

**A
SAMPLE
INDIVIDUALIZED
EDUCATION
PROGRAM
(IEP)**

-INDIVIDUALIZED EDUCATION PROGRAM (IEP) Format

***** School Age

IEP Team Meeting Date: November 12, 2001

IEP Implementation Date (Projected Date when Services and Programs Will Begin): 11 / 17 / 01
Mo Day Yr

Anticipated Duration of Services and Programs: 11 / 16 /02
Mo Day Yr

Student Name: Eddie Carlson DOB: 5/1/93 Age: 8

Grade: 3 Anticipated Year of Graduation: 2011

School District: Universal School District

Parent Name: Barbara Carlson

Address: 200 North Brighton Street Phone: (H) 239-562-8456
New Chasm, Pa 19050 (W) 239-568-8437

County of Residence: Chester Other Information: _____

IEP TEAM/SIGNATURES*

The Individualized Education Program (IEP) Team makes the decisions about the student's program and placement. The student's parent(s), the student's regular teacher and a representative from the local education agency are required members of this team. A regular education teacher must also be included if the student participates, or may be participating in regular education. Signature on this IEP documents attendance, not agreement.

NAME (typed or printed)	POSITION (typed or printed)	SIGNATURE
<u>Barbara Carlson</u>	Parent	<u>Barbara Carlson</u>
_____	Parent	_____
_____	Student*	_____
<u>Charlene Jones</u>	Regular Education Teacher	<u>Charlene Jones</u>
<u>Bob Jackson</u>	Special Education Teacher	<u>Bob Jackson</u>
<u>Carolyn Stevens</u>	Local Ed. Agency Rep. (Chair)	<u>Carolyn Stevens</u>
_____	Community Agency Rep.**	_____
_____	Vocational Teacher (if appropriate)	_____
<u>Mark Flynn</u>	Speech Pathologist	<u>Mark Flynn</u>
<u>Dr. Leslie Rogers</u>	School Psychologist	<u>Dr. Leslie Rogers</u>
<u>Betty Smith</u>	Reading Teacher	<u>Betty Smith</u>

* The IEP team must invite the student if transition services are being planned or if the parents choose to have the student participate.
** As determined by the LEA as needed for transition services.

PROCEDURAL SAFEGUARDS NOTICE

I have received a copy of the Procedural Safeguards Notice. The District has informed me whom I may contact if I need more information.

Signature: Barbara Carlson Date Received: 10/2/01

I. SPECIAL CONSIDERATIONS THE IEP TEAM MUST CONSIDER BEFORE DEVELOPING THE IEP. ANY FACTORS CHECKED MUST BE ADDRESSED IN THE IEP.

Is the Student Blind or Visually Impaired?

No

Yes - Team must provide for instruction in Braille and the use of Braille unless the IEP Team determines, after an evaluation of the child's reading and writing skills, needs and appropriate reading and writing media (including an evaluation of the child's future needs for instruction in Braille or the use of Braille), that instruction in Braille or the use of Braille is not appropriate.

Is the Student Deaf or Hearing Impaired?

No

Yes - Team must consider the child's language and communication needs, opportunities for direct communications with peers and professional personnel in the child's language and communication mode, academic level, and full range of needs, including opportunities for direct instruction in the child's language and communication mode in the development of the IEP.

COMMUNICATION NEEDS

ASSISTIVE TECHNOLOGY, Devices and /or Services

LIMITED ENGLISH PROFICENCY

BEHAVIORS THAT IMPEDE HIS/HER LEARNING or that of OTHERS

TRANSITION SERVICES

OTHER (Specify) _____

II. PRESENT LEVELS OF EDUCATIONAL PERFORMANCE

STUDENT'S PRESENT LEVELS OF EDUCATIONAL PERFORMANCE:

Based on the Woodcock-Johnson Psychoeducational Battery, Eddie performs at a K-Grade 1 achievement level in reading. These results represent significant discrepancies from his expected performance based on his cognitive ability.

Eddie's instructional level for decoding and fluency are at a Grade 1 level. During classroom instruction involving reading, he relies primarily on initial sounds along with picture and context clues to guess at unknown words. Eddie knows 30 sight words on a first grade list. When reading, Eddie demonstrates difficulty discriminating between similar and dissimilar sounds, particularly in medial and final positions in words.

Eddie experiences success in following directions when instructions are broken down and accompanied by modeling. His 3rd grade teacher reports that when she uses this approach with Eddie, he is more successful.

Eddie performs well in social studies and science activities and assignments when materials are read to him.

