

KIDSS

ANW Education Cooperative
710 W. Bridge Street, P.O. Box 207
Humboldt, Kansas 66748
620-473-2257

Printed:08/25/2010

Printed by:

Individualized Education Plan

JAY M PARKER

Legal Name: ANW, HighSchool**KSDE KIDS****ID:****First Parent:** Tammy ANW**Birthdate:** 11/08/1994**Phones:** Home Phone:(620) 568-2222**Age at IEP:** 15**Address:** 10 E. Elm**Grade:** 10

Altoona KS 667

Comp**Evaluation:** 04/20/2009**Email****IEP Meeting:** 07/19/2010**Address:****Second****Parent:**

Steve ANW

Initiation: 07/20/2010**Phones:****Email****Address:****Other:****Phones:****Email****Address:****Neighborhood School:** ALTOONA-MIDWAY Middle / High School**Attendance****Building:** ALTOONA-MIDWAY Middle / High School

HighSchool ANW may herein be referred to as:

Student's preferred name: HighS

Primary Exceptionality: LD**Secondary Exceptionality:**

The classroom teacher has access to a copy of this IEP located: Counselor's Office.

It has been noted to the General Education Staff that this information is CONFIDENTIAL and must be treated as such in compliance with State and Federal Laws.

ANW Special Education Co-op #603 IEP Signature Page

<input type="checkbox"/> Initial IEP Meeting	<input type="checkbox"/> Annual IEP Meeting
<input type="checkbox"/> IEP Revision Meeting	<input type="checkbox"/> IEP Team Discussion

Participant's signatures who participated in the development of this IEP for: HighSchool ANW

*Denotes required signatures.

*Parent/Legal Guardian Date	School Psychologist Date
Parent/Legal Guardian Date	Speech & Language Path. Date
*Student (14 yrs up) Date	Occupational Therapist Date
*Special Education Teacher/ Transition Coor. Date	Adaptive Physical Educator Date
*General Education Teacher Date	Physical Therapist Date
*Administrator/Designee Date	Vocational Coordinator Date
School Soc. Worker/Facilitator Date	Interpreter of Eval Results Date
Agency Collaborator Date	Deaf/Principal Lang Rep. Date

Any other participants that are not listed above please sign, date and list position below:

Other participant name	Position/Title	Date
Other participant name	Position/Title	Date

Text After Signatures

If any mandatory IEP members were legally excused from all or part of the IEP team meeting, please file the appropriate form.

The parents were each given a copy of the Parent Rights.
(parent initial) _____

The parents were each given a copy of the IEP.
(parent initial) _____

NOTICE OF DESTRUCTION OF SPECIAL EDUCATION RECORDS

Special education records for each student with an exceptionality are maintained by the school district until no longer needed to provide educational services to the student. This notice is to inform you that the special education records for this student will be destroyed after five (5) years following program completion or graduation from high school, whichever occurs later, unless the student (or the student's legal guardian) has taken possession of the records prior to that time from the ANW Education Cooperative #603 at 710 Bridge St., P.O. Box 207, Humboldt, Kansas. Phone (620) 473-2257.

Progress Report

How often will the Parent(s)/Legal Decision Maker be informed of the student's progress? At least one time every:

quarter 8 weeks 6 weeks 4 weeks, which is at least as often as parents are informed of their nonexceptional children's progress.

By what means will the Parent(s)/Legal Educational Decision Maker be informed of the student's progress? (Check all that apply)

Written report Parent-teacher conference District internet site

Post Secondary Goals

Education/Training & Employment

Upon Graduation from High School I will attend:

On the job training College or University Career or Vocation Technical School
to be employed as: diesel mechanic .

Independent & Daily Living Skills

Does this student have a need for Independent & Daily Living Skills training?

Yes No

If Yes, explain:

Upon completion of High School, I will live:

in the dorms while I attend school.

Present Levels of Academic and Functional Performance

Health/Physical

Describe the student's health/physical strengths:

HighS has an excellent attendance record and appears to be in good health at this time.

Does the student have a disability in this area? Yes No

If yes, what is it?

