



Somewhere County Unified School District
 123 Education Street
 Hometown, JC 09876

All names and other PII in this sample IEP have been changed. Pages have been rearranged to match the order of a typical IEP. Unnecessary pages were deleted.

INDIVIDUAL EDUCATION PROGRAM - NOTICE OF MEETING

Initial Annual Triennial Transition Planning Other

STUDENT'S NAME	BIRTH DATE	AGE	GRADE	GENDER	STUDENT ID
Jacob Ray Williams	01-13-2003	17	11th	male	

Meeting Notice Date: 01-12-2020

Notice of Meeting is usually not helpful, but check to see type of meeting and who is planning to attend.

Dear Parent/Guardian/Student:

An Individual Education Program (IEP) Meeting has been scheduled for the above student. Your input is valuable in arriving at decisions concerning your child's education. You have the right to have other individuals present who have knowledge or special expertise relating to your child. It is important that you make every effort to be present. When appropriate we anticipate we will be including other professionals knowledgeable about your child. Students shall be invited to attend and participate in IEP meetings beginning at the age of 14 (or younger when appropriate) for the purpose of collaboration and development of their transition plans. If you wish to audio-record this meeting, you must provide 24-hour notice; we may also record the meeting. The meeting is scheduled for:

Meeting Date: 02-16-2020 Meeting Time: 2:00 pm

School/Location: Acevedo-Warner Technical High School Room: Principals Conference Room

We anticipate that the following members may also attend:

Administrator/Designee	Other: <u>Speech Language Pathologist</u>
Student	Other: <u>TRACE Case Manager</u>
Case Manager	Other: _____
General Education Teacher	Other: _____
Agency Representative (if applicable)	Other: _____
Other: _____	Other: _____

If you have any questions you may contact me at the number listed below:

NAME	TITLE	
Jane Johnson	Education Specialist	
EMAIL ADDRESS	PHONE NUMBER	EXT
<u>jjohnson@school.edu</u>	<u>(303) 101-1010</u>	<u>1010</u>
SCHOOL	ADDRESS	
<u>Acevedo-Warner Technical High School</u>	_____	

Check the following items, as appropriate:

Yes, I plan to attend the meeting

I do not plan to attend the meeting, but I am available by teleconference

I require assistance of an interpreter, (language): _____

I request a different time and/or place. Please call me at:

Home _____ Work _____



INDIVIDUALIZED EDUCATION PROGRAM

STUDENT'S NAME Jacob Ray Williams		BIRTH DATE 01-13-2003	AGE 17.0	GRADE 11th	GENDER male	STUDENT ID
RACE	STUDENT LANGUAGE English	HOME LANGUAGE English	OVERALL PERFORMANCE LEVEL			
SCHOOL OF ATTENDANCE Acevedo-Warner Technical High School			NEIGHBORHOOD SCHOOL Eastside High School			
PARENT/GUARDIAN Michelle Vasquez				EMAIL ADDRESS mvasquez@email.net		
HOME PHONE (303) 303-3030				CELL PHONE (303) 404-4404		
PARENT/GUARDIAN Matthew Williams				EMAIL ADDRESS		
HOME PHONE (303) 303-3030		WORK PHONE		CELL PHONE (303) 505-5050		
STUDENT ADDRESS 888 Elm Street			CITY Anytown	STATE	ZIP	

Why is he not attending neighborhood school?

Meeting Type Annual IEP Review	Student State ID 123456789
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Reason for Meeting
 Annual IEP and Change of Placement for Fall 2020

ELIGIBILITY INFORMATION

Primary Disability
 Specific Learning Disability

After an IEP Team discussion, the team will review ESY eligibility.
 Yes No

Extended School Year Eligibility
 Not Eligible

After an IEP Team discussion, the team will review Transportation eligibility.
 Yes No

Transportation Eligibility
 Not Eligible

Eligible for transportation and attending neighborhood school:
 Yes No

Physical Education
 General PE

Secondary Disability
 Speech or Language Impairment

IEP DATES	He has been receiving services for 12 years - probably since kindergarten
This IEP Date 02-16-2020	
Next IEP Date 02-15-2021	
Initial Placement Date 04-10-2008	
Last Evaluation Date 03-10-2019	
Next Triennial Date 03-10-2021	

ADDITIONAL DEMOGRAPHICS

Migrant Education: Yes No
 Interpreter Required: Yes No
 Translated copy of IEP Requested: Yes No

Language: _____
 Language: _____

Where Student Resides
 Parent/Guardian



INDIVIDUALIZED EDUCATION PROGRAM - **TRANSITION PLAN**

STUDENT NAME	BIRTH DATE	AGE	GRADE	GENDER	STUDENT ID
Jacob Ray Williams	01-13-2003	17	11th	male	

Assessment Used: Person Centered Plan and student interview

Summary of Transition Needs: (Based on age-appropriate assessment) Attached

Post Secondary Transition Needs: (To be reviewed and updated annually)				
<i>Student's Post-Secondary Outcome</i>	<i>Student's Post-Secondary Goal Details</i>	<i>Student's Post-Secondary Goal # to support Outcome</i>	<i>Transition Services: designed to reasonably enable student to meet Post-Secondary Goal</i>	<i>Transition Activities: designed to reasonable enable student to meet Post-Secondary Goal</i>
Employment Jacob will work in a market or other retail store.	Is this the same goal as last year? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input checked="" type="checkbox"/> This student service has been updated	Goal # ⁴ _____	Career Awareness	update resume, career inventories, practice interview, workability programs
Education/Training After 4 years in high school, Jacob will work towards his diploma at TRACE.	Is this the same goal as last year? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> The student service has been updated	Goal # ⁴ _____	Vocational Assessment / Counseling / Guidance / Career Assessment transition/other	function skill building sessions, SAI supports
Independent Living Skills	Is this the same goal as last year? <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> The student service has been updated	Goal # _____		
Other	Is this the same goal as last year? <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> The student service has been updated	Goal # _____		

