

DRAFT FOR IEP MEETING 2009 DEC 02

IEP/DEC4

Purpose: Annual Review IEP

Form Status: Meeting

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Duration of Special Education and Related Services From: 12/02/2009

To: 12/01/2010

Student: Josh SMITH

DOB: 12/12/1992

UID: W3K8Z5P76Y

LEA: Durham Public Schools

School: C E Jordan High

Grade: Eleventh Grade

Primary Area of Eligibility*: Autism

* Reported on Child Count

Student Profile

Student's overall strengths:

Josh is making some connections to his environment. He engages in some concrete academic tasks. He shows awareness of what is going on around him.

Summarize assessment information (e.g. from early intervention providers, child outcome measures, curriculum based measures, state and district assessment results, etc.) and review of progress on current IEP/IFSP goals:

ABAS: Conceptual 50, Social 55, Practical 45, GAC 41 02/16/2005

Letter Word Identification ss-28, Understanding Knowledge ss-12, Spelling ss-17, Writing Samples ss-1, Picture Vocabulary ss-5, Academic Knowledge ss-1 02/25/2005

Review of adaptive behavior along with other assessment support, need to emphasize self care and daily living skills in his IEP. 02/10/2005

PPVT-III B Raw score: 12 ss:40 Age equivalent less than 1.9

Non-speech test, Functional Comm. Portfolio-R, and Pragmatic Skills: 24-28 months, see SIL eval. results 02/11/2005

Occupational Therapy: Personal Care Skills- limited use of utensils, assistance with routines, assist with communication and making choices, assist with following directions.

The student is age 14 or older or will be during the duration of the IEP. Yes

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Consideration of Special Factors (Note: If you check yes, you must address in the IEP.)

Does the student have behavior(s) that impede his/her learning or that of others? Yes
Josh's behavior will be addressed through IEP goals and objectives.

Does the student have Limited English Proficiency? No

If the student is blind or partially sighted, will the instruction in or use of Braille be needed? N/A

Does the student have any special communication needs? Yes
Josh's communication needs will be addressed through Speech and Language services.

Is the student deaf or hard of hearing? No

Does the student require specially designed physical education? Yes
Josh's needs will be addressed through adaptive physical education.

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SECONDARY TRANSITION COMPONENT

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Has the student been informed of his/her own rights, if age 17 and older? N/A

Section A- Student Needs, Strengths, Preferences and Interests

The following people gave information about the student's needs, strengths, preferences and interests and course of study selection:

School Staff

Indicate which age appropriate transition assessments were conducted for the development of measurable post-secondary goals and transition activities and the date they were conducted:

INFORMAL ASSESSMENT(S):

Interest and Skill Inventories TPI

Observations/Situational Assessment

Section B- Course of Study (Beginning at age 14 and updated annually)

The student is following a Course of Study:

Extensions of SCOS leading to Grad Certificate

Section C- PostSecondary Goals (Beginning at age 16 and updated annually)

Indicate the student's measurable postsecondary goals in each of the following areas on an annual basis:

Education and Training: Within three months of graduation, Josh will participate in habilitative and functional skills training through CAP services.

Employment: After graduation, Josh will in supportive employment and/or a sheltered workshop where supervision will be provided for him daily.

Independent Living (if appropriate): After graduation, Josh will live in a group home with structure and supervision during his daily routine.

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Section D- Transition Services (By age 16 and updated annually)

<u>Transition Areas</u>	<u>Transition Activities</u>	<u>Responsible Person and/or Agency</u>	<u>Anticipated Completion Date</u>
Instruction	Using the modifications and accommodations specified in his IEP, Josh will complete objectives from the extensions on the NCSCOS. <i>STANDARD COURSE OF STUDY</i>	Staff Students	12/02/2010
Related Services	Josh will receive related services in the area of Speech and adaptive physical education.	Staff Student	12/02/2010
Community Experiences	Josh will participate in Special Olympics.	Student Staff	12/02/2010
Employment	Josh will complete pre-vocational tasks.	Staff Student	12/02/2010
Adult Living Skills	Josh will recognize/count money as it applies to money management skills.		
Daily Living Skills (if appropriate)	Josh will aide in the preparation and cleanup of his meals.	Staff Student	12/02/2010

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Include specific descriptions of what the student can and cannot do in relationship with the area. Include current academic and functional performance, behaviors, social/emotional development, other relevant information, and how the student's disability affects his/her involvement and progress in the general curriculum.

Josh is non-verbal. He uses mainly pictures and eye gaze to communicate. Josh reads high frequency words. Josh has trouble paying attention to a task.

Annual Goal Academic Goal**Goal Description**

Given sight words and informational signs, Josh will identify the word or sign by pointing with 85% accuracy.

