the disability <input type="checkbox"/> Linguistically appropriate  <input type="checkbox"/> Transition Goal: <input type="checkbox"/> Education/Training <input type="checkbox"/> Employment <input type="checkbox"/> Independent Living <b>Person(s) Responsible:</b> OT, special education teacher, and school staff

**Short-Term Objective:**

**Short-Term Objective:**

**Short-Term Objective:**

**Progress Report 1:**

**Summary of Progress:**

**Comment:**

**Progress Report 2:**

**Summary of Progress:**

**Comment:**

**Progress Report 3:**

**Summary of Progress:**

**Comment:**

**Annual Review Date:**

**Goal met** ☐ Yes ☐ No

**Comments:**

**YOLO COUNTY SELPA  
ANNUAL GOALS AND OBJECTIVES**

**Student Name:** Decker, Lannah

**Birthdate:** 1/25/2012

**IEP Date:** 5/30/2023

<b>Area of Need:</b> Visual Motor Skills	<b>Measurable Annual Goal #:</b> <u>OT Goal #2 2024</u>
<b>Baseline:</b> During testing Lannah displayed appropriate orientation, size, and spacing when writing her letters and numbers. She displayed more difficulty with the placement and control of her letters and numbers. Accuracies were as follows: Letter placement-6%; number placement-33%; letter control-37%; & number control-44%.	<b>Goal:</b> By 5/2024, to demonstrate improved fine and visual motor skills, Lannah will write her letters and numbers with at least 50% accuracy for placement and control on 3 separate occasions as measured by student samples and an appropriate handwriting assessment.  <input type="checkbox"/> Enables student to be involved/progress in general curriculum/state standard <input checked="" type="checkbox"/> Addresses other educational needs resulting from the disability <input type="checkbox"/> Linguistically appropriate  <input type="checkbox"/> Transition Goal: <input type="checkbox"/> Education/Training <input type="checkbox"/> Employment <input type="checkbox"/> Independent Living <b>Person(s) Responsible:</b> OT and school staff

**Short-Term Objective:**

**Short-Term Objective:**

**Short-Term Objective:**

**Progress Report 1:**  
**Summary of Progress:**  
**Comment:**

**Progress Report 2:**  
**Summary of Progress:**  
**Comment:**

**Progress Report 3:**  
**Summary of Progress:**  
**Comment:**

**Annual Review Date:**  
**Goal met** ☐ Yes ☐ No  
**Comments:**

**YOLO COUNTY SELPA  
ANNUAL GOALS AND OBJECTIVES**

**Student Name:** Decker, Lannah

**Birthdate:** 1/25/2012

**IEP Date:** 5/30/2023

<b>Area of Need:</b> Visual Motor Skills	<b>Measurable Annual Goal #:</b> <u>OT Goal #3 2024</u>
<b>Baseline:</b> Lannah was able to type 12 wpm with an accuracy of 94%. She utilized a 2-handed index finger approach while typing.	<b>Goal:</b> By 5/2024, to demonstrate improved visual motor and written communication skills, Lannah will type at 16 wpm with at least 90% accuracy on 3 separate occasions as measured by an appropriate typing assessment tool.  <input type="checkbox"/> Enables student to be involved/progress in general curriculum/state standard <input checked="" type="checkbox"/> Addresses other educational needs resulting from the disability <input type="checkbox"/> Linguistically appropriate  <input type="checkbox"/> Transition Goal: <input type="checkbox"/> Education/Training <input type="checkbox"/> Employment <input type="checkbox"/> Independent Living <b>Person(s) Responsible:</b> OT and school staff