HOW THE STUDENT'S DISABILITY AFFECTS INVOLVEMENT AND PROGRESS IN GENERAL EDUCATION CURRICULUM (Include the child's strengths and needs which will effect the student's involvement and progress in the general curriculum.):

Based on Eddie's educational levels of performance, he demonstrates difficulties in the areas of reading and expressive language skills. In contrast, Eddie is progressing with his peers in the area of mathematics, science and social studies (when passages are read to him). Eddie has many friends and is well liked by adults and his peers. Adaptations that appear to impact on Eddie's success in the classroom are, direct instruction, multisensory techniques during reading, word banks, and directions broken down into single units with modeling and visual clues.

Student's strengths:

- Identify words that begin with the same sound
- Articulation skills
- Rapidly name all letters of alphabet
- Computational and problem solving levels are at third grade level

Student's needs:

- Systematic, intense, and direct instruction in reading using structured language and multisensory techniques in order to develop phonological, decoding, and automaticity skills.
- Directions and instructions broken down into single units with modeling and visual clues.

III. GOALS AND OBJECTIVES: (Use as many copies of this page as needed to plan appropriately).

MEASURABLE ANNUAL GOAL: Eddie will demonstrate phonological awareness skills by blending and segmenting syllables in 2 - 4 syllable words and individual phonemes in 3 - 4 phoneme words with 90% accuracy.

SHORT TERM OBJECTIVE/BENCHMARK	EXPECTED LEVEL OF ACHIEVEMENT	METHOD OF EVALUATION
Eddie will identify (by clapping) the number of syllables in 2 - 4 syllable words presented orally.	90% accuracy	Weekly oral probe
Eddie will identify the initial and final sounds in 3-4 phoneme words presented orally.	80% accuracy	Weekly oral probe
Eddie will blend and segment 2-3 syllable words presented orally.	90% accuracy	Weekly oral probe
Eddie will blend and segment 3 phoneme words presented orally.	90% accuracy	Weekly oral probe

REPORT OF PROGRESS ON ANNUAL GOALS

How goals will be measured: Weekly oral probes using the established sequential list of sounds mastered.

How progress will be reported: Use of written (narrative) quarterly report sent home to parent at the end of each marking period with progress charts.

1 ST	2 ND	3 RD	4 TH	OTHER IF APPLICABLE

MEASURABLE ANNUAL GOAL: Eddie will read text at the second grade level at 100 wpm with 90% accuracy.

SHORT TERM OBJECTIVE/BENCHMARK	EXPECTED LEVEL OF ACHIEVEMENT	METHOD OF EVALUATION
Eddie will orally say the beginning and ending sounds when presented with words	100% accuracy	Teacher probe using sequential list of sounds taught
Eddie will orally identify the beginning blends when presented with words	90% accuracy	Teacher probe using sequential list of blends taught
Eddie will correctly read all "cvc" (consonant-vowel-consonant) words	90% accuracy	Teacher probe using Cs & Vs that have been taught
Eddie will correctly read all "cvcv" (consonant-vowel-consonant-vowel) words	80% accuracy	Teacher probe using words containing Cs & Vs that have been taught

REPORT OF PROGRESS ON ANNUAL GOALS

How goals will be measured: Weekly reading probes taken from the second grade materials in use completed by resource room teacher.

How progress will be reported Bi-weekly phone conference between teacher and parent—the dates of which are recorded on the following grid. Each phone conference will discuss the teacher probes from the previous two weeks.

1 ST	2 ND	3 RD	4 TH	OTHER IF APPLICABLE

MEASURABLE ANNUAL GOAL: Eddie will improve comprehension of language (semantic knowledge) of receptive vocabulary, categorization and classification skills 90% accuracy in targeted language probes.

SHORT TERM OBJECTIVE/BENCHMARK	EXPECTED LEVEL OF ACHIEVEMENT	METHOD OF EVALUATION
Eddie will demonstrate comprehension of 3 curriculum-based adjectives and 3 adverbs in 4/5 targeted language selections/activities.	80%	Bi-monthly targeted language probes
Eddie will categorize and classify 5 language concepts by property, location and function in 4/5 targeted language activities.	80%	Bi-monthly targeted language probes
Eddie will demonstrate understanding of 10 multiple-meaning words in 9/10 targeted language activities.	90%	Bi-monthly targeted language probes
Eddie will recall 5 factual details using visual imagery from 9/10 oral presentations given by the teacher.	90%	Selected oral presentations

REPORT OF PROGRESS ON ANNUAL GOALS

How goals will be measured: Informal assessment/curriculum based assessments with authentic curricular probes
 How progress will be reported: report card

1ST	2ND	3RD	4TH	OTHER IF APPLICABLE

MEASURABLE ANNUAL GOAL: Eddie will improve auditory memory skills by following oral directions of increasing length and conceptual complexity with 90% accuracy.

