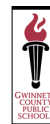


Individualized Education Program



Phone:
Fax:

Student Name: **Thiombiano, Aliyah M.** Home Phone: **201-647-7412** Date: **02/07/2025**
 Date Of Birth: **05/18/2019** Home Address: **1048 Virginia Oak Ln**
 Student No.: **202312449** GTID: **9154654648** Lawrenceville, GA 30045

Age 5	Gender Female	Grade KK	Home School Alcova Elementary School	Attending School Alcova Elementary School
Parent/Guardian				
Name Ouorokia Yedan		Cell Phone 201-647-7412	Name Guy Thiombiano	
Address 1048 Virginia Oak Ln		Work Phone	Address 1048 Virginia Oak Ln	
Lawrenceville, GA 30045		Emergency Phone	Lawrenceville, GA 30045	

IEP Date 02/07/2025
 IEP Start Date 02/07/2025
 IEP Review Date 02/06/2026 Primary Eligibility Significant Developmental Delay
 Last Reevaluation Conference 08/29/2023 Secondary Eligibility Speech/Language Impairment
 Reevaluation Review Date 08/28/2026 Additional Eligibilities

Purpose(s) Of The Meeting

- ☐ Discuss Eligibility
- ☐ Develop Initial IEP (Contingent upon Eligibility)
- ☐ Develop Transition Plan
- ☐ Interim Placement
- ☐ Manifestation Determination Review
- ☐ Reevaluation Consideration
- ☒ Review IEP
- ☐ Transfer IEP
- ☐ Other

Provided Parent/Guardian/Adult ☒ Yes ☐ No Date 02/06/2025
 Student Rights

If parent did not attend the meeting, complete below:

Document Delivery Date 02/07/2025
 Document Delivery Method Other:

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Present Levels Of Academic Achievement And Functional Performance

Previous Semester Grades:

Class	Grades
COMP SCIENCE GR K	E
EXPLORATORY/GR K	E
GEN MUSIC/K	E
HE/KK	E
LA/READING/K	S
LA/WRITING/KK	S
MATH/KK	E
MULTI/GR (CONDUCT)	S
PE/KK	S
SC/KK	S
SP/KK	E
SS/KK	E
STEM GRADE K	E
THEATRE ARTS K	E
VIS ARTS/K	E

Summary of Previous Semester Grades:

Aliyah earned all E's and S's first semester.

Standardized Testing

Summary of Test History:

Aliyah has not taken any standardized tests at this time.

Test History

Results of Initial or Most Recent Evaluation:

Aliyah's current learning environment is in her home and community. She previously attended daycare at KinderCare in Atlanta

(feeding, dressing, toileting, personal independence)

Preschool Evaluation Scale, 2nd Edition (School Version)

Self-Help SS: 80, SD: -1.33

Developmental Profile-4

Adaptive SS: 80, SD: -1.33

Aliyah's adaptive (self-help) skills were assessed to be within normal limits based on these measures.

According to parent report, Aliyah is able to drink from an open cup with minimal spilling, she can get herself a drink of water from a faucet or spout and she can feed herself using utensils. She is able to take off a pullover piece of clothing, put on socks without assistance and she is able to completely undress herself. She is reported to need some adult support to completely dress herself, and to put shoes on the correct feet. Aliyah is able to take care of her

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toileting needs, and she sometimes remembers to flush the toilet after using it. Aliyah is not yet able to manipulate snaps or buttons on her clothing and she does not always know the back from the front of clothing.

Aliyah is able to take care of her toileting needs, and she sometimes remembers to flush the toilet after using it.

Aliyah is not yet able to manipulate snaps or buttons on her clothing and she does not always know the back from the front of clothing. Ms. Yedan reported Aliyah inconsistently follows routine instructions at home, and she was observed to benefit from gestural and adult support in order to follow most directions presented on the day of the assessment. She was also observed and reported to have difficulty staying involved in activities for a reasonable length of time and focusing her attention for a necessary length of time.

Report(s)/Assessment(s) & Scores

Communication Language:

08/22/2023

(understanding and using speech and language)

In the area of communication, a standard score (SS) of 85 or below or a standard deviation score (SD) of -1.00 (or greater) is generally considered to indicate a delay or deficit.

Aliyah is exposed to both English and French in her home. Her parents speak French to one another, but only reportedly speak English with Aliyah. Aliyah reportedly only speaks English, and this is also the language that she understands best. Interpretation of test scores should be considered with attention to these factors.

Developmental Assessment of Young Children-2

Receptive Language SS: 50, SD: >-3.00

Expressive Language SS: 63, SD: -2.47

Communication SS: 56, SD: -2.97

Preschool Language Scale 5 (PLS-5)

Auditory Comprehensions SS: 62; SD: -2.57

Expressive Communication SS: 59; SD: -2.77

Total Language SS: 58; SD: -2.80

Results Strengths

Results Weaknesses

Articulation Screener-6 errors found. Performance typical of age peers

Oral/Motor: Informal observation of the oral speech mechanisms indicated that Aliyah's oral motor structures and function are judged to be adequate for correct speech sound production.

Fluency: No dysfluencies were noted on the day of the evaluation

Voice: Vocal quality appears to be within functional limits in regards to age and gender.