**Short-Term Objective:**

**Short-Term Objective:**

**Short-Term Objective:**

**Progress Report 1:**

**Summary of Progress:**

**Comment:**

**Progress Report 2:**

**Summary of Progress:**

**Comment:**

**Progress Report 3:**

**Summary of Progress:**

**Comment:**

**Annual Review Date:**

**Goal met** ☐ Yes ☐ No

**Comments:**

**YOLO COUNTY SELPA  
ANNUAL GOALS AND OBJECTIVES**

**Student Name:** Decker, Lannah

**Birthdate:** 1/25/2012

**IEP Date:** 5/30/2023

<b>Area of Need:</b> Math	<b>Measurable Annual Goal #:</b> <u>1 (new)</u>
<b>Baseline:</b> Woodcock Johnson Tests of Achievement – (WJIV-ACH) standard scores 90-110 average. Broad Mathematics: 88, Calculation 89, Applied Problems 83 Wechsler Individual Achievement Test-Fourth Edition (WIAT-IV) standard scores 90-110 average. Mathematics Composite: 80, Numerical Operations 81, Math Problem Solving 83.	<b>Goal:</b> By 5/2024, When given 10 problems, a multiplication chart and columned or graph paper, Lannah will find whole-number quotients of whole numbers with up to four-digit dividends and one-digit divisors with 80% accuracy in 3 out of 5 opportunities as measured by teacher records and observations.  <input checked="" type="checkbox"/> Enables student to be involved/progress in general curriculum/state standard CCSS.Math.Content.5.NBT.B  <input type="checkbox"/> Addresses other educational needs resulting from the disability  <input type="checkbox"/> Linguistically appropriate  <input type="checkbox"/> Transition Goal: <input type="checkbox"/> Education/Training <input type="checkbox"/> Employment <input type="checkbox"/> Independent Living <b>Person(s) Responsible:</b> general education teacher and special education teacher

**Progress Report 1:**

**Summary of Progress:**

**Comment:**

**Progress Report 2:**

**Summary of Progress:**

**Comment:**

**Progress Report 3:**

**Summary of Progress:**

**Comment:**

**Annual Review Date:**

**Goal met** ☐ Yes ☐ No

**Comments:**

**YOLO COUNTY SELPA  
ANNUAL GOALS AND OBJECTIVES**

**Student Name:** Decker, Lannah

**Birthdate:** 1/25/2012

**IEP Date:** 5/30/2023

<b>Area of Need:</b> Math	<b>Measurable Annual Goal #:</b> <u>2 (new)</u>
<b>Baseline:</b> Woodcock Johnson Tests of Achievement – (WJIV-ACH) standard scores 90-110 average. Broad Mathematics: 88, Calculation 89, Applied Problems 83 Wechsler Individual Achievement Test-Fourth Edition (WIAT-IV) standard scores 90-110 average. Mathematics Composite: 80, Numerical Operations 81, Math Problem Solving 83.	<b>Goal:</b> By 5/2024, given a pre-taught word problem vocabulary list and an exemplar problem, Lannah will solve word problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators (e.g., by using visual fraction models or equations to represent the problem) with at least 80% accuracy in 2 out of 3 trials as measured by student work samples/teacher records.  <input checked="" type="checkbox"/> Enables student to be involved/progress in general curriculum/state standard 5.NF.2 Solve word problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators, e.g., by using visual fraction models or equations to represent the problem. Use benchmark fractions and number sense of fractions to estimate mentally and assess the reasonableness of answers. For example, recognize an incorrect result $2/5 + 1/2 = 3/7$ , by observing that $3/7 < 1/2$ .  <input type="checkbox"/> Addresses other educational needs resulting from the disability  <input type="checkbox"/> Linguistically appropriate  <input type="checkbox"/> Transition Goal: <input type="checkbox"/> Education/Training <input type="checkbox"/> Employment <input type="checkbox"/> Independent Living <b>Person(s) Responsible:</b> general education teacher and special education teacher

**Progress Report 1:**

**Summary of Progress:**

**Comment:**

**Progress Report 2:**

**Summary of Progress:**

**Comment:**

**Progress Report 3:**

**Summary of Progress:**

**Comment:**

**Annual Review Date:**

**Goal met** ☐ Yes ☐ No

**Comments:**

**YOLO COUNTY SELPA  
Offer of FAPE - SERVICE**

**Student Name:** Decker, Lannah

**Birthdate:** 1/25/2012

**IEP Date:** 5/30/2023

**The service options that were considered by the IEP team (List all):** The IEP team discussed the following educational placements: general education setting, specialized academic instruction, speech and language and occupational therapy. The IEP team determined that the appropriate educational setting is general education, speech and language and occupation therapy.