SHORT TERM OBJECTIVE/BENCHMARK	EXPECTED LEVEL OF ACHIEVEMENT	METHOD OF EVALUATION
Eddie will successfully complete actions in response to teacher two-step verbal requests 5 out of 5 times given during a 45 minute class period.	100%	Bi-monthly targeted language probes
Eddie will demonstrate understanding of 3 spatial/ 3 quantitative concepts by completing an action in response to teacher verbal request 5 out of 5 times when given during a 45 minute class period.	100 %	Bi-monthly targeted language probes

REPORT OF PROGRESS ON ANNUAL GOALS

How goals will be measured: Targeted language probes provided by the Speech Therapist to be presented in the classroom setting; data collection form provided by Speech Therapist

How progress will be reported: report card

1 ST	2 ND	3 RD	4 TH	OTHER IF APPLICABLE

IV. SPECIAL EDUCATION/RELATED SERVICES:

A. PROGRAM MODIFICATIONS AND SPECIALLY DESIGNED INSTRUCTION: *(Specially designed instruction may be listed with each goal/objectives.)*

1. Age appropriate phonological activities.
2. A systematic structured language reading program using direct instruction, decodable texts and multisensory techniques including visual imagery strategies.
3. Word lists derived from his reading lessons that can be used for speaking exercises.
4. Computer-Assisted Instruction for phonics reinforcement
5. Self monitoring checklist
6. Use of nonverbal, physical & visual cues to prompt teacher assistance
7. Adapted science and social studies materials (study guides, modified direction, emphasis on responses that are verbal and demonstration.)
8. One- and-two-step directions to be repeated orally by Eddie.
9. Frequent teacher monitoring when completing assignments independently.

B. RELATED SERVICES: List the services that the student needs in order to benefit from or access his/her special education program:

<i>Service</i>	<i>Location</i>	<i>Projected* Beginning Date</i>	<i>Frequency</i>	<i>Anticipated* Duration</i>
<i>Speech and Language therapy</i>	<i>Speech and language therapy room</i>		<i>2 x/week 30min. individually ongoing scheduled consult with regular education and special education teacher</i>	

**Include only if differs from IEP beginning and/or duration dates.*

C. SUPPORTS FOR THE CHILD PROVIDED FOR SCHOOL PERSONNEL:

The speech and language therapist will provide ongoing consultation with the regular education and special education teachers in the areas of expressive language skills. The speech therapist will work on the goals related to phonological awareness and will provide his classroom teacher and mother with activities to reinforce the lesson.

D. EXTENDED SCHOOL YEAR: The IEP Team has considered and discussed ESY services, and determined that:

Eddie is not in need of ESY services.

V. PARTICIPATION IN STATE AND DISTRICT-WIDE ASSESSMENTS

STUDENT PARTICIPATION – STATE ASSESSMENTS

**This section applies to student’s age/grade eligible for the PSSA/PASA
(Reading, Math-grades 5, 8, 11; Writing-grades 6, 9, 11)**

_____ Student will participate in the PSSA without accommodations.

OR

_____ Student will participate in the PSSA with the following accommodations:

PSSA Reading (grades 5, 8, 11) _____

PSSA Math (grades 5, 8, 11) _____

PSSA Writing (grades 6,9, 11) _____

OR

_____ Student will participate in the Pennsylvania Alternate System of Assessment (PASA).
(Effective beginning the 2000-01 school year, the alternate assessment in Pennsylvania is PASA).

If the IEP Team has determined it is not appropriate for the student to participate in the PSSA, the team must explain why the PSSA is not appropriate:

Choose how the student’s performance on the PASA will be documented:

_____ Videotape (which will be kept confidential as all other school records)

_____ Written Narrative (which will be kept confidential as all other school records)

STUDENT PARTICIPATION – DISTRICT ASSESSMENTS

_____ Student will participate in the District assessments without accommodations.

OR

X
_____ Student will participate in the District assessments with the following accommodations:

- Science and social studies text read to him
- Directions given one or two steps at a time-Eddie should repeat the directions in his own words

OR

_____ If the IEP Team has determined that it is not appropriate for the student to participate in the district-wide assessment they must explain why the assessment is not appropriate for the student and how the student will be assessed.

VI. LEAST RESTRICTIVE ENVIRONMENT (LRE)

EDUCATIONAL PLACEMENT (Type of Service, Type of Support, ex: Full-time learning support)

Resource Room Learning Support

Explanation of the extent, if any, the student **will not participate** with non-disabled children in the regular class and in the general education curriculum:

Eddie will participate in all aspects of the general education program in the regular classroom except during the time that reading is being taught. He will receive daily reading instruction in the Resource Room for 30 minutes. However, he will be included in all other portions of language arts. He will receive speech and language support twice a week (30 minutes per session) during a portion of the day that will not interfere with academic instruction.