In the area of receptive language, Aliyah was able to identify objects and pictures, identify body parts as well as identify clothing items. She was able to follow one step simple commands when given gestural support. Aliyah demonstrated understanding of the verbs eat and drink in context, she was able to identify colors, as well as understand the quantitative concepts of "one" and "all". During play, she appeared to understand the function of most objects as she was observed to activate cause-and-effect toys, and to chop pretend vegetables with a knife. Aliyah was also observed to give an examiner an ice cream cone when requested, given an extended hand.

Aliyah was able to name a variety of objects and pictures on the day of the assessment when asked. She was also observed to spontaneously count up to 10 while playing on a hopscotch rug. Aliyah was observed to sing along with the examiners to the familiar song "The Wheels on the Bus", and she imitated some of the actions/motions from this song. She was observed and reported to respond appropriately to greetings and farewells. Her mother reported she uses words to refer to her parents discriminately and she can also label characters from familiar shows, such as "Blippi".

Aliyah was observed to substitute f/th (voiceless), d/th (voiced), and w/r on this screening measure. These errors appear to be developmentally appropriate at this time.

Aliyah demonstrated difficulty recognizing actions in pictures, with identifying objects by their use and with understanding the spatial concepts off, in, on, and out. She was also observed to have difficulty making inferences in pictures, understanding picture analogies, understanding negatives in sentences, understanding sentences with postnoun elaboration and understanding the concepts "more" and "most". During the presentation of structured assessment task, Aliyah was observed to be auditorily distracted, and she benefitted from some physical support (e.g., adult holding her hands down) to prevent her from impulsively responding before listening to directions in their entirety.

Aliyah was observed to be very quiet on the day of the assessment. She was observed to echo an examiner on one occasion, and to label only a few items spontaneously when exploring the evaluation room (e.g., "chocolate ice cream!"). She was not observed to make any comments or to narrate what she was doing during play. Aliyah was also observed to spontaneously verbalize words out of context, as she was observed to repeatedly say "grandpa" when chopping pretend vegetables in the kitchen area. She was not observed to make a request for "more" when

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prompted, but she was observed to make a choice between two items by pointing and verbalizing the label for the item (e.g., "pear"), Aliyah is reported to be very independent at home, and she tries to do everything herself. Her mother reported she will pull her mother to items she cannot reach or brings her items if she needs help. Her mother

also reported she uses gestures and words equally at home to communicate. Aliyah was not observed to combine words or use a variety of word combinations on the day of the assessment. She was also not observed to label actions in pictures, use plurals or answer any wh-questions that were beyond labeling or locating items.

Results Strengths

Intellectual Functioning:

08/22/2023

(comparing, problem solving, memory and learning)

Developmental Assessment of Young Children, 2nd Edition

Cognitive SS: 65, SD: -2.37

Developmental Profile, 4th Edition

Cognitive SS: 65, SD: -2.37

Based on standardized assessments and observation, Aliyah's cognitive/preacademic functioning was assessed to be delayed.

Aliyah imitated drawing lines on paper with a crayon, pointed to pictures in a book, and stacked blocks. She was able to match object to

picture and match by color, shape, and size. Aliyah gave "one" and "one more" when asked, counted by rote to five, and counted up to five

objects. She repeated the words and actions to the song "The Wheels on the Bus" during the evaluation and nested four cups by graduated

size. Aliyah also used some toys and materials in a functional manner and combined two related objects during play (e.g., play knife to cut

Velcro foods).

Results Weaknesses

On the day of assessment, Aliyah did not sequence related actions in play, state her age and gender, or build a bridge using three blocks from

a model. She did not give "one more" when asked, count up to six objects, give three of something when asked, or sort objects by color,

shape, or size. Aliyah also did not consistently respond to her name and did not look for her mother when asked where she was.

Report(s)/Assessment(s) & Scores

Results Strengths

Motor:

08/22/2023

(physical development, gross and fine motor skills)

Preschool Evaluation Scale, 2nd Edition (School Version)

Large Muscle Skill SS: 105, SD: +0.33

Small Muscle Skills SS: 70, SD: -2.00

Developmental Assessment of Young Children, 2nd Edition

Gross Motor SS: 89, SD: -0.77

Fine Motor SS: 71, SD: -1.97

Gross Motor

Aliyah's gross motor skills were assessed to be within normal limits based on these measures.

Fine Motor

Aliyah's fine motor functioning was assessed to be delayed based on these measures.

Gross Motor

On the day of the assessment, Aliyah demonstrated functional gross motor skills and was able to negotiate the environment adequately and

safely. She was observed to walk, seat herself in a small chair, and transition from squat to stand during play. According to her mother, she is

able to throw and catch a ball, jump in place with both feet off the floor, jump off a step that is eight inches high, and hop and stand on one

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foot. Aliyah's mother also reported she can sometimes ride a tricycle using the pedals.

Fine Motor

On the day of the assessment, Aliyah demonstrated adequate reach, grasp, and release of objects, used both hands to manipulate materials as needed, worked at midline, transferred objects between hands, and isolated an index finger to point to pictures. She held a crayon utilizing a three- to four-finger grasp and was able to imitate drawing horizontal and vertical lines and to copy a circle while stabilizing the paper with her other hand when drawing. Aliyah also snipped paper with scissors and used one hand consistently during activities.