The above Post-Secondary Goals have been determined to be appropriate, measurable, and will take place after the student graduates, receives Certificate of Completion or reaches age 22

Course of Study for High School Completion: <input checked="" type="checkbox"/> Attached <input type="checkbox"/> See Notes <input type="checkbox"/> Diploma <input checked="" type="checkbox"/> Certificate of Completion Student input obtained by: <input type="checkbox"/> Interview <input checked="" type="checkbox"/> Inventory <input checked="" type="checkbox"/> Questionnaire <input type="checkbox"/> Other: _____ Student invited to meeting: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No, Reason: _____ Student attended meeting: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No, Reason: _____	WORK EXPERIENCE AND TRAINING COMPLETED Career Technical Education and ROP Classes -Will begin the coffee cart program in Spring Semester 2020 -Projected to begin TTP February 2020 <hr/> Volunteer / Work Experience Will begin the coffee cart program in Spring Semester 2020 <hr/> Has student successfully completed a minimum of 120 hours work-based learning experiences for grades 9 through 12? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Summary of Agency Linkages	

Agency	Agency Contact	Contact Info
Department of Rehabilitation	Marta Garcia	(303) 555-5555
Other:	TRACE Chris Trenton	ctrenton@trace.edu

Were the agency(ies) listed above included on the IEP Meeting Notice and were they invited with prior consent from the parent (or age of majority student)?

Yes Not Applicable

PREPARATION FOR ADULTHOOD

DOES THE STUDENT HAVE	STATUS	DATE TO BE COMPLETED
Social Security Card	Yes	
Driver Education	N/A	
Driver's License	N/A	
State ID	No	02/01/2021
Bus ID	Yes	
ADA/MTS Certification	N/A	
Birth Certificate	Yes	
Resume Complete	Yes	

<input checked="" type="checkbox"/> Appropriate post-high school goals are a part of this IEP	<input checked="" type="checkbox"/> Post high-school goals are related to the student's needs and are a part of this IEP
<input checked="" type="checkbox"/> Post-high school goals are updated annually	<input checked="" type="checkbox"/> The student was invited to this IEP meeting
<input checked="" type="checkbox"/> Post-high school goals are based on age appropriate transition assessment	<input checked="" type="checkbox"/> If appropriate, representatives from outside agencies were invited to this IEP meeting
<input checked="" type="checkbox"/> The services enabling the student to meet his/her post-high school goals are a part of this IEP	<input checked="" type="checkbox"/> The IEP meets all eight (8) requirements in this Transition Checklist
<input checked="" type="checkbox"/> Course of Study is aligned with the student's post high-school goals	



PRESENT LEVELS OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE

STUDENT'S NAME	BIRTH DATE	AGE	GRADE	GENDER	STUDENT ID
Jacob Ray Williams	01-13-2003	17	11th	male	

IEP Meeting Date:
 02-16-2020

STRENGTHS/ INTERESTS/ LEARNING PREFERENCE

Jacob is a 17-year-old senior on the [REDACTED] Jacob is interested in video gaming and is interested in gaining part-time employment. [REDACTED] has sequential short-term memory deficits and benefits from small group instruction, foundational skills-building sessions, and frequent review.

CONCERNS OF PARENT RELEVANT TO EDUCATIONAL PROGRESS:

Not contact or response from parent.

ACADEMIC / READINESS SKILLS

READING PROGRESS IN THE CURRICULUM AND TOWARD PREVIOUS GOALS

WJIV 2019

- Broad Reading (SS 86)
- Oral reading (SS 100)
- Letter-Word Identification (SS 92)
- Reading Fluency (SS 92)
- Reading Comprehension (SS 73)

Skim academic areas for functional information, especially math.

Jacob can recall details of a passage but has a difficult time determining major from minor details and making inferences. Jacob is a very literal reader and seldom asks for assistance when things are unclear. Jacob is currently receiving a 72% in an Online English 9 Lab he is taking for credit recovery purposes.

READING PRESENT LEVELS OF PERFORMANCE

Jacob shows personal strength in oral reading, letter word recognition, and reading fluency. Jacob is able to complete assignments when he is required to provide more factual information from the text. When Jacob is required to provide more inferential information from the text he tends to struggle and at times gives up altogether. When given the 9th grade Common Lit Diagnostic (2019), Jacob scored in the 67%ile for central idea and theme, 29%ile for the interaction of ideas, 20%ile for language and vocabulary, and his evidence score fell at a 0%ile. Jacob has made progress in his listening and speaking skills; participating in more classroom collaborative conversations around assigned readings.

Is an area of concern (Addressed in goals) comprehension

Is not an area of concern related to the disability

WRITTEN LANGUAGE PROGRESS IN THE CURRICULUM AND TOWARD PREVIOUS GOALS

WJIV 2019

- Broad Written Language (SS 8 9)
- Spelling (SS 97)
- Writing Samples (SS 81)
- Sentence Writing Fluency (SS 95)

Jacob has made some progress towards his ability to support personal claims with textual evidence. Jacob has a basic understanding of citing sources of facts as well as opinions that do not belong to him. Jacob is currently receiving a 72% in an Online English 9 Lab he is taking for credit recovery purposes.