**In selecting LRE, describe the consideration given to any potential harmful effect on the child or on the quality of services that he or she needs:** The team discussed the following potential harmful effects of this placement: decreased access to the instructional opportunities available in integrated settings or potential negative impact to Lannah. The IEP team does not believe there will be any significant harmful effects and determined Lannah's needs outweigh any minimal harmful effects.

**SUPPLEMENTARY AIDS & SERVICES AND OTHER SUPPORTS FOR SCHOOL PERSONNEL, OR FOR STUDENT, OR ON BEHALF OF THE STUDENT**

☐ The IEP team discussed and determined program accommodations are not needed in general education classes or other education-related settings.

☐ The IEP team discussed and determined the following program accommodations are needed in general education classes or other education-related settings.

Program Accommodations	Start Date	End Date	Location
Check for understanding by having student restate or paraphrase information	5/30/2023	5/30/2024	school site
Obtain students attention before speaking	5/30/2023	5/30/2024	School site
Provide directions in a variety of modalities	5/30/2023	5/30/2024	School site
Graphic organizer	5/30/2023	5/30/2024	school site
Repeat/rephrase responses of other students	5/30/2023	5/30/2024	School site
Reduce distractions to the student	5/30/2023	5/30/2024	school site
Access to preferred and or flexible seating	5/30/2023	5/30/2024	School site
Extended time	5/30/2023	5/30/2024	School site
Access of alternate seating availability. This includes allowing Lannah to stand at the side of her desk, take movement breaks, sit on a cushion, sit on a wobbly chair, or move to a standing desk.	5/30/2023	5/30/2024	School site
Continue to provide her with a variety of food or chewing opportunities. Access to gum during in class activities (not during PE or recess).	5/30/2023	5/30/2024	School site
Access to fidgets.	5/30/2023	5/30/2024	School Site
Provide breaks prior to starting longer activities or throughout the day. These can include heavy work breaks, such as walking books or recycling to the office, moving furniture, or chair pushups, or movement breaks, such as jumping or rotating in place, taking a short walk or run, or climbing on the play structure.	5/30/2023	5/30/2024	School site
access to visual daily schedule	5/30/2023	5/30/2024	school site
front-load schedule changes with as much advanced notice as possible	5/30/2023	5/30/2024	school site
Classroom expectations should be direct and explicit	5/30/2023	5/30/2024	school site
Avoid idioms, double meaning, and sarcasm unless explained after use	5/30/2023	5/30/2024	school site
Encourage Lannah in all settings to advocate for herself and ask for help when needed	5/30/2023	5/30/2024	school site
Chunk larger assignments into more manageable chunks	5/30/2023	5/30/2024	school site

☒ The IEP team discussed and determined program modifications are not needed in general education classes or other education-related settings.

☐ The IEP team discussed and determined the following program modifications are needed in general education classes or other education-related settings.

Program Modifications	Start Date	End Date	Frequency	Duration	Location
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☐ The IEP team discussed and determined other supports for school personnel, or for student, or on behalf of the student are not needed.

☒ The IEP team discussed and determined the following other supports for school personnel, or for student, or on behalf of the student are needed.

Other Supports for School Personnel, or for Student, or on Behalf of Student	To Support	Start Date	End Date	Frequency	Duration	Location
Consultation between Occupational therapist and general education teacher and special education teacher	<input checked="" type="checkbox"/> Student <input checked="" type="checkbox"/> Personnel	5/30/2023	5/30/2024	yearly	300 minutes	in person, email, zoom, and/or phone

