



Individual Education Program (IEP)

From: 12/05/2014 To: 12/05/2015

Annual Addendum

Student Information

Student: Sue (First) Test (Last) **Birthdate:** 06/02/1996 **Grade:** 10th Grade

Student ID: 5656565

Gender: F **Hispanic Ethnicity:** No
Race: White

School: Sample School

Serving School: Johnson Co High School

District: Johnson County Schools & Staging

Serving District: Johnson County Schools & Staging

Review of IDEA Procedural Safeguards (to be completed before meeting)

1. a. I have been informed of and understand the rights of my child as a student with educational disabilities.

OR

b. I waive verbal explanations of procedural safeguards (if appropriate).

2. I have received a copy of the "Rights of Children With Disabilities and Parental Responsibilities". (Required annually)

3. I certify that I am the legal parent(s)/guardian(s) of this child.

4. I waive the right of 10 day notice for this meeting (if appropriate).

Signature

Date

Primary Disability:	Intellectual Disability	Re-evaluation of Eligibility Date:	10/04/2016
Secondary Disability:	None		

Medical Information: Sue has a history of seizures and a seizure protocol is on file that all staff are to be trained on and follow.

Current Descriptive Information

Describe the student's strengths:

Sue is polite, respectful and gets along with her peers. She is willing to participate and likes to be asked to help with errands and to assist the teacher or her peers. She demonstrates motivation and following directions.

Describe the concerns of the parents regarding their student's education:

Sue's parents would like for Sue to continue to improve her reading comprehension and academic skills that will help her be prepared for life after high school. They report that while communication skills have improved, she is still having difficulty using what she has learned in her speech and language therapy sessions to real world situations in school and in the community. They would also like Sue to continue to explore different career options by participating in Work-Based Learning and visiting different post-secondary programs and job sites.

Describe how the student's disability affects involvement and progress in the general curriculum:

Sue's ability to master regular classroom academic objectives is markedly delayed. Once Sue has been introduced to skills/content in the general education classroom, she requires small group intervention and repetition to master the skill/content. She tries to complete various assignments, but struggles doing basic tasks. She is significantly below grade level in her academics. She also has difficulty with expressive and receptive language which impacts her ability to express her wants and needs effectively. These specific areas of need impact her mastery of standards and age appropriate social skills and affects her involvement and progress in the general education classroom.

Present Levels of Performance

Levels of functioning, should when applicable, include norm referenced and/or criterion referenced data, as well as **descriptive information** of the student's deficit areas.

Source of Information	Area Assessed	Date	Exceptional Yes/No
Transition Checklist	Transition	12/02/2014	Yes
Present Level of Performance: Subtest: General Sue's strengths are a willingness to take directions and getting along with others. Her weaknesses are being aware of health and safety issues and working independently. Sue has expressed an interest in working with animals. Being able to work independently is critical to her success and is impacting her mastery of standards. Date Administered: 12/02/2014 * EXCEPTIONAL YES/NO (REQUIRED): Yes Number Correct: 8 Number Incorrect: 22 Passed Y or N: No			

Source of Information	Area Assessed	Date	Exceptional Yes/No
Woodcock-Johnson III Normative Update Tests of Achievement (WJ-III NU Ach)	Academics-Reading Comprehension	11/13/2014	Yes
<p>Present Level of Performance: Subtest: Reading Comprehension Although Sue's decoding and fluency skills have improved one half year, the results of her Passage Comprehension test confirm that she is significantly below grade level in the area of reading comprehension. Her SS is 62 and her GE (grade equivalent) is 4.2. She requires accommodations and additional instructional supports to be successful in the general education classroom throughout the day as reading and learning from reading is a large part of core instruction at the high school level. Her current reading skill level is impacting her mastery of reading standards.</p> <p>Date Administered: 11/13/2014 * EXCEPTIONAL YES/NO (REQUIRED): Yes Grade Equiv.: 4 Std. Score: 62</p>			

Source of Information	Area Assessed	Date	Exceptional Yes/No
Woodcock-Johnson III Normative Update Tests of Achievement (WJ-III NU Ach)	Academics-Math Calculation	11/12/2014	Yes
<p>Present Level of Performance: Subtest: Math Calculation Sue is working significantly below grade level in the area of math calculation. Her SS has increased from 65 to 70 and her GE (grade equivalent) increased from 4.5 to 5. She is able to compute basic facts but is not yet able to compute multi-step calculations or calculate fractions and decimals (other than money) successfully. This impacts her mastery on math standards as she is working on foundational math skills.</p> <p>Date Administered: 11/12/2014 * EXCEPTIONAL YES/NO (REQUIRED): Yes Grade Equiv.: 5 Std. Score: 70</p>			