How do this student's Health/Physical attributes affect performance and functioning in the following areas:

Fine Motor:

He has difficulty forming letters and writing legible.

Gross motor:

HighS' gross motor skills are age appropriate.

Medical Condition:

HighS was previously diagnosed with attention deficit disorder. He does not take medication. Teachers report that he is easily distracted and engages in a variety of off-task activities. There are days too when he appears to be overly tired and struggles to stay awake in class.

Last vision date:

11/01/2009

Vision results: under a
doctor care

Is this student visually impaired or blind? Yes No

If yes, explain:

Was there a need for an evaluation to be conducted of the student's needs for instruction in Braille?

Yes No

If yes, explain:

Last hearing date: 12/04/2009

Hearing results: within
normal limits

Does this student have a hearing impairment? Yes No

If yes, explain:

Does this student require an Adaptive Physical Education Plan? Yes No

If yes, explain:

Does this student require an Individualized Health Care Plan? Yes No

(see attachment)

Does this student have prescription medication dispensed by school medical staff during the school day?

Yes No

If yes, and this occurs on a regularly scheduled basis, explain:

Anticipated Needs:

Where Addressed:

Parental Concerns?

Yes No

If yes, explain:

Social/Emotional

Describe the student's social/emotional strengths:

HighS gets along well with most students. He tends to relate to and feel more comfortable with particular groups of students. He is friendly.

Is there a disability in this area? Yes No

Has the student previously had an FBA/BIP? Yes No

How does the disability affect the student's performance and functioning and his/her ability to progress in the general education curriculum for the following area? (Describe within the sections below.)

RELATIONSHIPS WITH OTHERS (Peers, Adults):

HighS is friendly and likes to visit with most peers and teachers/paras working in the classroom with him.

This need will be met by:

- a goal. Baseline:
- accommodations and/or modifications. Describe in the Modifications/Accommodations section of the IEP.
- strategies or other. Describe:
none needed

RESPONSE TO LEARNING ENVIRONMENT (STRUCTURED/UNSTRUCTURED):

He requires frequent redirection during class. Teachers report that he accepts correction and will change behavior.

This need will be met by:

- goal. Baseline:
- accommodations and/or modifications. Describe in the Modifications/Accommodations section of the IEP.
- strategies or other. Describe:
Redirect him early in the class period.

Does this student receive outside mental health services for reasons that may affect performance in the educational/school setting?

Yes No

If yes, explain:

Anticipated Needs:

Where needs addressed:

Parental Concerns? Yes No

If yes, Explain:

General Intelligence

Strengths:

HighS' strengths includes verbal reasoning.

HighSchool is considered to be in the High Average Intellectual Range of ability,

with a Percentile Rank of (##) 95. The WIPPSI-III

was administered on (MM/DD/YYYY):

Parental Concerns? Yes No

If Yes, explain:

Academic Performance

Describe the student's academic strengths:

HighS wants to do well on his classes and graduate with his peers.

How does the disability affect the student's performance and functioning in the following skill areas compared to his/her typical, same age peers?

READING

Phonics:

Phonemic Awareness:

Vocabulary:

Fluency:

Comprehension:

When given a reading passage at 5th grade level, HighS scored 85% on comprehension skills

Functional Reading:

This need will be met by:

- a goal. Baseline:
HighS scored 85% on comprehension skills reading on 4th grade level.
- accommodations. Describe in the Accommodations section of the IEP.
- strategies or other.

MATH

Numbers & Computation:

Common assessment scores averaged 65%.

Algebra:

Common assessment scores averaged 35%.

Geometry:

Common assessment scores averaged 60%.

Data:

Common assessment scores averaged 25%.

Problem Solving:

Functional Math:

This need will be met by:

- a goal. Baseline:
xxxxx
- accommodations. Describe in the Accommodations section of the IEP.
- strategies or other. Describe:
He will receive specially designed curriculum in the Resource Room.

WRITTEN LANGUAGE

Ideas:

He scored 2 out of 5 on the six trait rubrics.

Sentence Fluency:

He scored 2 out of 5 on the six trait rubrics.

Word Choice:

He scored 3 out of 5 on the six trait rubrics.

