

School District Name: [REDACTED]

School District
Address: [REDACTED]

School District Contact Person/
Phone #: [REDACTED]

Individualized Education Program

IEP Dates: from 11/1/13 to 11/1/14

Student Name: Snow Rachel White DOB: 1/8/98 ID#: 1234 Grade/Level: 10

Parent and/or Student Concerns

What concern(s) does the parent and/or student want to see addressed in this IEP to enhance the student's education?

[REDACTED]'s father has expressed the following concerns for this IEP year. First, he is concerned that she is falling behind her peers in terms of reading, and he wants to see [REDACTED]'s reading skills continue to develop and improve. Likewise, her father reported that her vocabulary seems immature and thinks this might hinder her ability to read age appropriate books. He is also concerned that she has not learned how to write properly. She does not organize her ideas when writing and does not stay on topic. Overall, he sees [REDACTED] struggling to stay on topic both in writing and elsewhere; she has trouble focusing on tasks. From cleaning up her room to sitting still to complete her homework, her father sees her easily become distracted and lose focus. Additionally, [REDACTED] seems to have difficulty making female friends. All of the friends her father meets are boys. Furthermore, he has witnessed many awkward social interactions and is worried about some of her social skills. Finally, [REDACTED] has stated that she wants to become a veterinarian one day because she finds it easy to interact with animals.

Student Strengths and Key Evaluation Results Summary

What are the student's educational strengths, interest areas, significant personal attributes and personal accomplishments?

What is the student's type of disability(ies), general education performance
including MCAS/district test results, achievement towards goals and lack of expected progress, if any?

[REDACTED] is a 15-year-old student at [REDACTED] High School. She has attended school in [REDACTED] MA since kindergarten, and this is her second year at [REDACTED] High School. [REDACTED] is outgoing, friendly, gets along well with her peers, and actively participates in extracurricular activities. [REDACTED]'s strongest subject is math where she is exceeding expectations; her ability is above average when compared to her peers. Additionally, she loves art and won an honorable mention in a local area painting competition last year. In all of her classes, she performs well when completing assignments that focus on recalling facts, and she does especially well when presented with direct, step-by-step instructions. Past records indicate the presence of a language-based learning disability and executive functioning challenges; therefore, the team has found [REDACTED] eligible for special education under the category of specific learning disability. [REDACTED] has difficulty interpreting inferential concepts and drawing conclusions when reading. She also has difficulty organizing her ideas when writing, as well as losing focus during reading, writing, and other classroom activities. These difficulties have made it challenging for [REDACTED] to meet goals within and outside the classroom. She also has difficulty with appropriate social behavior and can be awkward. She does not understand certain social cues; she can be overly friendly, and she joins conversations at inappropriate times.

Vision Statement: What is the vision for this student?

Consider the next 1 to 5 year period when developing this statement. Beginning no later than age 14, the statement should be based on the student's preferences and interest, and should include desired outcomes in adult living, post-secondary and working environments.

It is the team's vision that [REDACTED] build on foundational skills and gain more exposure in her interest areas so that she has the opportunity to consider post-secondary education and career options that align with her preferences. Skills such as expanding her vocabulary, attaining a high school reading level prior to graduation, organizing main ideas when writing, and maintaining focus in her writing, in the classroom, and in daily activities are important. Additionally, she has expressed an interest in becoming a veterinarian and a love for animals. Participation in volunteer opportunities that involve animals are important and will enable her to build relevant experience, as well as learn about different jobs that involve animals. [REDACTED] should also practice small talk and networking skills in order to improve her social behavior; responding appropriately to one's peers is a skill she needs to develop in order to attain and succeed at a future job.

Individualized Education Program

IEP Dates: from 11/1/2013 to 11/1/2014

Student Name: [REDACTED] DOB: 1/8/1998 ID#: [REDACTED]

Present Levels of Educational Performance

A: General Curriculum

Check all that apply.