Results Weaknesses

her other hand when drawing. Aliyah also snipped paper with scissors and used one hand consistently during activities.

Gross Motor

Aliyah was not observed to skip or to walk forward heel to toe for four or more steps on the day of assessment.

Fine Motor

Aliyah was not able to copy drawing a plus sign, a square, a triangle, or her first name and was not able to draw a person with six to seven recognizable parts. She was also not able to cut a piece of paper in two with scissors.

Results Strengths

Results Weaknesses

Sensory Processing:

08/22/2023

Sensory Observations & Sensory Checklist

On the day of the evaluation, Aliyah engaged in appropriate eye contact and was able to sit and attend to tasks with adult support. She was observed to be easily distracted auditorily and engage in repetitive play. Aliyah also did not consistently respond to her name when called. Aliyah's mother completed an informal sensory checklist and indicated the following sensory behaviors/sensitivities. She reported Aliyah frequently chews on objects and/or puts things in her mouth. Mrs. Yedan also reported Aliyah is sometimes distracted by sounds in the environment.

Report(s)/Assessment(s) & Scores

Results Strengths

Results Weaknesses

Social:

08/22/2023

(peer and adult interaction, coping skills, behavior)

Preschool Evaluation Scale, 2nd Edition (Home Version)

Social/Emotional SS:55, SD: -3.00

Developmental Profile, 4th Edition

Personal Social SS:65, SD: -2.37

Aliyah's personal-social development was assessed to be delayed based on these measures.

Personal/social strengths include that Aliyah is able to separate from her parents without difficulty and she is able to demonstrate appropriate mealtime behavior at home.

She is reported to sometimes take turns appropriately, she can sometimes play cooperatively with others, and she will sometimes put toys away when asked. Aliyah is also reported to sometimes behave appropriately in social situations without an adult's constant supervision and to sometimes remain in an assigned area for a specified amount of time. She will sometimes use words like "please" and "thank you" and she sometimes responds appropriately to redirection. Aliyah is not yet asking permission before using another's belongings, she is not acting out feeling during make believe play and she is not using "excuse me" when appropriate.

Category: Early Childhood

When her name is called by an adult, Aliyah will respond appropriately by stopping her activity 80% of the time according to data collected by the special education staff.

9/19 - 50

10/1 - 50

11/4 - 65

12/5 - 65

1/28 - 65

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When her name is called by an adult, Aliyah will respond appropriately by turning towards the adult who called her name 80% of the time according to data collected by the special education staff.

9/19 - 50
10/1 - 50
11/4 - 65
12/5 - 65
1/28 - 65

With one additional verbal prompt, Aliyah will follow one step routine directions in the school setting (classroom, playground, cafeteria, etc.) 80% of the time according to data collected by the special education staff.
Mastered

With one additional verbal prompt, Aliyah will follow two step routine directions in the school setting (classroom, playground, cafeteria, etc.) 80% of the time according to data collected by the special education staff.
Mastered

Once a model is given, Aliyah will request wants and needs (verbally, through picture prompt, or gesturally) 80% of the time according to data collected by the special education staff.
Mastered

Category: Social/Emotional/Behavioral

During play, Aliyah will share a toy by participating in three reciprocal exchanges with an adult when given no more than 2 verbal or gestural prompts 80% of the time according to data collected by the special education staff.
Mastered

During play, Aliyah will share a toy by participating in three reciprocal exchanges with a peer when given no more than 2 verbal or gestural prompts 80% of the time according to data collected by the special education staff.
Mastered

During small group activities involving the use of shared materials, with Aliyah will independently request an item from a peer before taking the item when given no more than one verbal prompt 80% of the time according to data collected by the special education staff.
Mastered

During small group activities involving the use of shared materials and when given a model, Aliyah will independently request an item from a peer before taking the item 80% of the time according to data collected by the special education staff.
Mastered

Speech/Language:

Speech/Language: Aliyah currently receives 1.0 hour of speech and language services to address deficits in her overall communication. Therapy has focused on improving Aliyah's ability to follow unrelated two step commands, follow directions involving prepositions "in front of", "behind" and "beside", use a variety of 4 word phrases to communicate, answer "wh" questions regarding thematic text, and appropriately initiating communicative interactions adults and peers. Data collected shows that Aliyah is making good progress on her current objectives. She has reached the mastery criteria for her objectives related to initiating communicative interaction and following unrelated two step commands. She has also shown progress on her following prepositional directives objective, progressing from a baseline of 20% to an average of 65%. Aliyah has progressed from a baseline of 10% to an average of 70% for her 4 word phrases objective and to an average of 0% from a baseline of 65 % on her wh-questions objective.

Description of academic, developmental and/or functional strengths:

Reading - Aliyah is able to read on reading level a, which is appropriate for independent reading.

Math - Aliyah is able to add two digit numbers. She is also able to use positional vocabulary to describe the placement of objects in the environment.

Motor - Aliyah is able to use scissors appropriately while cutting. She also is able to write her name, and some site words independently.

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Social Emotional - Aliyah is able to great her friends and adults through out the school. She is able to follow the daily class routine. She also does very well when participating in instructional routines. She is always willing to participate in classroom activities.

Speech/Language:

Aliyah demonstrates relative strengths in her receptive vocabulary, articulation, voice and fluency.