WRITTEN LANGUAGE PRESENT LEVELS OF PERFORMANCE

Jacob shows personal strengths in spelling and writing fluency. Jacob is able to write argumentative paragraphs and can generate multi-paragraph essays to support his personal analysis of multiple texts around a given topic. Jacob shows an area of need in the organization of thought, editing, and distribution.

Is an area of concern (Addressed in goals) organization and distribution

Is not an area of concern related to the disability

MATH PROGRESS IN THE CURRICULUM AND TOWARD PREVIOUS GOALS

WJIV 2019

- Broad Mathematics (SS 48)
- Applied Problems (SS 49)
- Calculation (SS 52)
- Math Facts Fluency (SS 66)

Jacob has made limited progress towards his math goal of units of measurement. Jacob falls in the primary level (Grade Equivalent 2-3) for calculations, applied problems, and fact fluency.

MATH PRESENT LEVELS OF PERFORMANCE

Jacob has a limited understanding of grade- or age-appropriate math application tasks. Jacob is growing in his awareness of money handling, taxes, wages and tipping for services. He can tell time on an analog clock but shows an area of need in computing elapsed and projected time. [X] knows the months of the year and is working towards using a calendar to record future events. [X] recognize bills and coins and can add money when seen visually but does not show mastery of solving word problems which involve basic money awareness. [X] has verbalized his new interest in gaining basic math understanding and has become more aware of its importance in independent living.

Is an area of concern (Addressed in goals)

units of measurement

Is not an area of concern related to the disability

Review Communication Skills and Goals - often contains information about social skills.

COMMUNICATION SKILLS PROGRESS IN THE CURRICULUM AND TOWARD PREVIOUS GOALS

NOT AN AREA RELATED TO SUSPECTED DISABILITY

[X] synthesizes verbal and nonverbal information to identify another person emotions given minimal cues.

COMMUNICATION SKILLS PRESENT LEVELS OF PERFORMANCE

Jacob is a kind, friendly student who enjoys spending time with his friends and playing video games. Jacob independently asks questions, provides contingent responses, and volunteers his thinking during group discussions. Jacob has made a lot of progress with his social communication skills. He synthesizes verbal information, facial expression, body language, and context to determine a persons feelings or intent with minimal support. However, Jacob demonstrates difficulty using this information in order to use respond appropriately while using expected facial expressions and emotion. He would benefit from continued work in this area. Jacob's speech is highly intelligible. When discussing a familiar text, he demonstrates difficulties with receptive/expressive language consistent with previous testing. He would benefit from working on participating in a collaborative conversation with his peers

Is an area of concern (Addressed in goals)

Social thinking
Collaborative conversation

Is not an area of concern



PRESENT LEVELS OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE

STUDENT'S NAME	BIRTH DATE	AGE	GRADE	GENDER	STUDENT ID
Jacob Ray Williams	01-13-2003	17	11th	male	

IEP Meeting Date:

02-16-2020

MOTOR SKILLS / SENSORY MOTOR DEVELOPMENT PROGRESS IN THE CURRICULUM AND TOWARD PREVIOUS GOALS

NOT AN AREA RELATED TO SUSPECTED DISABILITY

MOTOR SKILLS / SENSORY MOTOR DEVELOPMENT PRESENT LEVELS OF PERFORMANCE

Is an area of concern (Addressed in goals)

Is not an area of concern

SOCIAL / EMOTIONAL / BEHAVIOR SKILLS PROGRESS IN THE CURRICULUM AND TOWARD PREVIOUS GOALS

NOT AN AREA RELATED TO SUSPECTED DISABILITY

has made significant progress towards his self-advocacy goal. Jacob has begun seeking support and asking clarifying questions both in general education and separate setting environments. Jacob has taken on a leadership roll in his Multi-Skills course, offering assistance and support to peers.

SOCIAL / EMOTIONAL / BEHAVIOR SKILLS PRESENT LEVELS OF PERFORMANCE

has grown significantly over the past three years a AWTHS and is more focused on his academics, increased social interactions, and is making plans for the future. Jacob has taken on a leadership roll in his Multi-Skills course, offering assistance and support to peers. He has increased work completing and submission in the general education environment and has increased awareness and desire to make transitional plans.

Jacob is interested in obtaining a part-time job. He is becoming aware of what employers are looking for; the ability to communicate effectively, time management, as well as self-sufficiency and awareness. Jacob is learning to be responsible for personal hygiene; taking frequent showers and washing clothes on a regular basis.

Is an area of concern (Addressed in goals)

transition planning

Is not an area of concern

ADAPTIVE SKILLS / SELF HELP PROGRESS IN THE CURRICULUM AND TOWARD PREVIOUS GOALS

NOT AN AREA RELATED TO SUSPECTED DISABILITY

no prior goal

ADAPTIVE SKILLS / SELF HELP PRESENT LEVELS OF PERFORMANCE

Is an area of concern (Addressed in goals)

Is not an area of concern



PRESENT LEVELS OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE

STUDENT'S NAME	BIRTH DATE	AGE	GRADE	GENDER	STUDENT ID
Jacob Ray Williams	01-13-2003	17	11th	male	

IEP Meeting Date:

02-16-2020

HEALTH (Hearing and vision screening dates need to be within one year of the initial and triennial assessments)

Hearing Screening Date:

04-25-2019

Vision Screening Date:

04-19-2019

No health concerns exist.