### SPECIAL EDUCATION and RELATED SERVICES

<b>Service:</b> <u>Specialized Academic Instruction</u>	<b>Start Date:</b> <u>5/30/2023</u>	<b>End Date:</b> <u>5/30/2024</u>
<b>Provider:</b> <u>District of Service</u>	<input type="checkbox"/> Ind <input checked="" type="checkbox"/> Grp <input type="checkbox"/> Sec Transition	
<b>Duration/Freq:</b> <u>45 min x 4</u> Totaling: <u>180 min</u> served <u>Weekly</u>	<b>Location:</b> <u>Separate classroom in public integrated facility</u>	
<b>Comments:</b>		
<b>Service:</b> <u>Occupational therapy</u>	<b>Start Date:</b> <u>5/30/2023</u>	<b>End Date:</b> <u>5/30/2024</u>
<b>Provider:</b> <u>District of Service</u>	<input checked="" type="checkbox"/> Ind <input checked="" type="checkbox"/> Grp <input type="checkbox"/> Sec Transition	
<b>Duration/Freq:</b> <u>30 min x 1</u> Totaling: <u>30 min</u> served <u>Weekly</u>	<b>Location:</b> <u>Separate classroom in public integrated facility</u>	
<b>Comments:</b> <u>Sessions to be provided 1 time weekly for 30 sessions. Occupational Therapy sessions will be provided as pull-out treatment. Services will follow the school calendar and may be interrupted due to assemblies, field trips, conference week, or student absences.</u>		
<b>Service:</b> <u>Language and speech</u>	<b>Start Date:</b> <u>5/30/2023</u>	<b>End Date:</b> <u>5/30/2024</u>
<b>Provider:</b> <u>District of Service</u>	<input type="checkbox"/> Ind <input checked="" type="checkbox"/> Grp <input type="checkbox"/> Sec Transition	
<b>Duration/Freq:</b> <u>30 min x 1</u> Totaling: <u>30 min</u> served <u>Weekly</u>	<b>Location:</b> <u>Separate classroom in public integrated facility</u>	
<b>Comments:</b> <u>Sessions to be provided 1 time weekly for 25 sessions per DJUSD academic calendar. Speech services will be pull-out in a small group. Services will follow the school calendar and may be interrupted due to assemblies, field trips, special school wide events, testing, conference week, and student absences.</u>		

Programs and services will be provided according to where student is in attendance and consistent with the district of service calendar and scheduled services, excluding holidays, vacations, and non-instructional days unless otherwise specified.

**Special Education Transportation** ☐ Yes ☒ No Lannah does not qualify for special education transportation.

### EXTENDED SCHOOL YEAR (ESY)

☐ Yes ☒ No

**Rationale:** Lannah doesn't demonstrate significant academic regression over extended breaks.

Programs and services will be provided according to where student is in attendance and consistent with the district of service calendar and scheduled services, excluding holidays, vacations, and non-instructional days unless otherwise specified.



**YOLO COUNTY SELPA  
OFFER OF FAPE - EDUCATIONAL SETTING**

**Student Name:** Decker, Lannah

**Birthdate:** 1/25/2012

**IEP Date:** 5/30/2023

**Physical Education:**    ☒ General    ☐ Specially Designed    ☐ Other

**District of Service:** Davis Joint Unified

**School of Attendance:** North Davis Elementary School

**All special education services provided at student's school of residence?** ☒ Yes ☐ No (rationale)

**Preschool Program Setting** (3-5 year-old Preschool and 4 year-old TK/Kgn):

(Note: Answer items below for students ages 3-5 in Regular Early Childhood Program and 4 year-olds in TK/Kgn)

**The location where the student receives the majority of their special education services the same as above:**

☐ Same as above ☐ Different from above

**Is the Regular Early Childhood Program ten hours per week or greater?** ☐ Yes ☐ No

**Program Setting** (TK/Kgn or greater, ages 5-22): Regular Classroom/Public Day School

(Note: Percentage of time is required for those that will be 5 and in Transitional Kindergarten/Kindergarten or greater within the duration of this IEP)

13 % of time student is outside the regular class & extracurricular & non academic activities

87 % of time student is in the regular class & extracurricular & non academic activities

**Plan Effective Date:** 5/30/2023

**Student will not participate in the regular class and/or extracurricular and/or non academic activities:** because

**Other Agency Services**

- ☐ County Mental Health
- ☐ California Children's Services (CCS)
- ☐ Regional Center
- ☐ Probation
- ☐ Department of Rehabilitation
- ☐ Department of Social Services (DSS)
- ☐ Other

**Promotion Criteria:**    ☒ District    ☐ Progress on Goals    ☐ Other

**Parents will be informed of progress:**    ☐ Quarterly ☒ Trimester ☐ Semester    ☐ Other

**How?**    ☒ Progress Summary Report    ☐ Other

**ACTIVITIES TO SUPPORT TRANSITION** (e.g. preschool to kindergarten, special education and/or NPS to general education class, 8th-9th grade, etc)