Source of Information	Area Assessed	Date	Exceptional Yes/No
Adaptive Behavior Inventory (ABI)	Adaptive Behavior	11/07/2014	Yes
<p>Present Level of Performance: Subtest: General Two of Sue's teachers evaluated her adaptive behaviors compared to another student of the same age. Sue's self-care, social, leisure and school/home living skills are all close to that expected of her same age peers. She is able to independently find her classes. She knows the day of the week and can write her name and address. She can use a calculator for basic problem solving and can make small purchases independently. She will follow safety rules if she understands them. She can name five occupations, but cannot fill out an application independently. Her work skills need improvement as she gets easily distracted, but never argues when she is corrected. She does not attempt difficult tasks without prompting. Her struggles with reading and writing impact her writing letters, completing an application or short response task, reading the newspaper, or using resources like a dictionary. She has a continued identified weakness in oral communication skills.</p> <p>Date Administered: 11/07/2014 * EXCEPTIONAL YES/NO (REQUIRED): Yes</p>			

Source of Information	Area Assessed	Date	Exceptional Yes/No
Language/Cognitive Communication Assessment	Speech/Language Communication	11/07/2014	Yes
<p>Present Level of Performance: Sue's articulation has improved and her speech is generally understandable. She struggles with communication skills such as communication exchange; following a topic, changing topics, and use of age appropriate language.</p> <p>Date Administered: 11/07/2014 * EXCEPTIONAL YES/NO (REQUIRED): Yes</p>			

Source of Information	Area Assessed	Date	Exceptional Yes/No
Occupational Therapy Screening	Fine motor skills	11/07/2014	No
<p>Present Level of Performance: Sue is able to manipulate buttons, snaps and zippers as required for dressing and using back packs. She does not utilize a traditional tri-pod grasp when writing; however, this is not impacting her school work at this time. She is able to write within the lines and uses appropriate size letters and spacing. Her handwriting is legible.</p> <p>Date Administered: 11/07/2014 * EXCEPTIONAL YES/NO (REQUIRED): No</p>			

Consideration of Special Factors for IEP Development

Does the student have limited **English proficiency?** No
If yes, what is his/her primary mode of language?

Is the student **blind or visually impaired?** No
If yes, does the student need instruction in Braille?

Does the student have **communication needs?** Yes
If yes, what are they? Functional communication skill deficit in interactions with peers and in the community.

Is the student **deaf or hard of hearing?** No
If yes, did the IEP Team consider:
a. the student's language and communication needs; N/A
b. opportunities for direct communications with peers and professional personnel in the student's language and communication mode; N/A
c. necessary opportunities for direct instruction in the student's language and communication mode? N/A

Is **assistive technology necessary in order to implement the student's IEP?** Yes
If yes, what is needed? iPad with language apps, spell check, and word prediction software

Does the student's **behavior impede his/her learning or that of others?** No
If yes, the IEP Team has addressed the student's behavior in the following way(s):

- | | | |
|---|---|---|
| <input type="checkbox"/> Functional Behavior Assessment | <input type="checkbox"/> Behavior Intervention Plan | <input type="checkbox"/> Accommodations |
| <input type="checkbox"/> Goals and Objectives | <input type="checkbox"/> Other (write in) _____ | |

Transition Services Planning (Age 14 or turning 14 during the IEP period)

Measurable Post-Secondary Goals

Employment:

Will work in part-time employment – Sue will work part-time at an animal grooming and boarding business.

Independent/Supported Living:

Will live independently – Sue will live independently in an apartment or house by developing life skills such as maintaining a budget and housekeeping.

Post-Secondary Education/Training:

Will enroll in on-the-job training program - Sue will enroll in a program after high school that will allow her to develop skills necessary for a successful adult life.

Community Involvement:

Will be independently mobile in the community and access services - Sue will learn to successfully navigate public transportation in order to access her community.

