

PURPOSE: The IEP is designed to clearly communicate to the parents, the student, and providers the type and amount of special education and any necessary related services or supports that will be made available to the student. The most recent evaluation report is used to develop the IEP. The IEP is individualized to reflect the unique needs of the student and how these needs will be addressed to permit the student to be included and progress in the general education curriculum. A meeting to review and revise the IEP must occur, at a minimum, on an annual basis.

INDIVIDUALIZED EDUCATION PROGRAM (WITH SECONDARY TRANSITION)

Student name: Jamal Assadin Date of IEP meeting: 12.06.21
Student ID: JamalAs1286 IEP annual review date: 12.05.22
Eligibility category: Cerebral Palsy Evaluation Date: 12.06.19
Primary language: English Birthdate: 06.21.2005 Age: 16 Grade: 12th
District: Spokane Serving School: _____
Parent(s) name(s): Amire and Mandi Assadin Resident School: _____
Primary language at home: English Interpreter needed? ☐ Yes ☒ No
Surrogate parent: ☐ Yes ☒ No If yes, name: _____
Primary staff contact name: Linnea Puckett Title: Special Education Teacher

PRESENT LEVELS OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE

(including the strengths of the student and the concerns of the parents for enhancing the education of their student)

Present levels of academic achievement:

PLAAFP Statement: Employment: Jamal is a 16-year-old student with Cerebral Palsy.

Jamal works well in situations where he can empathize with others; however, he may

have difficulty verbally communicating and advocating. Because of his oral

communication difficulties, Jamal needs to learn strategies to help him prepare for his

future career as a lawyer.

PLAAFP Statement: Post Secondary Education: Jamal is a 16-year-old student with

Cerebral Palsy. Jamal has shown interest in becoming a lawyer and plans to get a

four-year degree in political science before getting his doctorate in Juris. However, his

parents are concerned about him attending the larger state university and would prefer he

begin college in a smaller setting such as the local community college and then possibly

transfer. Jamal needs to first attend a community college before he considers going to a

university.

POINTS THAT MUST BE CONSIDERED IN DEVELOPING THE IEP (refer to WAC 392-172A-03110):

- Strengths of the student.
- Concerns of the parents for enhancing the education of their student.
- Results of the most current evaluation, and the academic, developmental, and functional needs of the student.
- Other special factors, including the use of positive behavioral supports/interventions; language needs of students with limited English proficiency; supports for students with visual impairments; the communication needs of the student; assistive technology devices and services; and supplementary aids/services, program modifications, and support for school personnel.

Present levels of functional performance (e.g., communication, motor, social, behavior, life/adaptive skills, etc.):

PLAAFP Statement: Daily Living Jamal is a 16-year-old student with cerebral palsy.

While in college, he plans to live in the dorms with most other first-year students, he works well in situations where he can empathize with others, but still has trouble communicating. His parents have expressed their desire to see Jamal learn basic independent living skills such as cooking and doing his laundry which he cannot do on his own without prompting. Jamal needs to learn these independent living skills before moving into the dorm on his own.

Effect of the disability on the student's involvement and progress in the general education curriculum:

Although Jamal is slightly restricted in movement due to cerebral palsy, this only hinders his involvement in some intense physical activities and some speech difficulties, and has no negative effect on his ability to progress through the general education curriculum.

CONSIDERATION OF SPECIAL FACTORS:

1. Does this student require special transportation?	☐ Yes ☒ No	If yes, describe (if not addressed on the service matrix):
2. Does this student require Extended School Year (ESY) services?	☐ Yes ☒ No ☐ To be determined by: Date:	If ESY is determined by the IEP team to be necessary, complete and attach the ESY addendum.
3. Does the student's behavior negatively impact his/her learning or the learning of others?	☐ Yes ☒ No	If yes, consider the student's need for positive behavioral supports/ interventions, a Functional Behavioral Assessment (FBA), and/or a Behavioral Intervention Plan (BIP). ☐ A Behavioral Intervention Plan has been developed for this student (refer to the BIP addendum).
4. For a student with limited English proficiency, does the student have language needs?	☐ Yes ☒ No	If yes, describe those needs as they relate to the student's IEP:
5. For a student with a visual impairment, is the student in need of Braille instruction and/or use of Braille?	☐ Yes ☐ No	If yes, describe:
6. Does the student have communication needs? <i>(Consider the communication needs of the student, and in the case of a student that is deaf or hard of hearing, consider the language and communication needs, opportunities for direct communication with peers/ professional personnel in the child's language and communication mode.)</i>	☒ Yes ☐ No	If yes, describe: Jamal has difficulties in oral communication due to his cerebral palsy.
7. Does the student need assistive technology devices and/or services?	☐ Yes ☒ No	If yes, describe:
8. Are there any other factors not already addressed (such as medical concerns or other issues), or other adaptations needed?	☐ Yes ☒ No	If yes, describe:

☐ The parent and the school district have agreed that this student requires advanced educational planning that may involve the use of isolation, restraint, or a restraint device. Refer to the Emergency Response Protocol addendum to this IEP.

PURPOSE: The purpose of transition planning is to develop a coordinated set of activities designed within a results-oriented process that is focused on improving the academic achievement and functional performance of the student in order to facilitate the student's movement from school to post-school activities, including postsecondary education/training, employment, and if appropriate, independent living skills.

SECONDARY TRANSITION

Student participated in IEP meeting? X Yes ☐ No	If no, what steps were taken to ensure that the student's preferences/interests were considered?		POINTS TO CONSIDER: • Secondary transition must be addressed in the first IEP to be in effect when the student turns 16, or younger if determined appropriate by the IEP team, and updated annually. • Measurable postsecondary goals, based upon age-appropriate transition assessment results, must be included in the areas of education/training, employment, and (if appropriate) independent living skills. • Transition services should be based on the individual student's needs, taking into account the student's strengths, preferences, and interests, and may include instruction, related services, community experiences, the development of employment and other postschool adult living objectives, and if appropriate, the acquisition of daily living skills and provision of a functional vocational evaluation. • Secondary Transition information and services should support rather than replace the student's High School and Beyond Plan (HSBP).
AGE APPROPRIATE TRANSITION ASSESSMENTS (include results of informal and/or formal assessments including student's needs, strengths, preferences, and interests): X surveys/questionnaires ☐ profiles/portfolios ☐ vocational assessment(s) X interview(s) ☐ other: _____			
According to his school transition survey, Jamal plans to be a lawyer. Jamal documented on the survey that, because of his oral communication difficulties, he wants and needs to learn strategies to help him prepare for his future career. Based on the Career Interest Survey, his results indicated that he has an interest in law and human services. Based on the Work Adjustment Inventory, Jamal will work well in situations where he can empathize with others; however, he may have difficulty verbally communicating and advocating. His Social Studies and Language Arts teachers each noted their familiarity with Jamal's career goals and their confidence in his ability to achieve that goal. Jamal's therapists also each expressed confidence in his ability to navigate the college environment. On their parent survey, Jamal's parents reported they do not mind him living in the dorms, but they are concerned about him attending the larger state university and would prefer he begin college in a smaller setting such as the local community college and then possibly transfer, if "things go well."			
EDUCATION/TRAINING <i>(Required to be addressed for all students)</i>			
Measurable Postsecondary Goal(s) <i>(What the student will do <u>after</u> graduation from high school in the area of education/training)</i>	1 year after graduation Jamal will apply for community college with his class focus being on political science as measured by a copy of the application and a copy of the audit for his potential classes.		
Transition Services <i>(list Transition Services related to Education/Training, including IEP goal number(s) if applicable)</i>			
Transition Service	Staff/Agency Responsible	IEP Goal #	

EMPLOYMENT <i>(Required to be addressed for all students)</i>			POINTS TO CONSIDER (continued): • Transition services may be special education, if provided as specially designed instruction or related services, if required to assist the student in benefitting from special education. • Representatives of any agencies that are likely to be responsible for providing or paying for transition services to the student should be invited to the IEP meeting, with parent consent.
Measurable Postsecondary Goal(s) <i>(What the student will do <u>after</u> graduation from high school in the area of employment)</i>	1 year after graduating high school, Jamal will continue to work part-time at his uncle's law firm as measured by a weekly paystub.		
Transition Services <i>(list Transition Services related to Employment, including IEP goal number(s) if applicable)</i>			
Transition Service	Staff/Agency Responsible	IEP Goal #	