The following health concerns exist:

ENGLISH LEARNER / LANGUAGE DEVELOPMENT

Describe student's home language below.

For students K and above, is the student classified as an English Learner?

Yes

No

Language Proficiency Assessment Results: ELPAC Level:

Spanish IDEA Proficiency Test (IPT) level:

SDOAI informal assessments:

Instructional Program:

IEP includes linguistically appropriate goals that reflect English development needs.

English language development (ELD) provided by:
 (Check any that apply)

General Educator

Special Educator

INITIAL OR TRIENNIAL REVIEW ONLY

Eligible:

Yes

No

Primary Disability

Specific Learning Disability

Secondary Disability

Speech or Language Impairment

Describe the disability and how that affects involvement and progress in general curriculum (or for preschoolers, participation in appropriate activities):

Jacob has a Specific Learning Disability that causes him to experience significant difficulty understanding basic math concepts. This difficult in all areas of math has Jacob's it difficult for Jacob to pass any math classes. The current psycho-educational evaluation suggests that Jacob continues to qualify under the Specific Learning Disability category with a processing deficit in Sequential Recall (sequential short-term memory). Jacob also exhibits a significant discrepancy between his previous cognitive evaluation results and current Math achievement evaluation results. Jacob is more likely to have difficulty remembering visually presented information that is presented sequentially in the classroom setting, e.g. math concepts and formulas.

TRIENNIAL/REASSESSMENT

The next reassessment is not due prior to the next IEP review date.

The next reassessment is due on or before the next IEP review date. The IEP Team recommends the next reassessment be comprised of a review of existing data, summary of progress and current educational performance.

The next reassessment is due on or before the next IEP review date. The IEP Team recommends new assessments be completed prior to the next triennial date.



Applicant has 6 Annual Goals

INDIVIDUALIZED EDUCATION PROGRAM - ANNUAL GOALS

STUDENT NAME	BIRTH DATE	AGE	GRADE	GENDER	STUDENT ID
Jacob Ray Williams	01-13-2003	17	11th	male	

IEP Meeting Date Parents will be informed of progress on goal through period progress reports every
 [REDACTED] 6 Weeks

Area of Need	Measurable Annual Goal #	Baseline %
Reading	1	40.0
Goal Start Date [REDACTED]	Baseline Jacob shows personal strength in oral reading, letter word recognition, and reading fluency. [REDACTED] is able to complete assignments when he is required to provide more factual information from the text. When Jacob is required to provide more inferential information from the text he tends to struggle and at times gives up altogether. Jacob has made progress in his listening and speaking skills; participating in more classroom collaborative conversations around assigned readings.	
Goal End Date 02-04-2021	Standard 1112.RL.b2 Determine which piece(s) of evidence provide the strongest support for inferences conclusions or summaries or text.	
Person(s) Responsible Gen Ed Teacher	Goal By February 2021, Jacob will determine which piece(s) of evidence provide the strongest support for inferences conclusions or summaries or text with 80% accuracy in 4 out of 5 trials as measured by student work samples and teacher-generated data.	
SP Ed Teacher	<input checked="" type="checkbox"/> Enables Student to be involved/progress in general curriculum	
Student		

You can generally skip Annual Goals related to academics.



INDIVIDUALIZED EDUCATION PROGRAM - ANNUAL GOALS

STUDENT NAME	BIRTH DATE	AGE	GRADE	GENDER	STUDENT ID
Jacob Ray Williams	01-13-2003	17	11th	male	

IEP Meeting Date 02-16-2020
Parents will be informed of progress on goal through period progress reports every 6 Weeks

Area of Need English Language Arts	Measurable Annual Goal # 2	Baseline % 50.0
Goal Start Date 02-16-2020	Baseline Jacob shows personal strengths in spelling and writing fluency. Jacob is able to write argumentative paragraphs and can generate multi-paragraph essays to support his personal analysis of multiple texts around a given topic. Jacob shows an area of need in the organization of thought, editing, and distribution.	
Goal End Date 02-04-2021	Standard CC.11-12.W.4 Production and Distribution of Writing: Produce clear and coherent writing in which the development organization and style are appropriate to task purpose and audience.	
Person(s) Responsible Gen Ed Teacher SP Ed Teacher Student	Goal By February 2021, with the support of a graphic organizer, Jacob will produce clear and coherent writing in which the development, organization, and style are appropriate to task purpose and audience with 70% accuracy in 4 out of 5 trials as measured by student work samples and teacher-generated data.	
	<ul style="list-style-type: none"> ✓ Enables Student to be involved/progress in general curriculum ✓ Supports the student's post-secondary goals/expectations: Education - Training and Employment 	



INDIVIDUALIZED EDUCATION PROGRAM - ANNUAL GOALS

STUDENT NAME	BIRTH DATE	AGE	GRADE	GENDER	STUDENT ID
Jacob Ray Williams	01-13-2003	17	11th	male	

IEP Meeting Date 02-16-2020 **Parents will be informed of progress on goal through period progress reports every** 6 Weeks