Voice:

He scored 4 out of 5 on the six trait rubrics.

Conventions:

He scored 4 out of 5 on the six trait rubrics.

Organization:

He scored 3 out of 5 on the six trait rubrics.

Functional Written Language:

This need will be met by:

- a goal. Baseline:
He scored an average of 3 on each of the six traits. Ideas & Sentence Fluency were 2s, Word Choice and Organization were 3s.

- accommodations. Describe in the Accommodations section of the IEP.
- strategies or other. Describe:
He will receive specially designed curriculum in the Resource Room.

STUDY SKILLS

Work Completion:

HighS completes 50% of his assignments.

Work Quality:

Organization:

Functional:

This need will be met by:

- a goal. Baseline:
- accommodations. Describe in the Accommodations section of the IEP.
- strategies or other. Describe:
He will receive time and guidance in the resource room to complete his assignments.

Anticipated Needs:

He will need to increase his reading and math skills to reach his post-school goal.

Where Addressed:

In the services section of this IEP with specially designed curriculum.

Parental Concerns?

Yes No

If yes, explain:

Communication

Describe the student's communication strengths:

HighS expressive and receptive communication skills are adequate for normal communication. He can hear and listen attentively if free of distractions.

He has difficulty writing legibly and needs extra time to take class notes when copying from an overhead or from a handout. If instruction is given by lecture, he would have difficulty listening and taking notes because of his difficulty writing legibly (forming letters), spelling, and focusing.

Briefly describe the performance of typical age peers in this area:

Typical age peers would be able to listen attentively even if it is not free of all distractions. They would also be able to take notes and write legibly in less time.

Are there any concerns pertaining to the student's speech/language communication skills? Yes No

Was formal or informal speech/language testing administered within the past year? Yes No

If yes, list name of test(s), testing information and results:

Is the student an English as a Second Language learner (ESL)? Yes No

If yes, explain:

Does this student communicate by another method that is not listed? Yes No

If yes, explain:

Parental Concerns? Yes No

If yes, explain:

Instructional or Training Needs for Post School Goals

Title of Need: Enroll in Algebra I and welding

Description of Need:

He needs Algebra I and welding to reach his post-school goals.

Activity to meet Need:

student will enroll

Provider/Payor: Counseling office Completion Date: (MM/DD/YYYY) 05/20/2011

Title of Need: Choose a vocational school

Description of Need:

HighS needs to make decisions on which school will benefit him the most. To do this he will need to research the net about his options

Activity to meet Need:

student will choose a vocational school

Provider/Payor: Sped Teacher and Parents(payor) Completion Date: (MM/DD/YYYY) 05/20/2011

Transition Related Services

This student is engaged by outside agencies. Yes No

If yes, did the parent consent to invite outside agencies to the IEP Meeting?

Yes No Date(MM/DD/YYYY):

Community Experience, Recreation & Leisure

Does this student need transportation to access the community? Yes No

If yes, please explain:

will require public transportation.

Title of Need: Learn to play tennis

Description of Need:

HighS would like to learn how to play tennis. He wants to be involved in an outside activity to keep fit.

Activity to meet Need:

Sign up for tennis lessons from the city recreation.

Provider/Payor: HighS and his parents Completion Date(MM/DD/YYYY): 12/12/2010

Preferences, Interests and Employment (Past & Present)

Students preferences, interests and employment are...

HighS is very active in school sponsored activities. He plays football, basketball, and plans to play tennis in the spring. He will get a part-time job in the community to support himself while attending his vocational-technical school.

Need Title: Memorizing Social Security Number

Need Description (details):

HighS needs to know his Social Security Number to prepare for the world of work.

Activity to meet need:

Practice saying and writing his Social Security Number

Provider/Parents and himself Completion Date(MM/DD/YYYY): 05/20/2011

Need Title: Practice completing job application

Need Description (details):

This needs to be practiced often.