INDEPENDENT LIVING SKILLS <i>(Must be addressed if determined appropriate by the IEP Team)</i>			POINTS TO CONSIDER (continued): • Independent living skills are "those skills or tasks that contribute to the successful independent functioning of an individual in adulthood" (Cronin, 1996) in the following domains: leisure/recreation, home maintenance and personal care, and community participation. • The goal should identify a skill, rather than a postsecondary placement.
Measurable Postsecondary Goal(s) <i>(What the student will do <u>after</u> graduation from high school in the area of living skills)</i>	1 year after graduation, Jamal will be moved into the dorms on campus with his roommates as measured by the college lease agreement.		
Transition Services <i>(list Transition Services related to Independent Living Skills, including IEP goal number(s) if applicable)</i>			
Transition Service	Staff/Agency Responsible	IEP Goal #	

COURSE(S) OF STUDY <i>(list the course(s) of study needed to assist the student in reaching his/her postsecondary goals, unless already described above, or attach a list of courses)</i>	POINTS TO CONSIDER
	• The IEP must include a description or list of the course(s) of study needed to assist the student in reaching his/her specific postsecondary goals.

Political science and Law.	
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PURPOSE: IEPs must include a statement of measurable annual goals, including academic and functional goals, designed to meet each of the student's educational needs that result from the student's disability to enable the student to be involved and make progress in the general education curriculum. In order to be measurable, the goal should include a baseline, a target, and a unit of measure. For students using an alternate assessment aligned to alternate achievement standards, the IEP team should use the "Measurable Annual Goal(s) with Short-term Objectives/Benchmarks" page (see next page).

MEASURABLE ANNUAL GOAL(S)

Subject Area & Goal #	Measurable Annual Goal	Method/Criteria for Evaluating Progress <i>(if not addressed in a separate document)</i>	Progress Notes <i>(if not maintained separately)</i>				POINTS TO CONSIDER:
			Date	Date	Date	Date	
Post secondary Education Goal # 1	By the graduation date, given a catalog of political science classes offered, Josh will identify and summarize three classes of his choice going from writing one fact in a graphic organizer, to filling the graphic organizer in $\frac{3}{4}$ trials as implemented by the transitioning advisor	graphic organizer of classess					- Measurable annual goals stem from the recommendations for specially designed instruction in the evaluation report. - Measurable annual goals must relate to the general education curriculum or, for preschool students, participation in appropriate activities. - Measurable annual goals must also address other educational needs that result from the student's disability. - The IEP must include a description of how the district will measure the student's progress and when progress will be reported to parents.

Copy additional pages as necessary

PURPOSE: IEPs must include a statement of measurable annual goals, including academic and functional goals, designed to meet each of the student's educational needs that result from the student's disability to enable the student to be involved and make progress in the general education curriculum. For students using an alternate assessment aligned to alternate achievement standards, benchmarks or short-term objectives in the areas being assessed must also be included. In order to be measurable, the goal should include a baseline, a target, and a unit of measure.

MEASURABLE ANNUAL GOAL(S) WITH SHORT-TERM OBJECTIVES/BENCHMARKS

Subject Area & Goal #	Measurable Annual Goal	Method/Criteria for Evaluating Progress (if not addressed in a separate document)	Progress Notes (if not maintained separately)				POINTS TO CONSIDER:	
			Date	Date	Date	Date		
Employment goal # 1	By graduation, given a case law example, Jamal will use effective communication strategies (writing the report, using legal jargon, shortening sentences, orally summarizing, etc). to give a report on the case going from stating only one important fact with prompting to reporting on the whole case without prompting as implemented by the transitioning advisor.	Teacher observation and student sample					• Measurable annual goals stem from the recommendations for specially designed instruction in the evaluation report. • Measurable annual goals must relate to the general education curriculum or, for preschool students, participation in appropriate activities. • Measurable annual goals must also address other educational needs that result from the student's disability. • The IEP must include a description of how the district will measure the student's progress and when progress will be reported to parents.	
Benchmarks or Short-Term Objectives								
Short term ob # 1 By Jan 14, 2022, Jamal will use his writing skills to write a report on the case law as measured by the student sample, going from 5 prompts to only 3 prompts								
Short term ob # 2 By Jun 14, 2022, Jamal will use his knowledge of legal jargon to script his report as measured by the student sample, going from 3 prompts to only 2 prompts								
Short term ob # 3 By September 14, 2022, Jamal will revise his script to shorten the sentences used as measured by the student sample, going from needing 2 prompts to needing only one prompt.								