Area of Need Mathematics	Measurable Annual Goal # 3	Baseline % 25.0
Goal Start Date 02-16-2020	Baseline Jacob has a limited understanding of grade- or age-appropriate math application tasks. Jacob is growing in his awareness of money handling, taxes, wages and tipping for services. He can tell time on an analog clock but shows an area of need in computing elapsed and projected time. Jacob knows the months of the year and is working towards using a calendar to record future events. Jacob recognize bills and coins and can add money when seen visually but does not show mastery of solving word problems which involve basic money awareness. Jacob has verbalized his new interest in gaining basic math understanding and has become more aware of its importance in independent living.	
Goal End Date 02-04-2021	Standard H.ME.1a2 Solve real-world problems involving units of measurement	
Person(s) Responsible Gen Ed Teacher SP Ed Teacher Student	Goal By February 2021, Jacob will solve real-world problems involving units of measurement, time, and money with 80% accuracy in 4 out of 5 trials as measured by student work samples and teacher-generated data.	
	<ul style="list-style-type: none"> ✓ Enables Student to be involved/progress in general curriculum ✓ Supports the student's post-secondary goals/expectations: Education - Training, Employment, Independent Living 	

This describes functional skills.



INDIVIDUALIZED EDUCATION PROGRAM - ANNUAL GOALS

STUDENT NAME	BIRTH DATE	AGE	GRADE	GENDER	STUDENT ID
Jacob Ray Williams	01-13-2003	17	11th	male	

IEP Meeting Date 02-16-2020 **Parents will be informed of progress on goal through period progress reports every** 6 Weeks

Area of Need	Measurable Annual Goal #	Baseline %
Individual Transition Planning Goals	4	70.0
Goal Start Date 02-16-2020	Baseline Jacob has grown significantly over the past three years at AWTech and is more focused on his academics, increased social interactions, and is making plans for the future. Jacob has taken on a leadership roll in his Multi-Skills course, offering assistance and support to peers. He has increased work completing and submission in the general education environment and has increased awareness and desire to make transitional plans.	
Goal End Date 02-04-2021	Standard	
Person(s) Resp. Gen Ed Teacher SP Ed Teacher Student	Goal By February 2021, Jacob will create a digital transition portfolio which will contain a current resume, results from at least one new career inventory, and a spreadsheet with potential career information for pathways of interest as measured by student work samples	
	<ul style="list-style-type: none"> ✓ Enables Student to be involved/progress in general curriculum ✓ Supports the student's post-secondary goals/expectations: Education - Training, Employment, Independent Living 	

Transition Goals do not usually reveal new info that was not in the Transition Plan, but skim anyway.



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 123 Education Street
 Hometown, JC 09876

INDIVIDUALIZED EDUCATION PROGRAM - ANNUAL GOALS

STUDENT NAME	BIRTH DATE	AGE	GRADE	GENDER	STUDENT ID
Jacob Ray Williams	01-13-2003	17	11th	male	

IEP Meeting Date 02-16-2020 **Parents will be informed of progress on goal through period progress reports every** 6 Weeks

Area of Need Communication Skills	Measurable Annual Goal # 5	Baseline % 30.0
Goal Start Date 02-16-2020	Baseline Jacob volunteers to share his thoughts and ideas. He demonstrates difficulty using clear, organized language to demonstrate deep understanding of the text.	
Goal End Date 02-04-2021	Standard	
Person(s) Responsible SLP	Goal	
Student	Following a shared reading activity, Jacob will actively build ideas during a collaborative conversation by initiating questions, responding to questions or comments, and/or making comments that demonstrate his understanding of the text, using clear, organized language, given minimal prompting, in 4/5 trials with 80% accuracy, as measured by SLP/teacher records.	
SP Ed Teacher		
	✓ Enables Student to be involved/progress in general curriculum	



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INDIVIDUALIZED EDUCATION PROGRAM - ANNUAL GOALS

STUDENT NAME	BIRTH DATE	AGE	GRADE	GENDER	STUDENT ID
Jacob Ray Williams	01-13-2003	17	11th	male	

IEP Meeting Date 02-16-2020
Parents will be informed of progress on goal through period progress reports every 6 Weeks

Area of Need Communication Skills	Measurable Annual Goal # 6	Baseline % 10.0
Goal Start Date 02-16-2020	Baseline New goal.	
Goal End Date 02-04-2021	Standard	
Person(s) Responsible SLP Student	Goal Jacob will use perspective taking to accurately determine someone's intentions or motives when interpreting social situations by inferring emotions and using background knowledge in the context of the environment and then responding appropriately while using expected facial expressions in 4 out of 5 opportunities as measured by observation and student report.	
	<input checked="" type="checkbox"/> Enables Student to be involved/progress in general curriculum	

Foster Home

License #:

District of Residence
Somewhere County Unified

AGENCY INFORMATION

Dept. of Rehabilitation: Eligible Receiving Services

CA Child Services (CCS): Eligible Receiving Services

Has student successfully completed a minimum of 120 hours of work-based learning experiences for grades 9 through 12?