Grade 9 Course of Study: English I Algebra 1A Agricultural Science Civics Art 1 Biology1A

Grade 10 Course of Study: English 2 Algebra 1B Small Animal Science Biology 1B Personal Finance/Wellness Choir

Grade 11 Course of Study: English 3 Geometry 1A Large Animal Science Environmental Science Work Based Learning Choir II

Grade 12 Course of Study: English 4 Geometry 1B Veterinarian Science Work Based Learning Keyboarding

Transition Services (Age 16 or turning 16 during the IEP period)

Anticipated Date Range	Service Area (Transition Area)	Activities/Strategies (Transition Services) (All activities/strategies that are the responsibility of special education and are to be implemented this year must be reflected in goal sheets.)	Agency/Person Responsible
2014	Instruction	Driver Education	Driver Education Teacher, Parents
2014	Community Experiences	Visit Technology Center and Community College in the area Visit Disability Services Office	School staff
2014	Employment and Post-school Adult Living Objectives	Participate in Work Based Learning in conjunction with Career and Technical Education Animal Science classes	Career and Technical Education teacher
2014	Other	Fill out FAFSA for potential placement in a post-secondary environment or dual enrollment classes	Parents

Documentation of other agency participation in planning and the person responsible for contacting agency(s) if a representative did not attend:
 Vocational Rehabilitation Transition School to Work counselor is invited - Sue and her family have been provided eligibility paperwork

Was the student in attendance at the IEP Team Meeting? Yes

If the student was not in attendance, how were the student's preferences and interests considered

(Check all that apply.)

- Student interview Student survey Student portfolio Vocational Assessments Interest Inventory Other

If you selected "Other", describe

Measurable Annual Goals and Benchmarks/Short-term Instructional Objectives for IEP and Transition Activities

Goal 1 of 6

Area of Need: Transition-Vocational

Personnel/Position Responsible: Sue/Parent/Sped and Gen. Ed. Staff

Annual Goal: Given exploration of career options activities for at least 5 different careers, Sue will develop skills necessary to hold a part-time job at a level of "proficient" as measured on the work experience rubric by teacher observation and data collection on 80% of the work experience settings.

Program Modifications/Supports for School Personnel:

Training of data collection form.

Goal 2 of 6

Area of Need: Academics-Math Calculation

Personnel/Position Responsible: Sped. Teacher/Gen. Ed. Teacher

Annual Goal: When given a mixed computation activity or assignment, Sue will use the correct operation to compute the answers with 80% accuracy on 4 of 5 consecutive activities or assignments.

Program Modifications/Supports for School Personnel:

N/A

Goal 3 of 6

Area of Need: Adaptive Behavior

Personnel/Position Responsible: Sped. Teacher/Gen. Ed. Teacher/Sped. Staff/Sue

Annual Goal: Sue will demonstrate the ability to fill out an application, short answer assignment and start and complete a challenging task with 90% accuracy as measured by teacher observation and data collection over 9 out of 10 consecutive school days.

Program Modifications/Supports for School Personnel:

N/A

Goal 4 of 6

Area of Need: Academics-Reading Comprehension

Personnel/Position Responsible: Sped. Teacher/Gen. Ed Teacher

Annual Goal: Given a passage or story at a 5th grade level, Sue will answer comprehension questions, both implicit and explicit, with 80% accuracy on 3 consecutive reading probes.

Program Modifications/Supports for School Personnel:

N/A

Goal 5 of 6

Area of Need: Academics-Math Problem Solving

Personnel/Position Responsible: Sped. Teacher/Gen. Ed Teacher

Annual Goal: Given a math word problem or application scenario, Sue will determine what information she is given, what she needs to calculate, and what she is trying to solve as well as a plan for solving the problem for 80% of the scenarios on 4 of 5 consecutive opportunities.

Program Modifications/Supports for School Personnel:

N/A

Goal 6 of 6

Area of Need: Speech/Language Communication

Personnel/Position Responsible: Sped. Teacher/Gen. Ed Teacher
/Speech language pathologist

Annual Goal: Given a situation requiring communication exchange on a specific topic, Sue will interject topic appropriate information for 5 communication exchanges on 4 of 5 consecutive opportunities.

Program Modifications/Supports for School Personnel:

N/A

Supplementary Aids/Services and Support for the child:

Lunch bunch social skills training curriculum and social skills picture reference guide.