**YOLO COUNTY SELPA  
EMERGENCY CIRCUMSTANCES PROGRAM**

**Student Name:** Decker, Lannah

**Birthdate:** 1/25/2012

**Meeting Date:** 5/30/2023

If instruction or services, or both, cannot be provided to the pupil either at the school or in person for more than 10 school days due to emergency conditions caused by fire, flood, impassable roads, epidemic, earthquake, imminent major safety hazard as determined by local law enforcement, a transportation services strike by nonschool entity, or other official order issued to meet a state of emergency or war, the IEP will be provided by one or more of the means stated below in light of the emergency circumstances and District policy.

**Specialized Academic Instruction and Related Services**

**Means of Delivery, to greatest extent possible (mark all that could apply for student, depending on emergency circumstances):**

<input checked="" type="checkbox"/> Teacher-posted lessons, asynchronous (online or other media)	<input checked="" type="checkbox"/> Virtual class meetings, synchronous	<input checked="" type="checkbox"/> Personalized learning tools (virtual or paper packets, as available)	<input checked="" type="checkbox"/> Scheduled teacher appointments (virtual or in-person, as available)	<input checked="" type="checkbox"/> Scheduled email check-ins (parent or student)	<input checked="" type="checkbox"/> Virtual office hours (drop-in; parent or student)
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Other:

Comments:

**Transition Services**

☒ NOT APPLICABLE

☐ SAME AS ABOVE

**Means of Delivery, to greatest extent possible (mark all that could apply for student, depending on emergency circumstances):**

<input type="checkbox"/> Teacher-posted lessons, asynchronous (online or other media)	<input type="checkbox"/> Virtual class meetings, synchronous	<input type="checkbox"/> Personalized learning tools (virtual or paper packets, as available)	<input type="checkbox"/> Scheduled teacher appointments (virtual or in-person, as available)	<input type="checkbox"/> Scheduled email check-ins (parent or student)	<input type="checkbox"/> Virtual office hours (drop-in; parent or student)
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Other:

Comments:

**Extended School Year Services**

☒ NOT APPLICABLE

☐ SAME AS ABOVE

**Means of Delivery, to greatest extent possible (mark all that could apply for student, depending on emergency circumstances):**

<input type="checkbox"/> Teacher-posted lessons, asynchronous (online or other media)	<input type="checkbox"/> Virtual class meetings, synchronous	<input type="checkbox"/> Personalized learning tools (virtual or paper packets, as available)	<input type="checkbox"/> Scheduled teacher appointments (virtual or in-person, as available)	<input type="checkbox"/> Scheduled email check-ins (parent or student)	<input type="checkbox"/> Virtual office hours (drop-in; parent or student)
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Other:

Comments:

**Supplementary Aids and Services (provided in general education classes and other general ed environments)**

**Means of Delivery, to greatest extent possible (mark all that could apply for student, depending on emergency circumstances):**

<input checked="" type="checkbox"/> Teacher-posted lessons, asynchronous (online or other media)	<input checked="" type="checkbox"/> Virtual class meetings, synchronous	<input checked="" type="checkbox"/> Personalized learning tools (virtual or paper packets, as available)	<input checked="" type="checkbox"/> Scheduled teacher appointments (virtual or in-person, as available)	<input checked="" type="checkbox"/> Scheduled email check-ins (parent or student)	<input checked="" type="checkbox"/> Virtual office hours (drop-in; parent or student)
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Other:

Comments:

As soon as practicable following the determination that instruction or services, or both, cannot be provided either at the school or in person for more than 10 days due to a qualifying state of emergency, the parent will be notified as to the specific means by which the student's IEP will be provided, in light of the emergency circumstances present at that time. Public health orders shall be taken into account in implementing the emergency conditions provision. The IEP will be provided by alternative means as necessitated during the period of emergency conditions, only.

