Completed Sample IEP

Section 1- Background Information

School	District/Agency:	Barlow	School	District
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Name and Address: Edison Township, Va

Individualized Edu	cation Program
Date of IEP COMMITTEE/CPSE Meeting: October	3, 2007
Purpose of Meeting: Initial	
Student Name: Julian Danna	
Date of Birth: 11/5/93	Age: 14
Street: 13 Benson Ave.	
City: Edison Telephone: 675-8976 County of Residence: Edison Telephone	Zip: 19876 ownship
Male: _X_ Female: Student ID#: 3467H Dominant Language of Student: English Interpreter New	Current Grade: 9 eded: Yes No _X
Racial/Ethnic Group of Student:	
(optional information)	
American Indian or Alaskan Native: <u>NA</u>	
Black (not of Hispanic origin):X	
White (not of Hispanic origin): NA	
Asian or Pacific Islander:NA	
Hispanic:NA	
Date of Initiation of Services: 11/1/2007	Projected Date of Review: 5/2008
Date of Eligibility: 5/2000	Date for Reevaluation: 10/2011
Medical Alerts: ADHD	
Mother's Name/Guardian's Name: Leona Smith	
Street Address: same	

City: same Zip: same

Telephone: same County of Residence:

Dominant Language of Parent/Guardian: English **Interpreter Needed:** Yes__ No _X_

Father's Name/Guardian's Name: Malcolm

Street Address: same

City: same Zip: same

Telephone: same **County of Residence:** same

Dominant Language of Parent/Guardian: English **Interpreter Needed:** Yes_ No _X_

Section 2- Present Levels of Performance and Individual Needs

1-Academic/Educational Achievement and Learning Characteristics: Address current levels of knowledge and development in subject and skill areas, including activities of daily living, level of intellectual functioning, adaptive behavior, expected rate of progress in acquiring skills and information and learning style

Present Levels: Academic development

Julian is currently functioning below his chronological age on

the area of academic ability

Present Levels: Cognitive ability

Julian is currently functioning at his chronological age in

the area of cognitive ability

Present Levels: Language ability

Julian is currently functioning below his chronological age on

the area of language development

Julian is currently functioning below his chronological age on

the area of receptive development

Julian is currently functioning below his chronological age on

the area of pragmatic/social speech development

Abilities: Julian understand muti-step directions

Needs: None

Present Levels: Learning style

Julian has a multi-sensory learning style

Present Level: General

Given Julian's functional level, Julian's disability affects

his involvement and progress in the general education program.

Julian models math/goal skills only with teacher support

Julian is able to independently perform Language Arts

goals/skills with minimal support

Present Level: Rate of Progress

Julian's Rate of Progress is below average

Julian reads on or above grade level

Julian's computational skills impact the ability to perform

general education at his grade level.

Abilities: Julian is able to read and follow written directions

Needs: Julian requires an individualized, and/or small group for

instruction in math.

Julian needs to develop self monitoring skills as a means of

avoiding carelessness and focusing attention to detail (copying

homework, completing classwork)

2-Social Development: Describe the quality of the student's relationships with peers and adults, feelings about self, social adjustment to school and community environment and behaviors that may impede learning.

Present Levels: Social Interaction with Peers

Julian is presently functioning below his chronological age in

the area of social development

Abilities: Julian has developed some friendships

Needs: Julian needs to relate appropriately to peers in the classroom

Julian needs to relate appropriately to adults in the classroom

Julian needs to relate appropriately to adults outside the

classroom

Julian needs to learn how to communicate effectively in social

Situations

Present Levels: Julian's Feelings about Self

Julian is currently functioning below his chronological age

level in regard to feelings about self

Abilities: Julian identifies himself as an individual

Needs: Julian needs to develop positive self-concept

Present Levels: School/Community

Julian is currently functioning below his chronological age

level in regard to school and community

Abilities Julian initiates social interactions with adults

Needs: Julian needs to respond to adult intervention

Julian needs to respond to adult praise

Present Levels: Adjustment to School/Community

Julian does not display appropriate social adjustment to school,

family, and/or community environment skills.

Abilities: Julian cam adapt to changes in routine

Needs: Julian needs guidance to participate in small groups

Julian needs to take initiative in social situations

3-Physical Development: Describe the student's motor and sensory development, health, vitality and physical skills or limitations that pertain to the learning process.

Present Levels: Julian has ADHD medical diagnosis which impacts learning-see health file

Abilities: Julian may participate in all school activities

Needs: Julian needs to develop skills required to sit independently

Julian needs to improve attending skills when visual

distractions are present

4-Management Needs: Describe the nature and degree to which environmental modifications and human or material resources are required to address academic, social, and physical needs.