Description of academic, developmental and/or functional needs:

Reading -Although Aliyah is able to read on reading level a, comprehension is difficult when asked specific questions about the book she has read.

Math - Aliyah struggles to identify coins, and tell their value.

Motor - Although Aliyah is able to write site words with some support. She struggles to write the words in correct letter formation.

Social Emotional - Aliyah struggles to say what her wants and needs are by crying, and not self regulating her emotions. She will cry instead of using her words to say what she wants or needs.

Speech/Language:

Aliyah continues to display deficits in her functional communication skills

Parental concerns regarding their child's education:

Mom is concerned about Aliyah's comprehension. Mom is also concerned about Aliyah crying when expressing her wants and needs. Mom is concerned about her emotional expression of her wants and needs. Mom is proud of the progress she is making.

Impact of the disability on involvement and progress in the general education curriculum (for preschool, how the disability affects participation in appropriate activities):

Results of evaluation indicate that Aliyah has delays in cognition, social skills and communication. These delays present a need for specialized instruction and therapies as well as accommodations/modifications in order to access the Georgia Performance Standards for GAA students. Aliyah's educational performance in age-appropriate activities without direct support from trained personnel throughout her school day would make it difficult for her to be successful in the general education environment without specialized instruction.

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Goals And Objectives

Progress Report Frequency

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Category: Academic

Attainment Date: 02/06/2026

Description

When given a math problem Aliyah will solve single digit addition problems correctly. Aliyah will identify coins (penny, nickel, dime, quarter). Aliyah will correctly identify the time to the hour as measured by special education staff.

Short-Term Objectives/Benchmarks

Objective/Benchmark	Attainment Date
Aliyah will solve single digit addition problems at 80% accuracy over 3 consecutive data sessions as measured by special education staff.	02/06/2026

Baseline	Criteria for Mastery	Supported By
45	80	

Objective/Benchmark	Attainment Date
Aliyah will correctly state the value of the coins presented to her (penny, nickel, dime, quarter) at 80% accuracy over 3 consecutive data sessions as measured by special education staff.	02/06/2026

Baseline	Criteria for Mastery	Supported By
40	80	

Objective/Benchmark	Attainment Date
Aliyah will correctly identify the time to the hour at 100% accuracy over 3 consecutive data sessions as measured by special education staff.	02/06/2026

Baseline	Criteria for Mastery	Supported By
20	80	

Attainment Date: 02/06/2026

Description

Aliyah will answer basic comprehension questions (who, what, where) from a field of three choices with 80% accuracy as measured by special education staff.

Short-Term Objectives/Benchmarks

Objective/Benchmark	Attainment Date
Aliyah will answer basic comprehension questions (who) from a field of three choices with 80% accuracy as measured by special education staff.	02/06/2026

Baseline	Criteria for Mastery	Supported By
45	80	

Objective/Benchmark	Attainment Date
Aliyah will answer basic comprehension questions (what) from a field of three choices with 80% accuracy as measured by special education staff.	02/06/2026

Baseline	Criteria for Mastery	Supported By
45	80	

Objective/Benchmark	Attainment Date
Aliyah will answer basic comprehension questions (where) from a field of three choices with 80% accuracy as measured by special education staff.	02/06/2026

Baseline	Criteria for Mastery	Supported By

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45 80

Category: Motor

Attainment Date: 02/06/2026

Description

Aliyah will write site words from teacher made list with legible letter formation with 100% accuracy for 3 consecutive data collection opportunities as measured by special education staff.

Short-Term Objectives/Benchmarks

Objective/Benchmark

Aliyah will write site words from teacher made list with legible letter formation with 100% accuracy for 3 consecutive data collection opportunities as measured by special education staff

Attainment Date

02/06/2026

Baseline

50

Criteria for Mastery

80

Supported By

Category: Social/Emotional/Behavioral

Attainment Date: 02/06/2026

Description

When her name is called by an adult, Aliyah will respond appropriately by stopping her activity and follow the teacher given direction with 80% accuracy as measured by special education staff.

Short-Term Objectives/Benchmarks

Objective/Benchmark

When her name is called by an adult, Aliyah will respond appropriately by stopping her activity and follow the teacher directed instruction with 80% accuracy as measured by special education staff.

Attainment Date

02/06/2026

Baseline

65

Criteria for Mastery

80

Supported By

Name Thiombiano, Aliyah M.	Date of Birth 05/18/2019	Student Number 202312449	Document Date 02/07/2025
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Category: Speech and Language

Attainment Date: 02/06/2026

Description

Following instruction, Aliyah will demonstrate effective functional communication skills, by responding to specific questions with a verbal and/or nonverbal responses with 80% accuracy over 4 out of 5 consecutive opportunities with no more than 2 prompts, as measured by SLP data collection.