PURPOSE: IEPs must include a statement of measurable annual goals, including academic and functional goals, designed to meet each of the student's educational needs that result from the student's disability to enable the student to be involved and make progress in the general education curriculum. For students using an alternate assessment aligned to alternate achievement standards, benchmarks or short-term objectives in the areas being assessed must also be included. In order to be measurable, the goal should include a baseline, a target, and a unit of measure.

MEASURABLE ANNUAL GOAL(S) WITH SHORT-TERM OBJECTIVES/BENCHMARKS

Subject Area & Goal #	Measurable Annual Goal	Method/Criteria for Evaluating Progress (if not addressed in a separate document)	Progress Notes (if not maintained separately)				POINTS TO CONSIDER:	
			Date	Date	Date	Date		
Independent living goal # 1	By the graduation date, Jamal will know how to run the washer and dryer going from needing many prompts (as many as 20-30), to only needing 5 prompts in 4-5 trials, as implemented by transitioning advisor.	Teacher observation					• Measurable annual goals stem from the recommendations for specially designed instruction in the evaluation report. • Measurable annual goals must relate to the general education curriculum or, for preschool students, participation in appropriate activities. • Measurable annual goals must also address other educational needs that result from the student's disability. • The IEP must include a description of how the district will measure the student's progress and when progress will be reported to parents.	
Benchmarks or Short-Term Objectives								
Benchmark # 1 Within the first month, Jamal will sort his laundry, going from needing 30 prompts, to needing 20 prompts in $\frac{2}{3}$ trials as measured by student observation.								
Benchmark # 2 By 6 months, Jamal will sort and wash his laundry going from needing 20 prompts to needing 10 prompts in $\frac{1}{2}$ trials as measured by student observation.								
Benchmark # 3 By 9 months, Jamal will sort, wash and dry his laundry going from needing 10 prompts to 7 prompts in $\frac{1}{2}$ trials as measured by student observation.								

Copy additional pages as necessary

PURPOSE: The purpose of the report of student progress is to inform the parents and the student of the student's progress toward meeting the measurable annual goal(s) and to specify how and when parents will be informed (WAC 392-172A-03090(1)(c)).

POINTS TO CONSIDER: Parents should be provided periodic reports on the student's progress (such as through the use of quarterly or other periodic reports, concurrent with the issuance of report cards).

REPORT OF STUDENT PROGRESS:

State how the student's progress toward meeting the annual goal(s) will be measured (*if not already addressed on measurable annual goal page(s)*):

State how and when the parents will be periodically informed of the student's progress toward meeting the annual goal(s):

A progress report will be emailed to parents every three weeks

PARTICIPATION IN STATE AND DISTRICTWIDE ASSESSMENTS

State Assessments – The student will participate in the following state assessment(s) during this annual IEP:

English/
Lang Arts

Math

Science

☐	☐	☐	Regular State Assessment
☒	☒	☒	Regular State Assessment with Accommodations
☐	☐	☐	Alternate Assessment
☐	☐	☐	Other:

Other statewide assessments (e.g., English language proficiency assessment):

Districtwide Assessments – The student will participate in the following districtwide assessment(s) during this annual IEP:
Yes

Accommodations – List any individual accommodations in the administration of the state or districtwide assessments necessary for the student to participate:

If the student: (a) will not participate in the regular state assessment (with or without accommodations) or (b) is unable to participate in a regular districtwide assessment, explain why the student cannot participate in the regular assessment and why the selected assessment option is appropriate:

POINTS TO CONSIDER:

- The IEP team makes the determination of what type of assessment the student will take and what administrative modifications and individual accommodations are necessary.
- Accommodations provided on state and districtwide assessments should be those that are provided as part of the regular instructional program.
- For further information regarding the state assessment system, including the English language proficiency assessment, allowable accommodations, and graduation requirements, please refer to OSPI's website (www.k12.wa.us/assessment).
- Other assessment options are available to students if required to meet graduation requirements.