Activity to meet need:

Fill out 4 applications from local business

Provider/himself Completion Date(MM/DD/YYYY): 05/20/2011

Life Skills and Independent Living

Title of Skill/Need: Driving practice

Description of Skill/Need:

He will need practice to complete the driver's education course

Activity to meet Skill/Need:

Drive with his driving instructor and parents

Provider/Payor: driving instructor/parent Completion Date(MM/DD/YYYY): 12/20/2010

Transition Assessments and Functional Vocational Evaluation

Results of Transitional Assessments:

HighS was interviewed to determine post secondary goals and interests. HighS reported that he enjoys working on cars. HighS took the SSSQ on 04/22/2008. He scored exemplary in these 9 areas: Basic Concepts, Functional Signs, Tools, Domestic, Health&Safety, Public Services, Time, Monetary and Measurements. He functions at the Transition/Vocational Level.

Results of Functional Vocational Evaluation:

Title of Need: Research Voc-Tech School

Description of Need:

He needs to know the requirements for the Voc-Tech School.

Activity to meet Need:

He will obtain a course catalog

Provider/Payor: Vo-Tech Registrar/ Parent/Himself Completion Date(MM/DD/YYYY): 12/20/2012

Transition Plans must be reviewed ANNUALLY with the IEP.

This Transition Plan was reviewed on (MM/DD/YYYY): 08/10/2010.

Vocational Rehabilitation

Did the IEP team determine (if student is 16 years older or greater) that this student may benefit from Kansas Rehabilitation Services (KRS) assistance?

Yes No Undetermined or N/A

If yes, parental consent will be obtained at time of application.

If no, Explain below why services are not necessary:

The IEP team will make this decision at the IEP meeting.

Course of Study

The following Course of Study has been developed as part of this IEP and Transition Plan. This Course of Study is based on the student's interests and preferences, and is contingent upon the availability of courses, enrollment factors, and other unforeseeable variables. This is a recommended Course of Study to assist in obtaining the desired post secondary outcomes. If it becomes necessary to change a class which ultimately **does** not affect the projected Post School/Adult Living Outcomes another IEP meeting is not required. Further, if the change does affect the projected Post School/Adult Living Outcomes another IEP meeting will be called to discuss the changes and gain approval.

Course #	Course Title	Grade Yr Taken	Credits/Hours	Career Development	Graduation Requirement	Completed Successfully
AH103	American History	8		<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
LA405	Language Arts	8		<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
C605	Careers	8		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	Technology	8		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Physical Education	8		<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
LA222	English Skills	9	1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
MA444	Math Lab	9	1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Course #	Course Title	Grade Yr Taken	Credits/Hours	Career Development	Graduation Requirement	Completed Successfully
	Reading Lab	9	1	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Course #	Course Title	Grade Yr Taken	Credits/Hours	Career Development	Graduation Requirement	Completed Successfully
	Algebra I	10	1	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Course #	Course Title	Grade Yr Taken	Credits/Hours	Career Development	Graduation Requirement	Completed Successfully
	English Skills 10	10	1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Course #	Course Title	Grade Yr Taken	Credits/Hours	Career Development	Graduation Requirement	Completed Successfully
	Applied Biology	10	1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Course #	Course Title	Grade Yr Taken	Credits/Hours	Career Development	Graduation Requirement	Completed Successfully
	Basic World History	10	1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Course #	Course Title	Grade Yr Taken	Credits/Hours	Career Development	Graduation Requirement	Completed Successfully
	General Studies	10	1	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Course #	Course Title	Grade Yr Taken	Credits/Hours	Career Development	Graduation Requirement	Completed Successfully
	Reading Lab	10	1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Course #	Course Title	Grade Yr Taken	Credits/Hours	Career Development	Graduation Requirement	Completed Successfully
	Choices	10	1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Course #	Course Title	Grade Yr Taken	Credits/Hours	Career Development	Graduation Requirement	Completed Successfully
	Technology I	10	1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Course #	Course Title	Grade Yr Taken	Credits/Hours	Career Development	Graduation Requirement	Completed Successfully
	Applied Communications I	11	1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Course #	Course Title	Grade Yr Taken	Credits/Hours	Career Development	Graduation Requirement	Completed Successfully

Course #	Course Title	Grade Yr Taken	Credits/Hours	Career Development	Graduation Requirement	Completed Successfully
	Geometry	11	1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Basic American History	11	1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Wildlife/Ecology	11	1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Consumer Decisions	11	1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Applied Communications II	12	1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Basic Government	12	1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Business Math	12	1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Balancing Career & Family	12	1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Welding	12		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Graduation Requirements

The student will:

- Graduate with High School Diploma.
- The student may receive Special Education services through the school year they turn 21 if they have not met the goals on their IEP.