Yes No

Regional Center: Eligible Receiving Services

Dept. of Social Services: Eligible Receiving Services

SPECIAL EDUCATION SERVICES

Type	Start Date	End Date	Duration	Frequency	Environment
Primary Services					
Specialized Academic Instruction	2020-02-06	2020-08-30	7.0 Hours	Week	Separate Classroom/Public School Site
Specialized Academic Instruction	2020-02-06	2020-08-30	4.0 Hours	Week	Regular Classroom/Public Day School
Specialized Academic Instruction	2020-08-31	2021-02-04	15.0 Hours	Week	Other School/Community Location
Related Services					
Language and Speech Services	2020-08-31	2021-02-04	6.0 Hours	Year	Other School/Community Location
Language and Speech Services	2020-02-06	2020-08-30	4.0 Hours	Year	Separate Classroom/Public School Site
Transition Services					
Transition/ Vocational Assessment/Counseling/Guidance/Career Assessment	2020-02-06	2020-08-30	4.0 Hours	Year	Separate Classroom/Public School Site
Transition/Work Experience Education	2020-02-06	2020-08-30	4.0 Hours	Year	Separate Classroom/Public School Site
Transition/Other Services	2020-02-06	2020-08-30	4.0 Hours	Year	Separate Classroom/Public School Site
Transition/Work Experience Education	2020-08-31	2021-02-04	3.0 Hours	Week	Other School/Community Location

Transition/ Vocational Assessment/Counseling/Guidance/Career Assessment	2020-08-31	2021-02-04	3.0	Hours	Year	Other School/Community Location
Transition/Other Services	2020-08-31	2021-02-04	5.0	Hours	Week	Other School/Community Location
Transition/Travel Training (includes mobility training)	2020-08-31	2021-02-04	20.0	Hours	Year	Other School/Community Location

Start Date	End Date	School	Grade	Instructional Minutes	Mins. Out of GE	SpEd %	GenEd %
2020-02-06	2020-08-30	Acevedo-Warner Technical High School	11th	1935	446.6666666666667	23%	77%
2020-08-31	2021-02-04	Acevedo-Warner Technical High School	11th	1935	0	0%	100%

How can he go from 23% to 0% special education?

Least Restrictive Environment

Start Date	End Date	Service Environment
2020-02-06	2020-08-30	Regular Classroom/Public Day School
2020-08-31	2021-02-04	Other School/Community Location

Here's the answer: he's changing schools/ programs altogether.

This percentage is based on a district wide average of instructional minutes for grades K-12, which meets or exceeds the state requirement for instructional minutes per day for the school year (excluding extended school year).

FEDERAL/PRESCHOOL SETTING (ages 3-5)

FEDERAL/SCHOOL SETTING (ages 6-22)

Regular Classroom/Public Day School

- Distribution: ORIGINAL IEP (developed at IEP meeting, includes original signatures) to Parent / Guardian / Adult Student / Container
- FINAL COPY (archived version includes exact revisions from original draft IEP) to Parent / Guardian / Adult Student / IEP Team / Container



SERVICES
OFFER OF FREE APPROPRIATE PUBLIC EDUCATION (FAPE)

STUDENT'S NAME	BIRTH DATE	AGE	GRADE	GENDER	STUDENT ID
Jacob Ray Williams	01-13-2003	17	11th	male	

The Service options that were considered by the IEP team (list all):

- | | |
|---|--|
| <input checked="" type="checkbox"/> General Education Class | <input type="checkbox"/> State Special School |
| <input checked="" type="checkbox"/> General Education Class with Specialized Academic Instruction | <input type="checkbox"/> Non Public School |
| <input checked="" type="checkbox"/> Separate Classroom with Specialized Academic Instruction for majority of day | <input type="checkbox"/> Alternative Education |
| <input checked="" type="checkbox"/> Separate Classroom with Specialized Academic Instruction for majority of day using alternate curriculum standards | <input type="checkbox"/> Home/Hospital |
| <input type="checkbox"/> Instruction in non-classroom setting | <input type="checkbox"/> Other: |

In selecting Least Restrictive Environment, for each service option considered above, list the potential harmful effects (detrimental, negative, unfavorable, etc.) for the child or on the quality of services that he or she needs.

- Removing the student from the general education environment may cause the student to miss general education instruction, not be able to quickly engage in instruction when reentering the classroom, or interfere with peer interaction.
- Having an additional adult in the classroom may disrupt classroom instruction, call attention to the student, or interfere with peer interaction.
- Student requires direct instruction in a small group setting, with a modified curriculum in order to reach educational, employment, and other transitional goals.

If applicable, describe transition activities for the following placement change:



INDIVIDUALIZED EDUCATION PROGRAM - TEAM ACTION

STUDENT'S NAME	BIRTH DATE	AGE	GRADE	GENDER	STUDENT ID
Jacob Ray Williams	01-13-2003	17	11th	male	

Team Action Date: 02-16-2020

ACTION:

<input checked="" type="checkbox"/> 1. Additional Items		
<u>Topic</u> 1. Parent Absence	<u>Outcome</u> 1. The parent requested that the meeting be held in their absence. IEP and supporting documents sent home for parental consent.	<u>Responsible for Follow-Up</u> 1. Case Manager
2. Change of Placement	2. Jacob will begin his Change of Placement (COP) at TRACE in the fall of 2020, after receiving a Certificate of Completion (COC) from Acevedo-Warner Technical Complex (Spring 2020). Jacob has expressed his desire to continue his academic efforts in hopes of receiving a state diploma while also participating in a work experience program. -It was explained to Jacob how the TRACE program works (class structure, transportation, case management, initial contact, college connections, work incentive programs)	2. Case Manager
<input type="checkbox"/> 2. Additional Assessments		
<u>Topic</u>	<u>Outcome</u>	
<input type="checkbox"/> 3. Referral(s) to Agencies		
<u>Topic</u>	<u>Outcome</u>	
<input type="checkbox"/> 4. Eligible for special education transportation services and not attending neighborhood school. <input type="checkbox"/> 4A. Eligible for special education transportation services because special education services not available at neighborhood school. Student Attending: <hr/> <input type="checkbox"/> 4B. Eligible for special education transportation services but parent elects to decline special education transportation services, opting to participate in: <hr/>		
<input type="checkbox"/> 5. Parent/Guardian consents to the following portions of the IEP: <input type="checkbox"/> Eligibility <input type="checkbox"/> Goals <input type="checkbox"/> Primary Service <input type="checkbox"/> Related Service Explanation:		
<input type="checkbox"/> 6. District Response (e.g. offer of FAPE):		
<input type="checkbox"/> 7. The following people were in attendance at the IEP (name/title) although their signatures do not appear on page 2 of the IEP:		