Graduation – If the student requires other assessments in order to meet graduation requirements, describe here (*specify assessment and grade level as appropriate*):

- Parents and students should be informed that any assessment other than the regular state assessment (with or without accommodations) leads to a Certificate of Individual Achievement (CIA), rather than a Certificate of Academic Achievement (CAA).

PURPOSE: The purpose of this page is to document the modifications and/or accommodations that the student requires, based on the student's assessed needs, in order to advance appropriately toward attaining the identified annual goals, to be involved and make progress in the general education curriculum, and to be educated with non-disabled peers to the maximum extent appropriate.

ACCOMMODATIONS AND MODIFICATIONS

Subject	Accommodations/ Modifications Needed	Subject	Accommodations/ Modifications Needed	POINTS TO CONSIDER:					
Presentation		Setting							
	Use large print/Braille/audio books		Individualized/small group instruction						
	Audio Digital Books		Preferential seating						
	Alter format of materials (<i>highlight, type, spacing, color-code, etc.</i>)		Reduce environmental distractions (<i>test/study in separate location, noise buffers, etc.</i>)						
	Provide study outlines/guides/graphic organizers		Other:						
	Cloze Reading Strategy	Response							
	Read class materials orally		Speech to Text						
	Low-vision devices (<i>magnifiers, Closed Circuit TV, etc.</i>)		Text to Speech						
	Sign Language – ASL or SEE		Allow dictation to a scribe						
	Shortened assignments		Allow use of a calculator						
	Limited multiple choice		Allow use of digital recordings						
	Modify/repeat/model directions		Utilize oral responses to assignments/assessments						
	Rephrase test questions and/or directions		Spelling and grammar check						
	Provide test/assessment study guide		Hands-on assignments						
	Provide extra credit options		Other:						
	Simplify text wording/language	Other							
	Read class materials orally		Provide desktop list of tasks						
	Assign peer tutor/note taker		Provide homework lists						
	Other:		Behavior plan/contract						
			Provide daily assignment list/schedule						
Timing/Scheduling			Modified grading (<i>describe below</i>):						
	Prior notice of assignments/assessments								
x	Extra time to complete assignments								
x	Modify student's schedule (<i>describe below</i>):		Other:						
	Jamal is orthopedically impaired so may need more time in scgcheduling and breaks		Other:						
	Extra time on assignments/assessments		Other:						
	Allow breaks (<i>during work, between tasks, during testing, etc.</i>)		Other:						
	Other:		Other:						
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 16.6%;">a. All subjects b. Reading c. English d. Spelling</td> <td style="width: 16.6%;">e. Math f. Science g. Social Studies h. History</td> <td style="width: 16.6%;">i. Health j. Economics k. Physical Education l. Music/Art</td> <td style="width: 16.6%;">m. Vocational n. Lunch/Recess o. Library</td> <td style="width: 16.6%;">p. Extracurricular Activities q. Other: r. Other:</td> </tr> </table>					a. All subjects b. Reading c. English d. Spelling	e. Math f. Science g. Social Studies h. History	i. Health j. Economics k. Physical Education l. Music/Art	m. Vocational n. Lunch/Recess o. Library	p. Extracurricular Activities q. Other: r. Other:
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PURPOSE: The information on this page is a summary of the student's program/services, including when services will begin, where they will be provided, who will be responsible for providing them, and when they will end.