Program Participation

d. Writing

Classroom Accommodations:

•Environmental Arrangements – IPad, access to printer

•Environmental Arrangements - Word processor.

q. All Classes

- Copies of notes from board
- Modified assignments

State/District Mandated Tests

Student will participate in the following state/district mandated assessment(s):

Achievement EOC Gateway Writing TCAP Alternate Assessment

TCAP - English Linguistically Simplified Assessment

English Language Development Assessment

ACT

EXPLORE

PLAN

District Assessment:

A. No Accommodations

B. Allowable Accommodations

C. Special Accommodations

D. ELL Accommodations

E. SAT 10 Accommodations

Special Education and Related Services

Direct Special Education

Type of Service	Provider Title	Sessions Per	Time Per Session	Hours Per Week	Beginning-Ending Dates	Location of Services
Algebra 1A		5 Per week	90 min	7 hrs and 30 mins	12/05/2014-12/05/2015	Special Ed Setting
English 2		5 Per week	90 min	7 hrs and 30 mins	12/05/2014-12/05/2015	Special Ed Setting
Biology 1A	TDOE Support	5 Per week	90 min	7 hrs and 30 mins	12/05/2014-12/05/2015	Regular Ed Setting - Inclusion
Algebra 1B		5 Per week	90 min	7 hrs and 30 mins	12/05/2014-12/05/2015	Special Ed Setting
Biology 1B	TDOE Support	5 Per week	90 min	7 hrs and 30 mins	12/05/2014-12/05/2015	Regular Ed Setting - Inclusion
Work Based Learning	State Transition Consultant	5 Per week	90 min	7 hrs and 30 mins	12/05/2014-12/05/2015	Job Site

Related Service(s), including Instruction from Specialized Personnel

Type of Service	Provider Title	Sessions Per	Time Per Session	Hours Per Week	Beginning-Ending Dates	Location of Services
Speech/Language Therapy	Sp/Lng. Therapist	2 Per week	30 min	1 hrs and 0 mins	12/05/2014-12/05/2015	Regular Ed Setting - Inclusion

Total Special Ed Minutes by Date Range		
Begin Date	End Date	Minutes per Week
12/05/2014	12/05/2015	2700

Note: Service Dates apply during the normal school year, not ESY, unless specified.

LRE and General Education

Explain the extent, if any, in which the student **will not** participate with non-disabled peers in:

1. **the regular class:** Due to Sue's need for a smaller classroom setting and individualized instruction and intervention in reading, writing, and math, Delia will receive a combination of academic instruction including small group, special education settings for English/Language Arts and Math. She will participate in the general education Biology class with support from special education to modify the work and assist in accessing the information. Support from special education will be provided to modify work and assist in accessing the information for Personal Finance class. Also she will participate in Work-Based Learning.
2. **extracurricular and nonacademic activities:** Sue will have the opportunity to participate in all extra-curricular and non-academic areas with her assigned homeroom class of 10th grade general education peers, as well as field trips with this peer group. Sue will be provided supports to participate in before school and after school clubs.
3. and/or, **his/her LEA Home School:** Sue is attending her school of zone.

Special Transportation

No special transportation

Extended School Year

The IEP Team will determine if Extended School Year (ESY) is required by 04/01/2015.

IEP Participants

The following **individuals attended the IEP Team** and participated in the development of this Individualized Education Program.

Position	Signature	In Agreement	Date
Parent	_____	<input type="checkbox"/> Yes <input type="checkbox"/> No	_____
LEA Representative	_____	<input type="checkbox"/> Yes <input type="checkbox"/> No	_____
Special Education Teacher	_____	<input type="checkbox"/> Yes <input type="checkbox"/> No	_____
Regular Education Teacher	_____	<input type="checkbox"/> Yes <input type="checkbox"/> No	_____
Interpreter of Evaluation Results	_____	<input type="checkbox"/> Yes <input type="checkbox"/> No	_____

Informed Parental Consent

- Yes No I certify that I am the legal parent(s)/guardian(s)/surrogate(s) of this child.
- Yes No I have been informed of and understand my rights as a parent, and have received a copy of the notice of procedural safeguards.
- Yes No I have been involved in the IEP Team meeting and/or the development of this IEP, and give permission for the proposed program described in this IEP for my child.
- Yes No My child and I have been informed of his/her right to represent himself/herself upon his/her eighteenth birthday. (Note: This information must be provided beginning at least one year prior to the student's 18th birthday.)

Parent/Guardian/Surrogate Signature

Date

Student Signature

Date

Date IEP was given to parent(s): _____

If the parent(s) did not attend, the person responsible for forwarding and explaining the contents of the IEP to the parents along with their rights is:

Documentation of IEP Review by Other Teachers not in Attendance:

Signature

Date

Signature

Date

Signature

Date

Signature

Date

Signature

Date

Signature

Date