A functional behavior assessment should be completed for any student who demonstrates behaviors that impede learning. A functional behavioral assessment becomes the basis for positive behavioral interventions, strategies and supports for the student

Present Levels: Julian has moderate management needs to address academic

goals

Julian has moderate needs to address social goals

Julian has no management needs to address physical goals

Abilities: Julian is able to perform effectively/complete tasks in the

classroom environment with additional personnel

Needs: Julian needs full time general education placement with

moderate support through special education

Section 3-Long-Term Adult Outcomes

Beginning at age 14, or younger if appropriate, state long-term adult out-comes reflecting student's needs, preferences and interests in:

Post secondary Education/Training: Julian anticipates receiving the following post

secondary education/training:

Julian will attend college

The transition service needs of Julian to meet

long-term adult outcomes are:

Julian will receive guidance/career counseling

Julian will take college entrance courses

Julian will take regents courses

Employment: NA

Community Living: NA

Section 4-Measurable Annual Goals and Short Term Instructional Objectives

Annual Goal: Julian will Maintain and Improve Study Skill Levels

Short-term Instructional Objective Evaluation Evaluation

Procedures Schedule

1-Improve work habits and study skills classroom teacher quarterly

2-Organize material including classwork, contact

major assignments, and homework

Annual Goal: Successfully complete academic course requirements

Short-term Instructional Objective: Evaluation Evaluation

Procedures Schedule

1-Incorporate writing process strategies

2-Improve math computation quizzes, tests quarterly

Annual Goal: Increase attentiveness and concentration skills

Short-term Instructional Objective: Evaluation Evaluation

Procedures Schedule

1-Develop necessary behaviors, attitudes and observation, quarterly

expectations that will lead to self growth teacher contact

2-Learn to express feelings both positive and

negative

Section 5- Special Education Programs and Related Services/Program Modifications

A. Special Education	Initiation Date	Frequency	Duration
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Programs/Related Services

In-school counseling November 2007 1x a week 45 min.

B. Extended School Year Services: Yes_____ No __X__

^{*}Specify group/class size if appropriate

C. Supplementary Aids & **Initiation Date Duration** Frequency

Modifications or Supports

For the Student

Modification of curriculum November 2007

Extra time between classes November 2007

November 2007 Calculator

D. Describe any assistive technology devices or services needed:

Given Julian's functional level, Julian does not need assistive technology services and devices in order to have an equal opportunity to succeed academically.

E. Describe the program modifications or supports for school personnel that will be provided on behalf of the students to address the annual goals and participation in general education curriculum and activities.

School staff will be provided with Information on a specific disability and implications for instruction for Julian

F. 1-Individual Testing Modification(s):

Julian requires time and a half to complete standardized tests

Julian requires double time to complete classroom tests

Julian requires tests to be administered in a small group in a separate location

Julian will have tests administered in a location with minimal distractions

2-State why the student will not participate in a State or district-wide assessment. NA

3-Explain how the student will be assesses: District wide standardized tests

Section 6-Participation in General Education Classes, Nonacademic and Extracurricular Activities

A - Explain the extent of participation in general education programs and extracurricular and other non-academic activities including physical education or adaptive (adapted) physical education and occupational education (if appropriate). Explain the extent, if any, to which the student will not participate with non-disabled students in the regular class and in other activities.

Julian will participate in all general education classes with support personnel.

B - If the student is exempt from the second language requirement, explain why.

Julian will be exempt from foreign language requirements due to the following reasons:

Julian exhibits a significant discrepancy between verbal and performance areas on IQ testing, where profile suggests significant verbal difficulties, exempts Julian from participation in a required second language course.

Section 7-Participating Agencies For Students Who Require Transition Services

Participating Agencies which have agreed to provide transition services/supports (before the student leaves the secondary school program):

Agency Name: NA	Telephone Number:
Implementation date if different fro	om IEP implementation date:
Agency Name:	Telephone Number:
Service:	
Implementation date if different fro	om IEP implementation date:
Agency Name:	Telephone Number:
Service:	
Implementation date if different fro	om IEP implementation date:
Agency Name:	Telephone Number:
Service:	
Implementation date if different fro	om IEP implementation date:

Section 8- Coordinated Set of Activities Leading to Long-Term Adult Outcomes

If any of the following areas are not addressed, explain why	7.
1-Instruction: NA	

2-Related Services: NA

3-Employment/Postsecondary Education: NA

4-Community Experience: NA

5-Activities of Daily Living: NA

6-Functional Vocational Assessment: NA

Section 9- Graduation Information for Secondary Students

Credential/Diploma Sought: Local Diploma

Expected Date of High School Completion: June 2008

Section 10- Summary of Selected Recommendations

Classification of the Disability: Other Health Impaired

Recommended Placement November.-June: Inclusion

Extended School Year (ESL) Services?: Yes___ No _X_

Recommended Placement, July and August: None

Transportation Needs: None

Section 11- Reporting Progress to Parents

State manner and frequency in which progress will be reported: Parents/guardians or student over 18 will be informed of the student's progress toward meeting the academic goals and objectives with the same frequency as non-disabled students using the following criteria:

Textbook tests, quizzes, and standardized tests

Review of report card grades

Contact with classroom teachers on an ongoing basis