Does the student require assistive technology devices and /or services? Yes

If yes, describe needs:

Big Mack, Twin Talk

Speech and Language Services**Competency Goal**

Required areas (if any) where student participates in state assessments using modified achievement standards

Select Subject Area: Language Arts

List Competency Goal from *NC Standard Course of Study*:

(Standard must match the student's assigned grade.)

03-The learner will apply enabling strategies and skills to read and write.

Note: selected Grade Standard Competency Goals listed are those identified for specially designed instruction. In addition to those listed, the student has access to grade level content standards through general education requirements.

Benchmarks or Short Term Objectives (if applicable)

(Required for students participating in the state alternate assessments aligned to alternate achievement standards)

When given books, internet activities, and recipes, Josh will answer "wh" questions using pictures and/or communication in 4/5 trials.

Josh will respond to personal experiences through sequencing, pictures, and choosing words from a communication book in 4/5 trials.

Describe how progress toward the annual goal will be measured

Teacher observation

Data Collection

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Present Level of Academic Achievement and Functional Performance

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Josh updates the class calendar. He can do some sorting and sequencing. Josh sometimes sequences from large to small, but not with a great deal of accuracy.

Annual Goal Academic Goal

Goal Description

Given objects in a set, Josh will sort or sequence with 100% accuracy.

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

If yes, describe needs:

Competency Goal

Required areas (if any) where student participates in state assessments using modified achievement standards

Select Subject Area: Mathematics

List Competency Goal from *NC Standard Course of Study*:

(Standard must match the student's assigned grade.)

04-The learner will demonstrate an understanding of mathematical relationships.

Note: selected Grade Standard Competency Goals listed are those identified for specially designed instruction. In addition to those listed, the student has access to grade level content standards through general education requirements.

Benchmarks or Short Term Objectives (if applicable)

(Required for students participating in the state alternate assessments aligned to alternate achievement standards)

Josh will sort objects by size with 100% accuracy.

Josh will sequence objects from large to small with 100% accuracy.

Josh will sort objects by shape with 85% accuracy.

Describe how progress toward the annual goal will be measured

Teacher Observation

Data Collection

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Josh comes into class independently. He usually leaves the classroom on cue when transitions occur. Josh does not sit at his desk and attend to his work on a regular basis.

Annual Goal Functional Goal

Goal Description

Josh will sit at a table and attend to a task during 75% of the school day.

Does the student require assistive technology devices and /or services? Yes

If yes, describe needs:

Big Mack, Twin Talk

Speech and Language Services

Benchmarks or Short Term Objectives (if applicable)

(Required for students participating in the state alternate assessments aligned to alternate achievement standards)

Upon request, Josh will sit at his table 4 times out of 5.

Given a task, Josh will attend to the task within three minutes.

Given a pair of choices, Josh will select his own activity in 50% of trials.

Describe how progress toward the annual goal will be measured

Teacher Observation

Data Collection

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Present Level of Academic Achievement and Functional Performance

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Josh is participating in some APE activities. Josh needs constant verbal prompts and encouragement to complete a task.

Annual Goal Functional Goal

Goal Description

- 1. Increase participation in group activities and social interaction with class.
- 2. Improve gross motor skills.

Benchmarks or Short Term Objectives (if applicable)

(Required for students participating in the state alternate assessments aligned to alternate achievement standards)

- 1. Josh will participate in activities 60% of the times.
- 2. Josh will practice a variety of gross motor skills walking, jumping running 50% of the times.
- 3. Josh will run with the class and complete his wind sprints 45%of the time.
- 4. Josh will respond to directions, and commands with appropriate social skills 50% of the time.

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OT/PT/SLP RELATED SERVICES SUPPORT DESCRIPTION

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Service (Check all that apply): SLP

Description of Student needs (Explanation of why support is needed):

Josh is echolalic; his use of spontaneous language is limited. He uses pictures, gestures, facial expression to communicate his likes and dislikes. He uses boardmaker pictures, and low-tech communication output devices in the classroom to participate in class activities.

Classroom interventions delegated to classroom staff with related service provider support/ training for teachers and staff (program description, logs attached):

Assistive technology/augmentative communication, and adapting switches and toys: - TwinTalk, Big Mack, Boardmaker Pictures

Related service provider support:

Observation of student in classroom settings

Analyze and engineer environment, increasing opportunities for communication

Programming assistive technology/augmentative communication, and adapting switches and toys: - TwinTalk, Big Mack

Prepare classroom materials including home practice/carry over material(s)

Equipment Needed: (P=personal; C=classroom)

C Switches/Toys: TwinTalk, Big Mack

Therapist Signature

Date

Susan T. Reynolds, MS, CCC-SLP

11/30/2009

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In the space provided, list the general education classes, nonacademic services and activities (ex: lunch, recess, assemblies, media center, field trips, etc.) in which the student will participate and the supplemental aids, supports, modifications, and/or accommodations required (if applicable) to access the general curriculum and make progress towards meeting annual goals. Discussion and documentation must include any test accommodations required for state and/or district-wide assessment. If supplemental aids/services, modifications/ accommodations and/or assistive technology will be provided in special education classes include in the table below.