A Google search revealed that "TRACE is part of the district's continuum of service options for assisting students transitioning from high school to adult life. The focus is to make students as independent as possible in their own community as driven by the Individualized Education Plan (IEP), the Transition Plan (TP), and the Person Centered Plan (PCP)."



INDIVIDUALIZED EDUCATION PROGRAM - SPECIAL FACTORS

STUDENT'S NAME	BIRTH DATE	AGE	GRADE	GENDER	STUDENT ID
Jacob Ray Williams	01-13-2003	17	11th	male	

IEP Meeting Date:
 02-16-2020

A. SPECIAL EDUCATION SERVICE DELIVERY

List areas of need/subject areas/content areas that require specialized support. Describe how student is supported in these areas. Service hours only listed on service page.

Service	Environment	List Area(s) of Need/Subject Area(s)/Content Area(s) Requiring Support	Describe what the services will look like.
Specialized Academic Instruction	Regular Classroom/Public Day School	English, Math and Social Science	Collaboration and consultation methods will be utilized to support the student in the general education environment. Student will have access to modeling, small group instruction and skill building sessions during the learning process
Specialized Academic Instruction	Separate classroom/public school site	Multi-Skills	Consultation methods will be utilized to support the student in the general education environment. Student will have access to modeling, small group instruction and skill building sessions during the learning process.
Transition/Other Services	Separate classroom/public school site	Transition Services	Transition services will be provided by direct instruction and/or collaboration in a small group or on an individual basis.
Transition/Work Experience Education	Separate classroom/public school site	Transition Services	Transition services will be provided by direct instruction and/or collaboration in a small group or on an individual basis.
Transition/ Vocational Assessment/Counseling/Guidance Assessment	Separate classroom/public school site	Transition Services	Transition services will be provided by direct instruction and/or collaboration in a small group or on an individual basis.
Transition/ Vocational Assessment/Counseling/Guidance Assessment	Other school/community location	Transition Services	Transition services will be provided by direct instruction and/or collaboration in a small group or on an individual basis.
Transition/Other Services	Other school/community location	Transition Services	Transition services will be provided by direct instruction

			and/or collaboration in a small group or on an individual basis.
Transition/Travel Training (includes mobility training)	Other school/community location	Transition Services	Transition services will be provided by direct instruction and/or collaboration in a small group or on an individual basis.
Transition/Work Experience Education	Other school/community location	Transition Services	Transition Services
Language and Speech Services	Separate classroom/public school site	Social thinking Collaborative conversation	Direct, collaborative and consult services will be provided to the student.

List all core classes, elective classes, extra-curricular and non-academic activities, in relation to their same age peers, that the student will participate in:

Jacob will participate in all core classes, elective classes, extra-curricular and non-academic activities, in relation to their same-age peers.

List all core classes, elective classes, extra-curriculum and non-academic activities, in relation to their same age peers, that the student will not participate in:

Jacob will not participate in the general education setting for the multi-skills/work experience course and transition services.

Explain why student is not participating in core classes, elective classes, extra-curricular and non-academic activities, in relation to their same age peers:

Jacob requires supports with functional skill-building sessions and navigating the community around him. He requires direct instruction in a small group setting, with a modified curriculum in order to reach educational, employment, and other transitional goals

INDIVIDUALIZED EDUCATION PROGRAM - SPECIAL FACTORS

STUDENT'S NAME	BIRTH DATE	AGE	GRADE	GENDER	STUDENT ID
Jacob Ray Williams	01-13-2003	17	11th	male	

IEP Meeting Date:

XXXXXXXXXX

B. Programs and services will be provided according to when student is in attendance and consistent with district or service calendar, and scheduled services, excluding holidays, vacation, conference schedules, and non-instructional days unless otherwise specified.

Skim these areas. Look to see if "Behavior" is a heading.

SETTING/CLASSROOM ENVIRONMENT

Specify the Supplementary Aids, Supports and Program Accommodations and Modifications that are required for the student to make progress in the student's instructional setting.

- No Supports Required
 Prompting Level
 Seating
 Supports
 Work Area

Supports

Desc.	Start Date	End Date	Ant. Freq.	Ant. Dur.	Dur. Type	Ant. Loc.
Visual Supports -posted schedule - posted assignments & homework -anchor charts/ pictures/ posters/steps/sample problems, etc	02/06/20	02/04/21	Daily	3	Hours	Regular Classroom/Public Day School
calculator	02/06/20	02/04/21	Daily	60	Minutes	Regular Classroom/Public Day School
computer for production or writing	02/06/20	02/04/21	Weekly	2	Hours	Regular Classroom/Public Day School

Work Area

Desc.	Start Date	End Date	Ant. Freq.	Ant. Dur.	Dur. Type	Ant. Loc.
small group instruction & review	02/06/20	02/04/21	Weekly	20	Minutes	Any other location or setting

PRESENTATION

Specify the Supplementary Aids, Supports and Program Accommodations and Modifications that are required for the student to make progress in the student's instructional setting.