General curriculum area(s) affected by this student's disability(ies):

- | | |
|---|--|
| <input checked="" type="checkbox"/> English Language Arts | Consider the language, composition, literature (including reading) and media strands. |
| <input checked="" type="checkbox"/> History and Social Sciences | Consider the history, geography, economic and civics and government strands. |
| <input checked="" type="checkbox"/> Science and Technology | Consider the inquiry, domains of science, technology and science, technology and human affairs strand. |
| <input type="checkbox"/> Mathematics | Consider the number sense, patterns, relations and functions, geometry and measurement and statistics and probability strands. |
| <input type="checkbox"/> Other Curriculum Areas | Specify: |

How does the disability(ies) affect progress in the curriculum area(s)?

[REDACTED]'s disability impacts achievement and performance in the curriculum areas identified above in the following ways; reading fluency and level, written expression, and attention and focus in class.

When tasked with expressing ideas in writing [REDACTED] can write simple sentences, independent clauses with basic diction. [REDACTED] can use sentences to write a basic paragraph of 3 sentences in length, but has difficulty staying on topic when writing paragraph. [REDACTED]'s writing summarizes events or states facts, she does not communicate abstract thought (cause & effect relationships, motives, and analysis) in her writing. [REDACTED] is not familiar with any prewriting strategies before writing compositions.

[REDACTED] is able to read and summarize texts at grade level, orally summarizing the text. [REDACTED] is able to recall events and details, but has difficulty answering questions that ask her to infer meaning that was not written on the page or make connections to previous readings or ideas. Additionally, when presented with new vocabulary, [REDACTED] has difficulty decoding words contextually and also has difficulty defining new vocabulary from context. [REDACTED] can read orally from text, at a pace of 180-200 words per 2 minutes with approximately 9-12 errors (both mistaking words for visibly similar one and mispronouncing words).

When participating in classroom discussion, [REDACTED] participates consistently, raising her hand every time a question is asked. More than half of the time when participating, [REDACTED] will offer ideas or stories that do not answer the question being asked, but rather focus on a word or detail associated with the question or topic of discussion. Additionally, [REDACTED] will forget her comment if she becomes distracted by classmate conversation or seeing animals out the window.

What type(s) of accommodation, if any, is necessary for the student to make effective progress?

█████ would benefit from the following setting accommodations: Having the classroom setup so that students' backs are to the windows. Being seated in the front of the class, and away from talkative peers.

█████ would benefit from the following presentation accommodations: Receiving graphic organizers and templates for writing assignments. Lists of new vocabulary prior to reading assignments. Given visual clues (PowerPoint, pictures, and video clips) during lessons.

No timing accommodations are necessary at this time.

█████ would benefit from the following response accommodations: Extra processing time before answering questions.
Receiving visual or physical cue (nod from teacher or tap on shoulder) before being called on to answer a question.

What type(s) of specially designed instruction, *if any*, is necessary for the student to make effective progress?

Check the necessary instructional modification(s) and describe how such modification(s) will be made.

- ☒ Content: Reduced amount of writing for compositions (2-3 paragraphs instead of 5 paragraphs), lower level of text for reading assignments
- ☒ Methodology/Delivery of Instruction: Specialized reading program
- ☐ Performance Criteria:

Use multiple copies of this form as needed.

IEP 2

Individualized Education Program

IEP Dates: from 11/1/13 to 11/1/14

Student Name: [REDACTED] DOB: 1/8/98 ID#: 1234

Current Performance Levels/Measurable Annual Goals

Goal # 1	Specific Goal Focus: Reading
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Current Performance Level: What can the student currently do?

When given a list of three-syllable real words and unlimited time, [REDACTED] can manipulate the phonemes of each word correctly with minimal cueing on 8 out of 10 occasions. When given a passage at the 5th grade level, [REDACTED] can read an average of 125 words correct per minute with an average of 4 miscues on her third read through on 9 out of 10 occasions. When provided with a list of 50 common sight words and unlimited time, [REDACTED] is able to accurately decode 90% of the words on 9 out of 10 occasions. After reading a passage at her independent reading level, Snow White can state the main idea with 2 teacher cues or less on 4 out of 5 occasions.