Credits to date: 14 Projected Graduation Date(MM/DD/YYYY): 05/20/2013

Anticipated Services to be Provided

Special Education Services (Resource Room G)

For the remainder of the current school year...

HighS will come to the Resource Room for specialized instruction in English, Math and Study Skills. This will be for 150 minutes per day, 5 days a week.

AND

For the next school year...

HighS will come to the Resource Room for specialized instruction in English, Math and Study Skills. This will be for 100 minutes per day, 5 days a week.

These services will begin on (MM/DD/YYYY): 07/20/2010

These services will end one year from this date or when the annual IEP is rewritten.

Related Services

Based on present levels of performance, the IEP team has determined that Related Services are not currently necessary to develop adequate adult living skills.

Supplementary Services (General Education Classroom C)

For the remainder of the current school year...

Due to HighS' need for support to stay focused, and need to strengthen comprehension, writing & math skills, he will receive supplementary aids and services when participating in the following classes: Science and History. This will be for a total of 141 minutes per day, 5 days a week.

AND

For the next school year until the IEP is rewritten...

HighS will receive supplementary aids and services when participating in the following classes: Science and History. This will be for a total of 141 minutes per day, 5 days a week.

These services will begin on (MM/DD/YYYY): 07/20/2010

These services will end one year from this date or when the annual IEP is rewritten.

Accomodations & Modifications

When selecting accommodations these items were considered:

- how the students learning needs affect the achievement of grade level content standards**
- specialized instruction the student needs to achieve grade level content standards**
- accommodations that are needed increase the students access to instruction and assessment**

Extra Time

Extra time for completion of assignments will be permitted whenever an assignment will require the student to read more than (###)10

page(s)

or to produce more than (###)3

page(s)

of writing (frequency). When extra time for completion of daily assignments is permitted, the student will be allowed (###)2 extra school day(s) to complete the assignment. For assignments requiring completion over a period of (###)15 or more days, the student will be allowed (###)5 additional day(s)

to complete the assignment (duration). (###)2 additional hours(s)

will be permitted to complete any state, district-wide or classroom assessment. This accommodation will be used in the following classes: (location)

Language/Reading Social Science Sciences Math Other

Other (describe): FACS

Separate, Quiet or Individual Setting

A separate, quiet or individual setting will be permitted whenever a classroom, district or state assessment is given (frequency). When an assessment is given it will be monitored by an adult staff member. The student will take the assessment at the same time as the peers are taking theirs (duration). This accommodation will be used in the following classes: (location)

Language/Reading Social Science Sciences Math Other

Other (describe):

Read-Aloud

A read-aloud assessment will be permitted whenever a classroom, district or state assessment is given (frequency). The entire assessment will be read aloud (duration)with the exception of READING assesments, during which only the questions on passages may be read aloud, passages must be read by student. When the students need is so severe (grades 6 to 12 with a reading level deficit of 2 years; and for grades 3-5 with a reading level deficit of 1 year) that the student cannot or would not be successful on the state assessment without it. Also classroom instructional materials/work must be read to the student on a regular basis (3 out of 5 lessons). This accommodation will be used in the following classes: (location)

Language/Reading Social Science Sciences Math Other

Other (describe):

College Level Classes

Student will be allowed to enroll in college-level courses and receive concurrent credit (if applicable) for any and all completed courses. These classes will be taken on campus at the High School if offered via this means. If the necessary classes are not offered on the High School campus, the student may enroll in college classes and take them on campus at an appropriate community college or four-year university, by correspondence, or on-line, if so available, and receive concurrent credit. Any and all costs will be the responsibility of the student and the students parents or legal guardian.

Will the General Education Teacher need additional training to implement this IEP?

Yes No If yes, how will this be provided?

Teacher will be instructed on the appropriate application of Extra Time Accomodation.