***Comments above do not constitute a change to the District's offer of FAPE or IEP. Because the nature of any future emergency cannot be known in advance, the specific means by which the IEP shall be provided in a future emergency will be determined at the time, in light of the circumstances. The emergency service options will not be implemented if they are inconsistent with a public health order or directive, are inconsistent with the school's emergency preparedness procedures, and/or would interfere with the health and safety of students or staff during emergency conditions.***

**YOLO COUNTY SELPA  
SIGNATURE AND PARENT CONSENT**

**Student Name:** Decker, Lannah

**Birthdate:** 1/25/2012

**IEP Date:** 5/30/2023

**IEP Meeting Participants**

Parent/Guardian/Surrogate	Date	Parent/Guardian	Date
Student/Adult Student	Date	General Education Teacher	Date
LEA Representative/Admin.Designee	Date	Special Education Specialist	Date
Additional Participant/Title	Date	Additional Participant/Title	Date
Additional Participant/Title	Date	Additional Participant/Title	Date
Additional Participant/Title	Date	Additional Participant/Title	Date
Additional Participant/Title	Date	Additional Participant/Title	Date

**CONSENT**

- ☐ I agree to all parts of the IEP.  
☐ I agree with the IEP, with the exception of  
☐ I decline the offer of initiation of special education services.  
☐ I understand that my child is not eligible for special education.  
☐ I understand that my child is no longer eligible for special education.

**Signature below is to authorize and approve the IEP.**

Signature _____	Date _____
<input type="checkbox"/> Parent <input type="checkbox"/> Guardian <input type="checkbox"/> Surrogate <input type="checkbox"/> Adult Student	
Signature _____	Date _____
<input type="checkbox"/> Parent <input type="checkbox"/> Guardian <input type="checkbox"/> Surrogate <input type="checkbox"/> Adult Student	

**PARENT INVOLVEMENT**

As a means of improving services and results for your child did the school facilitate parent involvement?

☐ Yes ☐ No ☒ No Response

If my child is or may become eligible for public benefits (Medi-Cal): I authorize the LEA/district to release student information for the limited purpose of billing Medi-Cal/Medicaid and to access Medi-Cal: health insurance benefits for applicable services.

Signature \_\_\_\_\_  
☐ Parent ☐ Guardian ☐ Surrogate ☐ Adult Student

- ☐ Parent/Adult Student has received a copy of the Procedural Safeguards.  
☐ Parent/Adult Student has received a copy of assessment report (if applicable).  
☐ Parent/Adult Student has received a copy of the Individualized Education Plan (IEP).  
☐ Parent/Adult Student has received written notification of protections available to parents when LEA requests to access Medi-cal benefits.  
☐ Student enrolled in private school by their parents. Refer to Individual Service Plan, if appropriate.

**YOLO COUNTY SELPA  
IEP TEAM MEETING NOTES**

**Student Name:** Decker, Lannah

**Birthdate:** 1/25/2012

**IEP Date:** 5/30/2023

**Date Saved:** 5/30/2023

**Notes:** Lannah Decker

Introductions were made:

*Renee Neal- General Education Teacher*

*Nick Mariano- Occupational Therapist*

*Rachael Massey- School Psychologist*

*Megan Padon- Speech and Language Therapist*

*Lindie Cienfuegos- Case manager*

*Julie Zentner - School Psychologist Intern*

*Jeff Decker- Father*

*Xiuzhen Liu- Mother*

*Mrs. Neal reviewed student strengths. Lannah is cheerful, friendly, likes to help. Lannah has a quick smile and great laugh and sense of humor. Parents shared that Lannah is the best and there's a lot to say about her.*

*Parents' main concerns are that she needs to work more and lays on the couch and needs motivation. She needs goals and does not seem to understand goals. Mr. Decker added that she can be lazy and he needs to use bribery.*

*Mrs. Neal is concerned about retention and processing time.*

*Ms. Cienfuegos reviewed her academic results. Broad mathematics fell in the low average range. Broad reading fell in the low average range. Broad written language fell in the low average range. WIAT assessments were also within the low average range for broad math and aligned. She is recommending that Lannah needs additional support in math.*