Measurable Annual Goal: What challenging, yet attainable, goal can we expect the student to meet by the end of this IEP period?
How will we know that the student has reached this goal?

[REDACTED] will use her phonemic awareness and phonics skills to decode unfamiliar single and multi-syllable words. She will integrate her knowledge of decoding, vocabulary, and using context clues in order to increase reading speed and accuracy. Measurement of progress will be accomplished through informal and formal testing and through improvement in rate and accuracy on the Gray Oral Reading Test as outlined in the following objectives.

Benchmark/Objectives: What will the student need to do to complete this goal?

[REDACTED] will apply word attack strategies to help her decode difficult and unfamiliar words with at least 90% accuracy on 9 out of 10 occasions. When given a passage at the 6th grade level, [REDACTED] can read an average of 125 words correct per minute with an average of 3 miscues on her third read through on 9 out of 10 occasions. When provided with a list of 50 common sight words and unlimited time, Snow White is able to accurately decode 95% of the words on 9 out of 10 occasions.

Goal # 2	Specific Goal Focus: Social Skills
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Current Performance Level: What can the student currently do?

[REDACTED] can appropriately acknowledge an interaction initiated by others by giving an appropriate response, either verbal or non-verbal with fewer than 2 teacher cues on 8 out of 10 measured occasions. [REDACTED] can accurately state the effect of various situations in regards to safety awareness on 6 out of 10 measured occasions. [REDACTED] can raise her hand and wait to be called on before talking aloud in group settings with a minimum of one reminder from the teacher on 9 out of 10 measured occasions.

Measurable Annual Goal: What challenging, yet attainable, goal can we expect the student to meet by the end of this IEP period?
How will we know that the student has reached this goal?

By combining her knowledge of social norms and interactions, [REDACTED] will increase her social understanding skills as measured by the benchmarks listed below.

Benchmark/Objectives: What will the student need to do to complete this goal?

█████ will appropriately acknowledge an interaction initiated by others by giving an appropriate response, either verbal or non-verbal on 8 out of 10 measured occasions. █████ will increase safety awareness by accurately stating the effect of various situations on 8 out of 10 measured occasions. █████ will raise her hand and wait to be called on before talking aloud in group settings on all measured occasions. Goal #3: Written Composition Current Performance Level: When provided with an unfamiliar topic, █████ can use structured templates to brainstorm 3 - 5 related details with 2 or fewer instructor cues on 4 out of 5 occasions. When provided with a familiar topic and a structured template, █████ is able to generate a single paragraph with all expected components – topic sentence, details, elaborations, concluding sentence on 7 out of 10 occasions. When provided a proofreading checklist, █████ can accurately proofread a single paragraph to ensure it includes all components of a paragraph, correct capitalization and correct spelling of unit-specific vocabulary on 3 out of 5 occasions. Measurable Annual Goal: █████ will use her knowledge of prewriting steps while brainstorming to independently generate ideas for writing. With a teacher generated template, █████ will organize her ideas in a cohesive and logical manner prior to writing a draft. She will revise her writing for clarity, cohesiveness, and effectiveness based on input from self, peers and teachers. Progress will be measured informally by teacher assessment, teacher-made tests and quizzes, and writing samples. Benchmark/Objectives: Given a prompt, █████ will complete five sentences using correct capitalization and punctuation with at least 90% accuracy on 9 out of 10 occasions. With the use of a graphic organizer, Snow White will produce a complete 5 paragraph essay that includes an introductory and concluding paragraph, and at least 10 transition words on 8 out of 10 occasions. After writing an essay draft, █████ will follow a teacher generated proofreading checklist and correctly identify errors of spelling, subject/verb agreement, and punctuation with 90% accuracy on 9 out of 10 occasions.

Progress Reports are required to be sent to parents at least as often as parents are informed of their nondisabled children's progress. Each progress report must describe the student's progress toward meeting each annual goal.

Use multiple copies of this form as needed.

IEP 4

REVISED 11/06