General Education Teacher(s) may request special education staff to offer support in reading tests or assignments and modifying the curriculum to support the students progress in the General Education Curriculum. General Education Staff in the building will be allowed to make these necessary modifications or to request the assistance of the Special Education Staff to meet the students needs as deemed necessary.

Accommodations Start Date:07/20/2010

Participation with Non-Disabled Students in the General Education Environment

The student will have the same opportunity as their General Education Peers to participate in nonacademic and extracurricular activities such as breakfast, lunch, field trips, after school programs, and sports. The student will participate in all general education classes except those listed under Special Education Services (Resource Room) & Related Services.

The IEP team has reviewed this educational placement and/or services and considers it to be reasonably designed to deliver a Free Appropriate Public Education (FAPE) in the student's least restrictive environment. The team has decided that the positive effects of the placement outweigh any potentially harmful effects. Parent(s) have been given their rights. Parent(s), general education staff, special education staff, and an LEA representative have been involved in designing this proposed IEP.

Provision of Services

The IEP team has determined that for the student to have opportunities to participate with non-identified peers in extracurricular and nonacademic activities, regularly-scheduled special education and related services may not occur when their delivery would prevent the child from participating in field trips, assemblies, special events for the general education classroom or school, state or district-wide assessments, and other such activities.

The provision of the regularly-scheduled special education and related services is not always possible due to events that are beyond the control of the school; such as school closure due to weather or other emergencies, emergency drills, or when the child is absent from school (this does not include suspension or expulsion of the student).

District-wide Assessments

- This student will not participate in district-wide assessments. He/she will be assessed on a daily basis through their objectives.
- Student will participate in all district-wide assessments without accommodations or modifications.
- Student will participate in district-wide assessments with the following accommodation(s) and/or modification(s) in the following area(s) as allowed by the Kansas State Department of Education (KSDE) below:

1 - Frequent breaks during the assessment
5 - Answers dictated to scribe
8 - Read-aloud accommodation in a group

**Explanation of 9-Other:
fill out other description**

State Assessments

THE IEP TEAM HAS DETERMINED THIS STUDENT WILL BE ASSESSED AS FOLLOWS:

(Kindergartners, first graders and second graders do not participate in state assessments.)

- The student will participate in all state-wide assessments without accommodations or modifications.
- The student will participate in the Kansas Assessment with Multiple Measures (KAMM) which requires a goal to be written for each curricular area assessed. (**explain below)
- The student will participate in the Kansas Alternate Assessment which requires benchmarks or objectives be written for the student. (**explain below)
****Explain why the particular assessment selected is necessary for this student based on their disability:**
 Student scored in 1st Percentile on math.
- The student will participate in state-wide assessments with the following accommodation(s) and/or modification(s) in the following as allowed by the Kansas State Department of Education (KSDE) below:

Area	Type of Assessment
Reading	General with Accommodations
Math	KAMM
Writing	General with Accommodations
Social Studies	KAMM
Science	Alternate

ACCOMMODATIONS										
<p>Reading</p> <table border="1" style="width: 100%;"> <tr><td>1 - Frequent breaks during the assessment</td></tr> <tr><td>5 - Answers dictated to scribe</td></tr> <tr><td>8 - Read-aloud accommodation in a group</td></tr> </table> <p>Writing</p> <table border="1" style="width: 100%;"> <tr><td>0 - Separate, quiet, or individual setting provided</td></tr> <tr><td>3 - Large print edition of the assessment provided</td></tr> <tr><td>6 - KCA audio voice or received read-aloud accommodation individually</td></tr> </table>	1 - Frequent breaks during the assessment	5 - Answers dictated to scribe	8 - Read-aloud accommodation in a group	0 - Separate, quiet, or individual setting provided	3 - Large print edition of the assessment provided	6 - KCA audio voice or received read-aloud accommodation individually	<p>Math</p> <table border="1" style="width: 100%;"> <tr><td>0 - Separate, quiet, or individual setting provided</td></tr> </table> <p>Social Studies</p> <table border="1" style="width: 100%;"> <tr><td>0 - Separate, quiet, or individual setting provided</td></tr> <tr><td>6 - KCA audio voice or received read-aloud accommodation individually</td></tr> </table>	0 - Separate, quiet, or individual setting provided	0 - Separate, quiet, or individual setting provided	6 - KCA audio voice or received read-aloud accommodation individually
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6 - KCA audio voice or received read-aloud accommodation individually										
<p>Explanation of 9-Other (if selected):</p>										

Anticipated Extended School Year

The IEP team has enough information to determine that HighSchool does require extended school year services.