SUMMARY OF SERVICES MATRIX

Service	Initiation Date	Frequency (e.g., minutes per week)	Location (setting)	Duration (end date)	Staff Responsible for Delivering Service	POINTS TO CONSIDER: • If the position responsible for delivering the specially designed instruction is anyone other than a certificated special education teacher or related service provider, then the certificated special education teacher/related service provider must design and supervise the instruction, and monitor and evaluate the student's progress. • For definitions of special education, related services, and supplementary aids and services, refer to WAC 392-172A-0102 0 through -01200.
Special Education (<i>specially designed instruction</i>):						
Related Services (<i>i.e. – speech, motor, counseling, vision/hearing, transportation, interpreting services, orientation/mobility, parent training, etc.</i>):						
Speech Therapy	12.07.21	60 mpw	Resource Room	12.05.22	Speech Therapist	
Occupational Therapy	12.07.21	60mpw	Rehab Center	12.05.22	Occuational Therapist	
Physical Therapy	12.07.21	60mpw	Rehab Center	12.05.22	Physical Therapist	
Supplementary Aids and Services (<i>allows student to be educated with non-disabled peers to the maximum extent in general education or other educational setting</i>):						
Program Modifications or Support for School Personnel (<i>i.e. – staff development/training, technical assistance, etc.</i>):						

PURPOSE: The purpose of this page is to document the extent to which the student will be involved and progress in the general curriculum, participate in extracurricular and nonacademic activities and be educated and participate with other special education students and non-disabled students. Other education-related factors that may impact the student should also be considered.

LEAST RESTRICTIVE ENVIRONMENT:

Students ages 6 and above			Choose one:	POINTS TO CONSIDER: • Children should be educated with non-disabled peers to the maximum extent appropriate. • The IEP Team, including the parent(s), is responsible for determining the educational placement of the child. • The placement should provide a reasonably high probability of assisting the student in attaining the annual goals. • The IEP team should consider any potential harmful effect of the placement on the student or on the quality of services received. • Job placements and community-based instruction are considered to be general education settings, unless only disabled individuals are present (such as in a sheltered workshop). • For additional information on LRE for students ages 6 and above, refer to the LRE Calculator.
A.	2,520	= Total minutes per week of building instructional time available for this student (excluding lunch)	☒ In general education setting 80 to 100% of the time ☐ In general education setting 40 to 79% of the time ☐ In general education setting 0 to 39% of the time ☐ In separate day school (public or private) ☐ Residential facility (public or private) ☐ Correctional facility ☐ Homebound/hospital ☐ Home-school/parentally-placed private school	
B.	180	= Total of those minutes in A. above in which this student is in a special education setting (excluding lunch)		
93%		= Percent of time spent in a general education setting (A minus B divided by A)		
An explanation of the extent, if any, to which the student will not participate with nondisabled students in the general education classroom, and in nonacademic and extracurricular activities:				

PARTICIPANTS IN IEP MEETING (Signatures are used to document participation in the meeting and do not constitute agreement or disagreement):

Parent/Guardian	Name/Title	POINTS TO CONSIDER: - IEP team membership is described in WAC 392-172A-03095. - School district must give prior written notice when proposing or refusing to initiate or change the identification, evaluation, educational placement, or provision of FAPE. - A required team member may be excused from attending an IEP meeting with the agreement/ consent of the parent(s) and the district, depending upon whether that member's area is being discussed or modified at the meeting. See WAC 392-172A-03095 (5) for additional related requirements. - The IEP must include the district's procedures for notifying parents regarding the use of restraint or isolation. Districts must also provide parents with a copy of the district's policy on the use of isolation and restraint.
Parent/Guardian	Name/Title	
Student	Name/Title	
Special Education Teacher	Name/Title	
General Education Teacher	Name/Title	
District Representative	Name/Title	
Name/Title	Name/Title	
Name/Title	Name/Title	

Other individuals who should be informed of his/her responsibilities in implementing the IEP (bus driver, librarian, etc.):

TRANSFER OF RIGHTS: Beginning at least one year before reaching age 18, the student has been informed that all rights will transfer to the student at age 18, unless there is a guardianship or other determination that the student cannot make educational decisions.	☒ Yes ☐ No	POINTS TO CONSIDER: When the student reaches age 18 (or majority), the district must notify the parents and the student that rights have transferred to the student, and provide any notices required to the student and parents.
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☐ The district has procedures for notifying parents regarding the use of restraint or isolation. A copy of those procedures is attached to this IEP.

The parent was provided a copy of the special education procedural safeguards in his/her native language or other modes of communication. ☒ Offered and accepted ☐ Offered and declined

***Note: Before providing initial special education services to a student, the district must obtain informed written parental consent. (See model form 3)**



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