Short-Term Objectives/Benchmarks

Objective/Benchmark	Attainment Date
Aliyah will demonstrate an understanding of basic concepts (time, space, quality, quantity) by responding to questions picture scenes with a verbal and/or motor response given no more than 2 prompts with 80% accuracy over 4 out of 5 consecutive opportunities as measured by SLP data collection.	02/06/2026

Baseline	Criteria for Mastery	Supported By
65	80	

Objective/Benchmark	Attainment Date
Aliyah will use pivotal phrases to express wants and needs and/or comments in 4+ word phrases with 80% accuracy with no more than two visual or verbal prompts with 80% in 4 out of 5 consecutive opportunities as measured by SLP data collection.	02/06/2026

Baseline	Criteria for Mastery	Supported By
70	80	

Objective/Benchmark	Attainment Date
Aliyah will correctly answer basic wh-questions (who, what, where), after a short story or presentation using pictures in a field of 3+, with no more than 2 visual/verbal prompts, with 80% in 4 out of 5 consecutive opportunities as measured by SLP data collection.	02/06/2026

Baseline	Criteria for Mastery	Supported By
65	80	

Objective/Benchmark	Attainment Date
Aliyah will identify objects by functions/attributes given in a field of 3+ with an average of 80% accuracy over 4 out of 5 consecutive opportunities with no more than 2 prompts, as measured by SLP data collection.	02/06/2026

Baseline	Criteria for Mastery	Supported By
50	80	

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Extended School Year

The IEP committee has considered the following:

Does the student demonstrate a significant regression of critical skills caused by the normal school break and a failure to recover those lost skills in a reasonable time that limits his/her ability to achieve IEP goals/objectives?

No

Is the student demonstrating less than expected progress related to critical skills that may limit his/her ability to achieve IEP goals/objectives?

No

Is the student at a critical point of instruction, i.e., with a presence of emerging skills or breakthrough opportunities, which require ongoing instruction during the school break?

No

Are there other special circumstances that require ESY (i.e. age, nature, and severity of the disability, transitional needs, delays or interruptions in services)?

No

ESY Decision

Is ESY required?

No

This recommendation was based on the following data source/considerations:

Aliyah is making adequate progress on her goals and objective therefore ESY is not required at this time.

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Special Considerations

Behavior

Does the student have behavior which impedes his/her learning or the learning of others?

No

If yes, consider the use of positive behavioral interventions

and supports and other strategies, to address that behavior in the IEP or behavioral intervention plan. Describe below.

Behavior Intervention Plan required?

No

English Proficiency

Does the student have Limited English proficiency?

No

If yes, consider the language needs as related to the IEP and describe below.

Blind or Visual Impairment

Does the student have blindness/visual impairment?

No

If yes, provide for instruction in Braille and the use of Braille, unless the IEP Team determines that instruction in Braille is not appropriate for the student after an evaluation of the student's reading and writing skills, needs, and appropriate reading and writing media, including evaluation of future needs for instruction in Braille of the use of Braille. Describe below.

Communication

Does the student have communication needs?

Yes

If yes, consider the communication needs and describe below.

Aliya's communication needs are being addressed by the goals and objectives in his IEP.

IEP Team requests additional information?

Deaf or Hard of Hearing

Is the student deaf or hard of hearing?

No

If yes, consider and describe the student's language and communication needs, opportunities for direct communication with peers and professional personnel in the student's language and communication mode, academic level and full range of needs, including opportunities for direct instruction in the student's language and communication mode. Describe communication needs below.

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Assistive Technology

Is the student currently using Assistive Technology?

No

List Current Assistive Technology Solutions Used:

IEP Team requests additional information (which may include: observation, trial of an AT solution, consult with AT Specialist, and/or skills inventory)

No

Alternative Format for Instructional Materials

Does the student require alternative format for instructional materials?

No

☐ Braille ☐ Large type ☐ Auditory ☐ Electronic text

Dyslexia Rubric Required?

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Supplemental Aids / Testing

The student requires Classroom Accommodations and/or Modifications: Yes

Category	Classroom Accommodation/Modification	M/A	Location
Access/Use of the following	manipulative materials	Accommodation	Special Ed Classroom, All Academic/Core Classes
Behaviorally Related	management system	Accommodation	Special Ed Classroom, All Academic/Core Classes
Behaviorally Related	reinforcement	Accommodation	Special Ed Classroom, All Academic/Core Classes
Behaviorally Related	sensory support	Accommodation	Special Ed Classroom, All Academic/Core Classes
Content Area	break material into manageable parts	Accommodation	Special Ed Classroom, All Academic/Core Classes
Content Area	give short, concise directions	Accommodation	Special Ed Classroom, All Academic/Core Classes
Content Area	repeat directions as needed	Accommodation	Special Ed Classroom, All Academic/Core Classes
Content Area	use drill and repetition	Accommodation	Special Ed Classroom, All Academic/Core Classes
Organization	progress reports	Accommodation	Special Ed Classroom, All Academic/Core Classes
Organization	school/home communication system	Accommodation	Special Ed Classroom, All Academic/Core Classes

The student requires Classroom Testing Accommodations: Yes

Classroom Testing Accommodation	Location
Individual administration	Special Ed Classroom, All Academic/Core Classes

The student requires Supplemental Aids and Services: No

Are Program Modifications or Supports needed for school personnel:

No

Modifications for Participation in Extracurricular Activities/Other Non-academic Activities

Modifications for Participation in Extracurricular Activities/Other Non-academic Activities (Only required if determined by an IEP team as necessary for FAPE)

Modifications for participation in extracurricular activities or other non-academic activities are not required in order for Aliyah to receive FAPE.