Percentage of time the student receives special education outside of the regular education classroom:

 x_ Less than 21% outside of the regular education classroom

 21-60% outside of the regular education classroom

 61% or more outside of the regular education classroom

Location of Program: Universal Elementary

VII. TRANSITION PLANNING

1. Will the student be 14 years of age or older during the term of this IEP?

 X_ No - (Not necessary to complete this Section)

 Yes - Team must address the student's courses of study and how the course of study applies to components of the IEP.

Student's courses of study:

2. Will the student be 16 years of age or older during the term of this IEP or is the student younger and in need of transition services as determined by the IEP Team?

 X_ No - (Not necessary to complete this Section)

 Yes - Team must address and complete this Section

Individualized Education Program

DESIRED POST-SCHOOL OUTCOMES: Define and project the desired post-school outcomes as identified by the student, parent and IEP team in the following areas. State how the services will be provided and person(s) responsible for coordinating these services.

SERVICE	HOW SERVICE IS PROVIDED	<u>PERSON</u> <u>RESPONSIBLE</u>
Post Secondary Education/Training		
Employment		
Community Living		
a) Residential		
b) Participation		
c) Recreation/Leisure		

STATEMENT OF COORDINATED TRANSITIONAL SERVICES AND ACTIVITIES NEEDED TO SUPPORT DESIRED POST-SCHOOL OUTCOMES: (Instructional areas should support the desired post-school outcomes for the student. Examples such as Instruction and Related Services, Community Experiences, Acquisition of Daily Living Skills, Functional Vocational Evaluation, and Adult Living may appear as annual goals, short-term instructional objectives or benchmarks, and/or specially designed instruction, based on the student's needs.)

Individualized Education Program

LINKAGES

List the agencies, which may provide services/support (before the student leaves the school setting):

Agency Name Phone Number

Responsibilities/Linkages

Agency Name Phone Number

Responsibilities/Linkages

Agency Name Phone Number

Responsibilities/Linkages

Progress Reporting Example

The Annual Goals and Objectives page of the IEP may be used as a progress-reporting instrument. At the end of each marking period, the page for each goal can be duplicated and sent home to the parent showing the student's progress. Included below are samples of progress reports for two annual goals that are taken from Eddie's actual annual goals. Narrative comments are used to report progress in the first example. Documentation of parent-teacher phone conferences using the grid is the second example. In most instances, progress on all of the annual goals for a child would be reported consistently, using the same method.

Example 1: Narrative Comments to Parent

Student: Eddie Carlson

Marking period: 2nd

III. GOALS AND OBJECTIVES: *(Use as many copies of this page as needed to plan appropriately).*

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Eddie will blend and segment 3 phoneme words presented orally.	90% accuracy	Weekly oral probe

REPORT OF PROGRESS ON ANNUAL GOALS

How goals will be measured: weekly oral probes

How progress will be reported : Written (narrative) quarterly report sent to parents

Progress Report

1ST (ends 1/30/02)	2ND (ends 4/1/02)	3RD	4TH	OTHER IF APPLICABLE
2. Eddie is making satisfactory progress toward meeting this goal. Examples of weekly probes attached.	2. Making satisfactory progress toward meeting this goal.			

First Marking Period

After testing Eddie's identification of the number of syllables in a word using weekly oral probes, the resource room teacher reports that Eddie has mastered, with 90% accuracy or better, these concepts and can readily indicate the correct number through clapping. If he continues to make this amount of progress, Eddie will complete this goal by the end of the school year.

Second Marking Period

Eddie maintains the skills that he mastered the first marking period. He is able to identify initial and final phonemes with 70% accuracy when presented with 2-3 phoneme words orally. Eddie is able to blend and segment 2-3 syllable words with 80% accuracy, as well as 3 phoneme words with 70% accuracy.

Third Marking Period

Fourth Marking Period

Example 2: Phone Conferences

MEASURABLE ANNUAL GOAL: Eddie will read text at the second grade level at 100 wpm with 90% accuracy.

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Eddie will orally identify the beginning blends when presented with words	90% accuracy	Teacher probe using sequential list of blends taught
Eddie will correctly read all "cvc" (consonant-vowel-consonant) words	90% accuracy	Teacher probe using Cs & Vs that have been taught
Eddie will correctly read all "cvcv" (consonant-vowel-consonant-vowel) words	80% accuracy	Teacher probe using words containing Cs & Vs that have been taught

REPORT OF PROGRESS ON ANNUAL GOALS

How goals will be measured: Weekly probes completed by resource room teacher

How progress will be reported: Bi-weekly phone conference between teacher and parent --the dates of which are recorded on the following grid. Each phone conference will discuss the teacher probes from the previous two weeks.

1ST	2ND	3RD	4TH	OTHER IF APPLICABLE
12/02/01- 50 WPM with 80% accuracy 12/16/01- 50 WPM with 90% accuracy 1/09/02 - 45 WPM with 95% accuracy 1/22/02 – 55 WPM with 80% accuracy				