*Ms. Zentner reviewed her results and observations. Lannah is often off-task in the classroom. The Toni-4 was given due to the large variance in scores on the WISC-V and her testing behaviors. She was in the average range on the Toni-4. Scores on the WISC-V ranged from low average to Extremely Low. Beery VMI was in the very low range. TAPS-4 was in the very low range on the phonological processing index and listening comprehension. Low average scores were found in the auditory memory. NEPSY Social perception tests fell within the borderline and below expected level range. BASC-3, Conners, and CARS were reviewed. Eligibility was reviewed and it appears that Lannah qualifies for special education as a student with Autism and OHI.*

*Speech and language results were reviewed. Lannah had difficulty with receptive language measures. Supralinguistic index scores were in the below average range. Lannah had demonstrated below average pragmatic language skills. She appears to qualify for speech and language services as a student with a speech and language impairment.*

*Ms. Zentner explained that Lannah qualifies for special education as a student under OHI and Autism. She recommended that the team have OHI as primary and Autism as secondary. Team was in agreement.*

*Occupational therapy results were reviewed. Gross motor skills were not a concern. She presents with challenges in bilateral coordination. She fell in the well below average and below average range for fine and visual motor skills. There were concerns in sensory processing. Mr. Mariano recommends direct services.*

*Goals were reviewed and all agreed upon.*

*Accommodations were reviewed and agreed upon.*

*Services (SAI, SLI, OT) were reviewed and agreed upon.*

*Offer of FAPE was explained and agreed upon. Parents shared they may be moving halfway through next year. School team explained this can go with her to the next school.*

*Parents will receive the paperwork to review.*

**YOLO COUNTY SELPA  
IEP TEAM MEMBER EXCUSAL**

**Student Name:** Decker, Lannah

**Birthdate:** 1/25/2012

**IEP Date:** 5/30/2023

By mutual agreement between the parent/adult student, and designated representative of the local education agency, the presence and participation of the Individual Education Program team member(s) identified below is/are not necessary and has/have been excused from being present and participating in the meeting scheduled on 5/30/2023 because (1) the member's area of the curriculum or related services is not being modified or discussed in the meeting or (2) the meeting involves a modification to or discussion of the member's area of curriculum or related services and the member submitted, in writing to the parent and the IEP team, input into the development of the IEP prior to the meeting.

**Individual Education Program Team Member(s)**

Individual Education Program Team Member(s)	Area Of Curriculum Or Related Services	Area Of Curriculum Or Related Services is Not Being Discussed Or Modified	Written input has been submitted to the parent and the IEP team prior to the meeting regarding Area Of Curriculum Or Related Services	The IEP team member is being mutually excused from the IEP meeting
<u>Amanda Gibson</u>	<u>School Nurse</u>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/> whole <input type="checkbox"/> in part
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> whole <input type="checkbox"/> in part
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> whole <input type="checkbox"/> in part
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> whole <input type="checkbox"/> in part
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> whole <input type="checkbox"/> in part
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> whole <input type="checkbox"/> in part

By mutual agreement the IEP team members identified above, have been excused from being present and participating in my child's IEP meeting.

**Check** the relationship to student, sign, and date below.

Signature of ☐ Parent ☐ Guardian ☐ Surrogate

**Date:** \_\_\_\_\_

Signature of ☐ Parent ☐ Guardian ☐ Surrogate

**Date:** \_\_\_\_\_

**Signature of Adult Student (ages 18-21):**

**Date:** \_\_\_\_\_

**Signature of Designated District Representative:**

**Date:** \_\_\_\_\_

**Title/Position:** \_\_\_\_\_

*"IDEA Section 614 (d) (1) (c) IEP TEAM ATTENDANCE- '(i) ATTENDANCE NOT NECESSARY – A member of the IEP team shall not be required to attend an IEP meeting, in whole or in part, if the parent of a child with a disability and the local educational agency agree that the attendance of such a member is not necessary because the member's area of the curriculum or related services is not being modified or discussed in the meeting, '(ii) EXCUSAL- A member of the IEP Team may be excused from attending an IEP meeting, in whole or in part, when the meeting involves a modification to or discussion of the member's area of curriculum or related services, if—'(I) the parent and the local educational agency consent to the excusal; and '(II) the member submits, in writing to the parent and the IEP team, input into the development of the IEP prior to the meeting. '(iii) WRITTEN AGREEMENT AND CONSENT REQUIRED- A parent's agreement under clause (i) and consent under clause (ii) shall be in writing."*