ESY Justification (Check one or all that document the reason for ESY):

- Significant regression is anticipated if ESY services are not provided.
- The nature and severity of the disability(ies) necessitate ESY to ensure the provision of FAPE so that the student can make progress toward IEP goals.
- Instructional areas and/or related services are needed that are crucial in moving toward self-sufficiency and independence (such self-help skills as dressing or eating, or who need continued structure to develop behavioral control).

List Assistive Tech Equipment or Software the student will need to address the ESY goal/s:
(Please arrange for these materials to be provided to the ESY teacher)

- 1.
- 2.

List all anticipated ESY services on chart below:

Anticipated ESY Start Date:	End Date:		
Special Ed/ Related Services	Anticipated Location	Class	Anticipated Frequency
			min. days weeks
Special Ed/ Related Services	Anticipated Location	Class	Anticipated Frequency
			min. days weeks

Behavioral Intervention Plan

Describe how the student's behavior impedes his/her learning or that of others?
When faced with a lengthy instructional period or academic task to complete, HighS will often engage in off-task behaviors or become non-compliant. These behaviors have resulted in HighS falling farther and farther behind his peers as well as possible grade retention.

Were any functional behavior assessments completed? Yes No
Describe the results of the most recent functional behavior assessment?

When asked to engage in a difficult task, asked to do something learned, transition from task to task, transition times, stopped from doing something, or teacher reprimand Elem. will become non-compliant to either avoid a task, gain a preferred activity, and/or for personal power/control.

When asked to engage in a difficult task, asked to do something learned, during unstructured times, complete written tasks, or there is a lack of social attention, HighS will engage in off-task behaviors to avoid a task, gain a preferred activity, and./ or for personal power/control.

Does this student have a positive behavior plan? Yes No

If yes, list the positive strategies and service(s) that will be used to address the behavior:

ECOLOGICAL: 1. Use adaptive curricula for math, reading, spelling, and language instruction. 2. Chunk instruction so instructional periods can be between 10 to 20 minutes in length. 3. Adjust class demands to Elem*s instructional level 4. Assess HighS*s mastery in alternative ways besides paper and pencil tasks. **POSITIVE PROGRAMMING:** 1. Use simple verbal reprimands when HighS misbehaves. Make sure they are to the point and given in a moderate tone. 2. Give praise to HighS as often as possible. 3. Intervene with HighS as soon as possible in order to prevent the misbehavior from occurring. 4. Provide HighS with choices as often as possible. 5. Provide HighS with a warning prior to a transition. **DIRECT TREATMENT:** 1. Provide instruction at HighS' instructional level. 2. Provide means for remediating his deficits especially in reading. 3. Provide means for "chunking" the teaching of skills so instructional period can be limited to 20 to 30 minutes. 4. Provide immediate feedback as to whether or not Elem has mastered a skill. 5. Allow Elem autonomy in determining the order of his academic day. 6. Provide reliable avenues for measuring Elem's on-task behaviors. 8. Increase Elem's on-task and compliant behaviors. **EMERGENCY TREATMENT:** If Elem. becomes aggressive and begins running about the room, remove peers to another setting until he is ready to follow directions.

Does this plan include the use of a Seclusion Room? Yes No

Provision for Seclusion Room

The location of the Seclusion room:xxxxxxx

The maximum length of any period of seclusion (in minutes):22

The number of times during a single school day that the child may be placed in the seclusion room:2

The data to be collected to determine whether seclusion room is effective:xxxxxx

The date for the review of data (not to exceed 45 school days)(MM\DD\YYYY):10/10/2010

When physical restraint is used the method of restraint will be the Mandt/CPI method. Data will be collected and later reviewed.