<u>General Education Class, Nonacademic Services & Activities, Special Education (If Applicable)</u>	<u>Supplemental Aids/Services, Modifications/ Accommodations, Assistive Technology (If Applicable)</u>	<u>Implementation Specifications (Example: Who? What? When? Where?)</u>
Language Arts	Extended Time Preferential Seating Modified Assignment	Josh will receive extended time (up to 100%), preferred seating, and modified assignments in the EC classroom whenever an assignment is given.
Lunch	Small group Separate Setting	Josh will receive lunch in the EC classroom on days where lunch is served at school.
Math	Extended Time Preferential Seating Modified Assignment	Josh will receive extended time (up to 100%), preferred seating, and modified assignments in the EC classroom whenever an assignment is given.
Other - Daily Living Skills	Extended Time Preferential Seating Modified Assignment	Josh will receive extended time (up to 100%), preferred seating, and modified assignments in the EC classroom whenever an assignment is given.
Science	Extended Time Preferential Seating Modified Assignment	Josh will receive extended time (up to 100%), preferred seating, and modified assignments in the EC classroom whenever an assignment is given.
Social Studies	Extended Time Preferential Seating Modified Assignment	Josh will receive extended time (up to 100%), preferred seating, and modified assignments in the EC classroom whenever an assignment is given.

If the student is in preschool, describe how the student is involved in the general education program.

N/A

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II. North Carolina Assessment Program

Select the appropriate state assessment(s) that will allow the student to demonstrate his/her knowledge. Select testing accommodations that correlate to classroom accommodations used routinely throughout the academic year. Accommodations that are listed on the IEP must be used on a routine basis in classroom instruction. For specifics regarding accommodation use and availability for specific tests, refer to the testing Students with Disabilities publication, available at <http://www.ncpublicschools.org/accountability/policies/tswd/>

IEP Teams are instructed to select for each assessment, only those accommodations that do not invalidate the score.

Student is not required to participate because of his/her grade level

III. District-Wide Assessment Program

In the space provided, list the district-wide assessments, if any, and any accommodations or alternate assessments to be used by the student.

District-Wide Assessment(s) N/A

Accommodation(s) or Alternate Assessment(s)

None

Implementation Specifications

None

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If the Student is participating in any alternate assessment(s), explain why the regular testing program, with or without accommodations, is not appropriate and why the selected assessment is appropriate:

N/A**V. Specially Designed Instruction, Related Services, and Nonacademic Services and Activities****A. Anticipated Frequency and Location of Specially Designed Instruction:**

Type of Program	Sessions Per	Sessions Length	Location
Adapted Physical Education	1/Week Semester1 Semester2	45 Minutes	Gym
Special Education	20/Week Semester1 Semester2	90 Minutes	Exceptional Children Classroom

B. Anticipated Frequency and Location of Related Services:

The IEP Team has determined the following related services are required to assist the student to benefit from special education.

Related Service	Sessions Per	Session Length	Location	Support Description
Speech/Language	4/Quarter Semester1 Semester2	15 Minutes	Total School Environment	Yes
Transportation Services	10/Week	1 Hours	Bus	No

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C. Nonacademic Services & Activities (Refer to Section I: General Education Program Participation):

List the nonacademic services and activities in which the student **will not** participate with nondisabled peers. This time must be factored into the determination of continuum of alternative educational placement below.

N/A

VI. Continuum of Alternative Educational Placements

(Education placement is determined by calculating the amount of time the student is removed from nondisabled peers.)

School Age (K-21): Separate <39% of the day w/non-disabled peers

VII. Least Restrictive Environment Justification Statement

If the student will be removed from nondisabled peers for any part of the day (general education classroom, nonacademic services and activities), explain **why** the services cannot be delivered with nondisabled peers with the use of supplemental aids and services.

Josh's need for one on one instruction in functional and adaptive behavior can best be met in the separate setting.

VIII. Progress towards annual goals will be reported with the issuance of report cards unless otherwise specified below.

According to DPS policy

IX. Extended School Year Status (ESY worksheet available)

Is not eligible for extended school year

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X. Record of IEP Team Participation

(Note with an * any team member who used alternative means to participate.)

A. IEP Team. The following were present and participated in the development and writing of the IEP.

Name	Position	Date
Laura McGhinnis	Special Education Teacher	12/02/2009
Valerie Parker	LEA Representative	12/02/2009
Susan Reynolds	Speech/Language Pathologist	12/02/2009
Jo Ferrucci		12/02/2009