



Individual Education Program (IEP)

From: 08/01/2015 To: 08/01/2016

Annual

Addendum

Student Information

Student: John David
(first)

Palmer
(last)

Birthdate: 07/01/2002

Grade: 9th Grade

Student ID: PALM002

Gender: M

Hispanic Ethnicity: No

Race: Caucasian

School: Rolling Hills High School

District: Tennessee Reference System

Primary Disability: Orthopedic Impairment	Re-evaluation of Eligibility Date:	04/16/2016
Secondary Disability: Speech Impairment		

Relationship to Student: Both Parents/Guardian

Name: Bob and Lisa Palmer

Address: 100 Main St., Anytown, TN, 11111

Home Phone: 555-555-5555

Work Phone:

Current Descriptive Information

Describe the student's strengths:

John is well liked by his peers and teachers. He is learning to use a communication device to participate in class and complete his school work. John works well with peer supports who help him during the school day. He accesses general education science classes on a regular basis. John has shown emerging problem solving skills during science class, which has helped him become more independent in his thinking and carrying out of experiments and other activities.

Describe the concerns of the parents regarding their student's education:

Bob and Lisa Palmer are concerned about John's low reading abilities and communication deficits. In addition, while they support John's desire to pursue higher education, they are concerned that a four-year college will not be feasible.

Describe how the student's disability adversely impacts his/her access to participation in the general curriculum:

John's academic deficits prevent him from fully participating in the academics of the general curriculum. Due to the reading ability necessary to fully participate in the general assessment, John will be taking the alternate assessment. John currently reads on a third grade level. His inability to comprehend written and expressed text and instructional materials prohibits him from fully accessing the general curriculum.

Present Levels of Performance

Levels of functioning, should when applicable, include norm referenced and/or criterion referenced data, as well as descriptive information of the student's deficit areas.

Source of Information	Area Assessed	Date	Exceptional Yes/No
Transition Planning Inventory	Transition-Vocational	11/15/2015	Yes
Present Level of Performance: Subtest: Transition			
John has a desire to attend college. In addition, he has shown interest in two career fields, preschool and office settings. He also shows emerging problem solving skills and a strong motivation to learn. He needs to be exposed to different postsecondary education programs and be provided opportunities to develop his problem solving skills on the job at school internships.			
Performance: deficits			

Transition Services Planning (Age 14 or turning 14 during the IEP period)

Measurable Post Secondary Goals

Employment:

Will work in full-time employment -John will work full time in an office or preschool setting after completing a postsecondary education program

Post-Secondary Education/Training:

John will enroll in a postsecondary education program on a university campus

Independent Living/Community Involvement:

John will live in supported residential housing upon finishing school

Grade 9 Course of Study: Earth science, social skills, functional academics, PE, art, health

Grade 10 Course of Study: Biology, social skills, functional academics, PE, computer, health

Grade 11 Course of Study: Chemistry, life skills, functional academics, community based class, theatre, career planning

Grade 12 Course of Study: Physics, life skills, functional academics, community based class, service-learning, career planning

Transition Services (Age 16 or turning 16 during the IEP period)

Anticipated Date Range	Service Area (Transition Area)	Activities/Strategies (Transition Services) (All activities/strategies that are the responsibility of special education and are to be implemented this year must be reflected in goal sheets.)	Agency/Person Responsible
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2015-2019	Employment and post-school living objectives	John will research different postsecondary education programs on the internet. He will make phone calls to the programs to learn more information and record all information. He will make sure that the programs can help him achieve his independent living and employment goals.
2015-2019	Community Experiences	John will build his independence skills as he researches supported living communities for post-school living.
2015-2019	Instruction	John will continue to receive instruction on problem solving strategies on-the-job. He will also continue practicing effective communication techniques that will help him gain independence.

Measurable Annual Goals and Benchmarks/Short-term Instructional Objectives for IEP and Transition Activities

Goal

Area of Need: Transition

Personnel/Position Responsible: SPED staff

Annual Goal: Given various work scenarios about problems in the workplace, John will use specific problem solving skills from a checklist to address 20 problems with 85% accuracy by August 2016 as measured by teacher data collection.

Benchmarks/Short-Term Instructional Objectives:

- 1) John will use problem solving skills and address 5 workplace problems about safety with 80% by October 2015.
- 2) John will use problem solving skills and address 5 workplace problems about conflict with 80% accuracy by December 2015.

Anticipated Beginning Date: 08/01/2015

Criteria for Mastery: 80%

Method of Evaluation: Teacher data collection

Program Modifications/Supports for School Personnel:

See accommodations; Access to his communication device, extended time on problems, help with reading, and peer supports when necessary.