Assessment Determination for District and Statewide Assessments

Specific Testing Accommodations (Accommodations used for assessment must be consistent with accommodations used for classroom instruction/testing and specified in the IEP. Some accommodations used for instruction may not be allowed for statewide assessment. Refer to the GaDOE Student Assessment Handbook for the only allowable accommodations. Conditional accommodations are only allowable for students who meet eligibility criteria.) All subtests must be considered individually.

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Does the student's grade level during the implementation of the IEP require district/state standardized testing (including GAA and GKIDS)? District Assessments may include but are not limited to: GCPS Milestones Benchmark, 1st Semester Finals, 2nd Semester Finals, Mid-Years, End of Year Assessments, CFA's. **Yes**

Is the student being considered for the Georgia Alternate Assessment (GAA)? If yes, the GAA eligibility form must be completed at each review, even if this is not a year in which the test will be administered. **Yes**

Test	Administration Method	Accommodations
GAA	Standard with Accommodations	Individual administration

Eligibility Criteria for the Georgia Alternate Assessment 2.0 (GAA)

Step I: Review the Eligibility Criteria for GAA

Prior to reviewing the eligibility criteria for GAA, the Individualized Education Program (IEP) team must understand all assessment options, including the characteristics of each assessment and the potential implications of each assessment choice.

The GAA 2.0 is intended for students with the most significant cognitive disabilities. Instruction for these students is based on alternate academic achievement standards, which are aligned to the Georgia Standards of Excellence at a reduced depth, breadth, and complexity. Beginning with students who enroll in ninth grade for the first time on or after the 2020 - 2021 school year, students who participate in the GAA 2.0 will be eligible for the state-defined alternate diploma rather than the regular high school diploma (SBOE 160-4-2-.48).

According to O.C.G.A § 20-2-281, school districts are required to follow the procedures specified in the applicable test administration materials. As a result, the IEP team must use this form to document its assessment decisions.

If GAA is being considered, the IEP team must review the four criteria below and select Yes or No if applicable to the student. To be eligible to participate in GAA, the answer to all four of the questions below must be Yes. If the answer to any of the questions is No, the student is not eligible to participate in GAA and must participate in the Georgia Milestone Assessment System. Each Yes answer requires a justification that contains evidence that the student meets the criteria.

1. Does the student require intensive, individualized instruction in a variety of settings? The student needs specialized academic instruction and techniques over a period of time to ensure that he or she can learn, retain information, and transfer skills to other settings. **Yes**

Sources of Evidence (check if used)

- ☒ Anecdotal Notes and Observations
- ☐ Benchmark Data
- ☒ Present Levels of Academic Achievement
- ☐ Progress Monitoring Data
- ☐ Other

Other

Justification Aliyah requires specially designed instruction through out the school day to enable her access to the general education curriculum.

2. Does the student have a significant cognitive disability? A significant cognitive disability is determined by the IEP team and must be based on evaluation information performed by a qualified evaluation team. The significant cognitive disability must affect the student's intellectual functioning and be documented as such in the student's individualized education program (IEP). **Yes**

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Sources of Evidence (check if used)

- ☐ Results of Adaptive Behavior Skills Assessment
- ☒ Results of Individual Cognitive Ability Test
- ☐ Learning Characteristics Inventory
- ☐ Other

Other

Justification Aliyas cognitive abilities may be impacted through her intellectual functioning.

3. Does the student require specialized supports to access and participate in the grade-level Georgia Standards of Excellence (GSE) that require modifications based on the student's Present Levels of Academic Achievement and Functional Performance (PLAAFP)? Access to the grade-level curriculum is mandated by the federal government. A student with a significant cognitive disability requires access to the GSEs through prerequisite skills that are linked to the grade-level curriculum. **Yes**

Sources of Evidence (check if used)

- ☐ Results of language assessments including English Learner (EL) assessments, if applicable
- ☒ Anecdotal Notes and Observations
- ☐ Benchmark Data
- ☐ Progress Monitoring Data
- ☐ Results of Adaptive Behavior Skills Assessment
- ☒ Results of Individual Cognitive Ability Test
- ☐ Learning Characteristics Inventory
- ☐ Other

Other

Justification Aliyah requires specialized accommodations and supports to access and participate in the general educational curriculum.

4. Does the student require specialized supports to demonstrate age-appropriate adaptive behavior? A student with a significant cognitive disability needs specialized support throughout the day in areas such as expressing his or her needs, getting from place to place, eating lunch, negotiating social situations, and/or taking care of personal needs. **Yes**

Sources of Evidence (check if used)

- ☒ Results of Adaptive Behavior Skills Assessment
- ☒ Results of Individual Cognitive Ability Test
- ☐ Learning Characteristics Inventory
- ☐ Other

Other

Justification Aliyah requires support in specialized instruction to demonstrate progress on Adapted skills.

Step II: Assurances

The IEP team has participated in training and guidance regarding student participation in state mandated assessments that includes the information below:

Under 34 Code of Federal Regulations (CFR) 300.320(a)(6) and [O.C.G.A § 20-2-281], if the IEP team determines that the student will take GAA, the IEP team may provide additional summary statements of why the student cannot participate in the Georgia Milestones Assessment System, with or without allowable accommodations, and why the alternate assessment is appropriate for the student, including that all of the eligibility criteria are met.