- No Supports Required
 Assessments
 Assignments
 Breaks
 Curriculum/Instruction
- Directions
 Prompting Level

Curriculum/Instruction

Desc.	Start Date	End Date	Ant. Freq.	Ant. Dur.	Dur. Type	Ant. Loc.
Repeated Review/Drill	02/06/20	02/04/21	Daily	20	Minutes	Regular Classroom/Public Day School
Provide conceptual graphic organizers	02/06/20	02/04/21	Weekly	30	Minutes	Regular Classroom/Public Day School

Directions

Desc.	Start Date	End Date	Ant. Freq.	Ant. Dur.	Dur. Type	Ant. Loc.
Directions given in a variety of ways (visual, verbal, models, etc.)	02/06/20	02/04/21	Daily	20	Minutes	Regular Classroom/Public Day School
Tasks and verbal directions broken down into small chunks (short and simple)	02/06/20	02/04/21	Weekly	20	Minutes	Regular Classroom/Public Day School

RESPONSE

Specify the Supplementary Aids, Supports and Program Accommodations and Modifications that are required for the student to make progress in the student's instructional setting.

- No Supports Required
 Assessments
 Assignments
 Breaks
 Prompting Level

Assessments

Desc.	Start Date	End Date	Ant. Freq.	Ant. Dur.	Dur. Type	Ant. Loc.
Extended time for assessments	02/06/20	02/04/21	Weekly	30	Minutes	Regular Classroom/Public Day School

Assignments

Desc.	Start Date	End Date	Ant. Freq.	Ant. Dur.	Dur. Type	Ant. Loc.
Extended time for assignments (1-2 days)	02/06/20	02/04/21	Weekly	24	Hours	Regular Classroom/Public Day School
Check progress in first few minutes of independent work to ensure understanding	02/06/20	02/04/21	Daily	10	Minutes	Regular Classroom/Public Day School

Prompting Level

Desc.	Start Date	End Date	Ant. Freq.	Ant. Dur.	Dur. Type	Ant. Loc.
Increased wait time and minimal prompts for verbal response a	02/06/20	02/04/21	Daily	5	Minutes	Regular Classroom/Public Day School

BEHAVIOR

Specify the Supplementary Aids, Supports and Program Accommodations and Modifications that are required for the student to make progress in the student's instructional setting.

- No Supports Required

Reinforcement System

Self-regulation/De-Escalation Supports

Social Skills Supports

Visual Supports

Reinforcement System

Desc.	Start Date	End Date	Ant. Freq.	Ant. Dur.	Dur. Type	Ant. Loc.
Positive reinforcement for work completion and organization	02/06/20	02/04/21	Daily	5	Minutes	Regular Classroom/Public Day School

C. Specify how school personnel will collaborate to meet student needs and program modifications or supports for school personnel.

All members of the IEP team will have a current copy of IEP and be familiar with goals, supports, and accommodations. School personnel will collaborate to meet Kevin's needs via individual conferences, e-mail, and department meetings.



INDIVIDUALIZED EDUCATION PROGRAM - SPECIAL FACTORS

STUDENT'S NAME	BIRTH DATE	AGE	GRADE	GENDER	STUDENT ID
Jacob Ray Williams	01-13-2003	17	11th	male	

IEP Meeting Date 02-16-2020

- D. Does the student's behavior impede learning? Every IEP has this question, so look for it. Yes No
- Behavior goal is part of this IEP.
- Behavior Intervention Plan required.
- Functional Behavior Assessment required and attached.

- E. Does student require assistive technology devices and services to meet educational goals and objectives? Yes No
 Please specify below.
- To support his written language production objectives (e.g. composition, note taking), student requires assistive technology supports with the following necessary features:
- o word processing (with spelling and grammar check)
- To support his reading objectives, student requires assistive technology supports with the following necessary features:
- o digital books
 - o text-to-speech for reading grade level texts
 - o online dictionary to look up unknown words in texts and notes

- F. Does the student have a low incidence disability? (Visually Impaired, Deaf and Hard of Hearing, Deaf / Blind, Orthopedically Impaired) which adversely impacts educational performance? Yes No
- If yes, the following section to be completed by appropriately credentialed Low Incidence service provider(s):
- Does the student require Low Incidence equipment, materials, and services for the student to meet educational goals, and/or access educational environment? Yes No

- G. Is the student blind or visually impaired? Yes No
- If yes, will instruction in Braille and the use of Braille be provided? Please specify below. Yes No

- H. Per Educational Audiologist Report, does the child have an educationally significant hearing loss? Yes No
- 1) Are specialized communications strategies required? Please specify below. Yes No

2) If the student uses a mode of communication other than spoken English, then describe opportunities for direct instruction and communication with peers and adults.

TRANSITION

Age at next IEP: 18 For students who will be 16 before their next IEP, the Transition Plan will be a required component of the IEP.

PARTICIPATION IN STATE/DISTRICT WIDE ASSESSMENTS

Skip section related to state/district wide assessments.

- A. Will student be in grades 3-8, 10-12 during the effective date of this IEP? Yes No Current grade: 11

If no, is the student a preschooler receiving Special Education services:

Yes

No

(Current grade level if student is grade 8 or below. Assessment grade level if student is grade 9 or above.)

B. Is the student being considered for the California Alternate Assessment?

Yes

No

Last 3 pages regarding statewide assessments was deleted.