When the seclusion room or physical restraint is used these people will be notified: the Parent, Resource Room Teacher, School Psychologist, School Social Worker, Building Principal and Coordinator.

PARENTAL CONSENT FOR SECLUSIONARY TIME OUT USE

I/We have been shown the designated place for time-out and understand the conditions and reasons for its use.

I/We have received an explanation of the procedures to be followed and their purpose.

I/We have received a description of any reasonable benefits or negative effects expected from the use of the seclusion room time out.

Other appropriate alternative techniques that might be advantageous to my child have been discussed.

I/We have received and understand the procedural safeguards including parent rights.



I/We give consent for the use of the seclusion room timeout with my child.

I/We DO NOT give consent for use of the seclusion room timeout with my child.

 Parent/Guardian Signature

 Date

 Parent/Guardian Signature

 Date

 Team Coordinator

Special Considerations

xx

Goals and Benchmarks/Objectives

Goal 1: In 35 school weeks when given a technical reading passage at the 6th grade reading level, HighS will read and answer 5-10 comprehension questions with at least 75% accuracy after reading the story silently or orally. This skill will be needed to be able to read manuals and meet his Post-School goal.

State Standard: HS.M.1.1.1

Baseline: When given a technical reading passage at 5th grade level, HighS scored 85% on comprehension skills.

Benchmark# 1: In 9 school weeks when given a technical reading passage at the 6th reading level, HighS will read and answer 5-10 comprehension questions with at least 60% accuracy after reading the story silently or orally.

Evaluation Procedures: Curriculum based assessment.

Benchmark# 2: In 18 school weeks when given a technical reading passage at the 6th reading level, HighS will read and answer 5-10 comprehension questions with at least 65% accuracy after reading the story silently or orally.

Evaluation Procedures: Curriculum based assessment.

Benchmark# 3: In 27 school weeks when given a technical reading passage at the 6th reading level, HighS will read and answer 5-10 comprehension questions with at least 70% accuracy after reading the story silently or orally.

Evaluation Procedures: Curriculum based assessment.

Goal 2: In 35 instructional weeks, when given a writing assignment, HighS will score 4s on each of the traits.

State Standard: HS.W.S1.B1.I1

Baseline: When given a writing assignment HighS scored 3 out of 5 overall using the 6 trait rubric. Ideas and sentence fluency he scored 2s, word choice he scored 3s and on voice, conventions, and organization he scored 4s.

Benchmark# 1: In 9 instructional weeks, when given a writing assignment, HighS will score 4s on word choice using the 6 trait rubric.

Evaluation Procedures: 6 trait rubric

Benchmark# 2: In 18 instructional weeks, when given a writing assignment, HighS will score 4s on ideas using the 6 trait rubric.

Evaluation Procedures: 6 trait rubric

Benchmark# 3: In 27 instructional weeks, when given a writing assignment, HighS will score 4s on sentence fluency using the 6 trait rubric.

Evaluation Procedures: 6 trait rubric

Goal 3: In 35 instructional weeks, during his Building & Trades time, HighS will use algebraic, geometric and data analysis concepts to solve real-world problems with 85% accuracy in a variety of situations.

State Standard: HS.M.2.1.4, HS.M.3.2.2, HS.M.4.2.2

Baseline: New hands on concept in Building & Trades, however in the classroom he has scored a 79% on these concepts.

Benchmark# 1: In 9 instructional weeks, during his Building & Trades time, HighS will use algebraic concepts to solve real-world problems, by recognizing, describing, and explaining the general rule with 85% accuracy in a variety of situations.

Evaluation Procedures: Building & Trades rubric

Benchmark# 2: In 18 instructional weeks, during his Building & Trades time, HighS will use geometric concepts (Measurement & Estimation) to solve real-world problems with 85% accuracy.

Evaluation Procedures: Building & Trades rubric

Benchmark# 3: In 27 instructional weeks, during his Building & Trades time, HighS will use data analysis concepts (organizes, explains and interprets how measurement errors and display distortions effect interpretation of data)with 85% accuracy.

Evaluation Procedures: Building & Trades rubric