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Current Info

The consensus of the IEP team is:

The student is eligible for GAA

The decision to administer GAA is based on multiple sources of measurable, objective evidence, including, but not limited to current IEP PLAAFP statements, goals, and/or objectives, report cards, progress reports, work samples, teacher observations, Full and Individual Evaluations (FIE), standardized achievement test results, and classroom, district, and statewide assessment results. This decision is not based solely on the student's previous performance on statewide assessment.

The decision to administer GAA is made by the IEP team, not administratively based on federal accountability requirements which limit the number of students taking an alternate assessment who can be counted as proficient in CCRPI performance calculations. Although GAA is intended for a small number of students, the proficiency cap does not limit the number of students receiving special education services who may take the alternate assessment.

The decision to administer GAA is based on the student's educational needs and the instruction the student is receiving. This decision is not based solely on the student's disability category and is not based on the student's racial or economic background, excessive or extended absences, or amount of time or location of service delivery.

Will the student participate in any EL Assessments?

No

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Services/LRE

Are Special Education Services INSIDE the General Education Classroom required?

Yes

Special Education Services INSIDE General Education Classroom

Content Area	Instructional Style	Provider	Minutes	Frequency	Duration	Start Date	End Date	Start Date	End Date
Social/Emotional/Behavioral	Supportive	Adult Assistance	225	1	Weekly	02/07/2025	05/21/2025	08/04/2025	02/06/2026
Breakfast/lunch									

Are Special Education Services OUTSIDE the General Education Classroom required?

Yes

Special Education Services OUTSIDE General Education Classroom

Content Area	Instructional Style	Provider	Minutes	Frequency	Duration	Start Date	End Date	Start Date	End Date	Dual
Functional Academics	Separate Class	Special Education Teacher	1665	1	Weekly	02/07/2025	05/21/2025	08/04/2025	02/06/2026	
Breakfast/lunch										
Speech and Language	Separate Class	Speech/Language Pathologist	60	1	Weekly	02/07/2025	05/21/2025	08/04/2025	02/06/2026	

Does the student require Related Services?

No

Services for or on behalf of a student may be delivered through a combination of direct intervention, group intervention, consultation, monitoring, adaptation of materials, staff/parent training, collaboration with staff and/or program development depending upon the needs of the student.

Related Services

Related Service	Provider	Minutes	Number of Times	Frequency	Start Date	End Date	Start Date	End Date
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Adapted PE

Does the student require Adapted PE?

Yes

Rationale:

Aliyah will participate in Adapted Physical Education to work on gross motor skills

Transportation Type:

Special

Medical

Medical Limitations/Concerns:

Aliyah does not have any medical needs or concerns at this time

Nursing Services Required:

Aliyah does not have any nursing needs at this time

LRE

Start Date	End Date	Minutes of Special Ed Setting / Week	Minutes in General Ed Setting / Week	Instructional, Bell to Bell (Minutes / Week)	Percent of Time in General Ed Setting	LRE Setting
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02/07/2025 05/17/2025	1725	225	Elementary	11.54	In the regular classroom less than 40% of time.
05/18/2025 05/21/2025	1725	225	Elementary	11.54	In the regular classroom less than 40% of time.
08/04/2025 02/06/2026	1725	225	Elementary	11.54	In the regular classroom less than 40% of time.

The explanation of the extent, if any, to which the child will not participate with peers without disabilities in the general class and/or nonacademic and extracurricular activities:

For the 2024-2025 school year, Aliyah will spend 1665 minutes in a separate classroom where he will receive all of his functional academic needs. She will receive 60 minutes of speech and language services 1 time weekly.

Placement Options Considered			
Placement Options Considered	Team Accepts Placement	Rejected Reason	Additional Comments
Additional supportive services within the general education classroom	Yes		
Direct services within the general education classroom	No	Does not provide the level of specially designed instruction required to meet this student's educational needs	
Instruction outside of the general education classroom	Yes		
Separate day school or program	No	Does not provide appropriate educational services in the least restrictive environment	
Home instruction			
Residential placement in-state or out-of-state			
Hospital/homebound instruction			

Parental Placement in Private School

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Team Members In Attendance

Role	Printed Name	Signature	Date	Excused
	Thiombiano, Aliyah M.			☐
Mother	Yedan, Ouorokia A.			☐
Father	Thiombiano, Guy P.			☐
General Education Teacher	Dorsey, Katie W.			☐
LEA Representative	Thomas, Manna M.			☐
Special Education Teacher	Chambliss, Danette R.			☐
Speech/Language Pathologist	Mitchell, Courtney L.			☐

☒ I agree with this IEP

☐ I do not agree with this IEP because:

Parent/Guardian/Student Signature _____ Date _____

MEETING MINUTES

Start Time:

End Time:

Purpose(s) Of The Meeting

- ☐ Discuss Eligibility
- ☐ Develop Initial IEP (Contingent upon Eligibility)
- ☐ Develop Transition Plan
- ☐ Interim Placement
- ☐ Manifestation Determination Review
- ☐ Reevaluation Consideration
- ☒ Review IEP
- ☐ Transfer IEP
- ☐ Other

Meeting Participants

Ouorokia Yedan, Mother
Courtney Mitchell, Speech/Language Pathologist
Katie Dorsey, General Education Teacher
Danette Chambliss, Special Education Teacher
Manna Thomas, LEA Representative

Meeting Minutes

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Student #: 202312449 Date: 02/07/2025

Student: Aliyah Thiombiano School: Alcova Elementary School

Start Time: 11:17 PM End Time: 12:30 PM

Purpose of the Meeting: IEP Meeting

The meeting is being held: Virtually via Zoom

Meeting Participants and Roles:

Danette Chambliss: Special Education Teacher

Katie Dorsey: General Education Teacher

Courtney Mitchell: Speech and Language Pathologist

Manna Thomas: LEA representative.

