



TENNESSEE REFERENCE SYSTEM

710 James Robertson Parkway
Nashville, TN 37243

Individual Education Program (IEP)

From: 09/16/2015 To: 09/16/2016

Annual

Addendum

Student Information

Student: Rosa Sophia
(first)

Martinez
(last)

Birthdate: 06/23/1998

Grade: 12th Grade
(Transition 1)

Student ID: RSMART133

Gender: F

Hispanic Ethnicity:
Yes-Mexican American
Race: White

School: Spring Meadow Secondary
School

District: Tennessee Reference System

Primary Disability: Intellectual Disability	Re-evaluation of Eligibility Date:	08/03/2016
Secondary Disability: Speech Impairment		

Relationship to Student: Both Parents/Guardian
Name: Mariel and Don Martinez
Address: 100 Main St., Anytown, TN, 11111

Home Phone: 555-555-5555
Work Phone:

Current Descriptive Information

Describe the student's strengths:

Rosa enjoys interacting with people. She uses both English and Spanish language skills regularly, and her primary language is Spanish. Rosa has job training experience working in a cafeteria, although through this experience, she discovered that another job field may better align with her interests. Rosa shows strengths in reading both English and Spanish. This has already been helpful on-the-job as Rosa has been called upon to read and translate a few documents from English to Spanish for her boss.

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

Mariel and Don believe in their daughter, but they are concerned that she will struggle to find a new career field that aligns with her skills and interests. In addition, they have expressed concerns about the language barrier that seems to exist between them and school personnel. They also want Rosa to develop strong social and daily living skills

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

Rosa's academic and adaptive deficits prevent her from fully participating in the academics of the general curriculum. Due to Rosa's need for community-based and job-training supports, her needs cannot be met in a general education classroom.

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 Career Interests, Preferences, & Strengths Inventory	Area Assessed Vocational	Date 03/14/2016	Exceptional Yes/No Yes
<p>Present Level of Performance: Subtest: Transition</p> <p>Rosa and her parents agree that she shows an interest in the hospitality and tourism career field. Rosa needs to expand her job experiences by holding a job or internship in this field. She needs to practice social and other adaptive skills to prepare for her on-the-job experiences.</p> <p>Performance: deficits</p>			

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

Measurable Post Secondary Goals

Employment:

Rosa will work full time in the hospitality and tourism field.

Post-Secondary Education/Training:

Rosa will hold internships during and following her departure from high school in preparation for full time employment. She will receive support from a job coach and continue to receive the supports she needs on the job.

Independent Living/Community Involvement:

Rosa will utilize community organizations such as the Arc and the Center for Independent Living in order to build her self-advocacy skills and increase independence

Grade 9 Course of Study: Life skills, functional math and reading, PE, computer, health

Grade 10 Course of Study: Life skills, functional math and reading, PE, computer, finance skills, health

Grade 11 Course of Study: Life skills, functional academics, community based class, culinary arts, finance skills, career planning

Grade 12 Course of Study: 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	Community Experiences	Rosa will contact the Arc in the community to find out about self-advocacy community events that she can attend and help out with. She will also research programs that the Arc offers.
2015-2019	Daily Living Objectives	Rosa will continue to receive instruction on tasks of daily living both in class and on-the-job. These skills include making a bed, cleaning, doing laundry, etc...
2015-2019	Employment/Post-school adult living objectives	Rosa will explore new internships and ways to increase her independence following her graduation from high school.

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

Goal

Area of Need: Transition-Vocational

Personnel/Position Responsible: SPED staff/job coach

Annual Goal:

Given a task analysis, Rosa will complete room service duties with 90% of the task analysis steps completed independently by September 2016 as measured by data collection.

Benchmarks/Short-Term Instructional Objectives:

- 1) Rosa will use a task analysis to make a bed with 85% of the steps completed independently by December 2015.

Program Modifications/Supports for School Personnel:

See accommodations; Use of task analysis, receives instructions for new tasks ahead of time, and assistance from a job coach