Discussion/Information:

The IEP meeting is being held to review Aliyah's IEP services.

Parent Rights were given to on 02/06/25 via email by Mrs. Chambliss.

PLAAFP:

Mrs. Chambliss and Mrs. Mitchell reviewed information about Aliyah's most recent evaluation, current data and academic performance as well as Aliyah's strengths, needs and impact of disability.

Goals by Mrs. Chambliss: name called, respond, turning head (stopping what she is doing) 80% of time according to data collected

Aliyah has mastered these goals: follow one step routine, two step routine, model given request wants and needs, social emotional (verbal response, taking turns, she will pass to next friend), share a toy with a peer (she plays very well with her friends and says hi to others), small group materials request (If she does not have something she will request what she needs.)

Goals by Mrs. Mitchell: She has done really well. She has mastered many of her goals (interacting with adults).

When working if Mrs. Mitchell touches herself to repeat to answer then touch Aliyah for her to repeat, progressed with prepositional words (in, front, behind), phrases. She is doing well in speech.

Aliyah is really good at taking turns.

Aliyah understands what is being said to her.

Needs from Mrs. Chambliss: comprehension is difficult when asked a specific questions what is read, she struggles to identify coins and tell their value, she struggles to write sight words with some support, struggles to write the words in correct letter formation, she struggles to say what her wants and needs are by crying, and not self regulating her emotions, she will cry instead of using her words.

Mrs. Chambliss asked mom about does the crying at home: Mom said when doing math and doesn't know the answer, then she cries. It is when she doesn't know, like a word you said. Mom said they are working on the sight word of the month.

Needs from Mrs. Mitchell: she continues to display deficits in her functional communication skills (wants and needs)

Parent had these concerns state below.

Mom is concerned about Aliyah's comprehension. Mom is also concerned about Aliyah crying when expressing her wants and needs. Mom is concerned about her emotional expression of her wants and needs. Mom is proud of the progress she is making.

Mom did not have any further questions.

Mrs. Chambliss went over the impact of disability on involvement and progress in the general education curriculum.

Goals:

Mrs. Chambliss reviewed Aliyah's goals and objectives in the areas for academic, motor, social/emotional/behavior. She went through the baseline of the objective/benchmarks, annual goal and criteria for mastery.

Mrs. Mitchell reviewed Aliyah's goals and objectives in speech and language. She went through the objectives/benchmark, baseline and mastery.

Parent had no questions or concerns.

The parent said no to having any questions or concerns.

Extended School Year (ESY):

The IEP committee discussed the criteria for ESY and agreed that Aliyah does not require ESY. She is making adequate progress on her goals.

Considerations:

The IEP team reviewed the Considerations and Supports sections, and the following

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determinations were made:

Aliyah does not demonstrate behaviors that would require a Behavior Intervention Plan (BIP).

Aliyah does not have Limited English proficiency.

Aliyah does not have blindness/visual impairments.

Aliyah does have communication needs. Her needs are being addressed in her IEP.

Aliyah is not deaf or hard of hearing.

Aliyah does not currently using Assistive Technology (AT). The team determined that a request additional information should not be initiated.

Aliyah does not require alternative format for instructional materials.

Mom did not have any questions.

Supplemental Aids/Testing

The IEP team reviewed the classroom and testing supports and determined which academic, behavior and testing accommodations would be beneficial for Aliyah.

It was also determined that Aliyah would participate in testing with accommodations. It would be individualized in a special education classroom.

Services:

Aliyah requires designed instruction throughout the school day to enable her access to the general education curriculum.

Aliyah's cognitive abilities may be impacted though her intellectual functioning.

Aliyah requires specialized accommodations an supports to access and participate in general education curriculum.

Aliyah requires support in adaptive skills.

Mom asked about GAA and about process of classroom.

LRE:

Placement Options were reviewed and considered. The team accepted (insert LRE Placement)

Hours spent in General Ed:

Specials 225 minutes, frequency 1, weekly

Hours outside General Ed:

Breakfast/lunch: 240 minutes, 1 frequency, weekly

Functional Academics with special education teacher (Chambliss): 1665 minutes, 1 frequency, weekly

Mrs. Mitchell for speech/language pathologist: 60 minutes, 1 time weekly

Yes, for adapted PE. Mom had a question about what that is.

Aliyah will participate to work on gross motor skills.

Mom had no medical concerns or nursing needs for Aliyah.

Mom did not have any questions. She did ask if there would be another IEP meeting for this school year. The next meeting would be February 2026. It is annual.

Progress:

It was noted that progress will be updated at the end of each grading period and sent home.

Consent:

Aliyah's mom was not in agreement with the IEP as written.