

EXHIBIT "E"

INDIVIDUALIZED EDUCATION PROGRAM (IEP) Format

***** School Age

IEP Team Meeting Date: May 13, 2003

IEP Implementation Date (Projected Date when Services and Programs Will Begin): 8 25, 2003
Mo Day Yr

Anticipated Duration of Services and Programs: 5 13, 2004
Mo Day Yr

Student Name: Maxwell/Maxine Ability DOB: _____ Age: 17

Grade: 12 Anticipated Year of Graduation: _____

School District: Higgins School District

Parent Name: Sally + Al Ability

Address: Higgins, PA Phone: (H) _____ (W) _____

County of Residence: Barrister Other Information: _____

IEP TEAM/SIGNATURES*

The Individualized Education Program (IEP) Team makes the decisions about the student's program and placement. The student's parent(s), the student's regular teacher and a representative from the local education agency are required members of this team. A regular education teacher must also be included if the student participates, or may be participating in regular education. Signature on this IEP documents attendance, not agreement.

NAME (typed or printed)	POSITION (typed or printed)	SIGNATURE
<u>SAL ABILITY</u>	Parent	<u>Sally Ability</u>
_____	Parent	_____
_____	Student*	_____
<u>MRS. JULIE MARTIN</u>	Regular Education Teacher	<u>Julie Martin</u>
_____	Special Education Teacher	_____
<u>BLAKE CHECK</u>	Local Ed. Agency Rep. (Chair)	<u>Blake Check</u>
<u>REBECCA MOYES</u>	Community Agency Rep.**	<u>Rebecca Moyes</u>
_____	Vocational Teacher (if appropriate)	_____
_____	_____	_____
_____	_____	_____

* The IEP team must invite the student if transition services are being planned or if the parents choose to have the student participate.
** As determined by the LEA as needed for transition services.

PROCEDURAL SAFEGUARDS NOTICE

I have received a copy of the *Procedural Safeguards Notice*. The District has informed me whom I may contact if I need more information.

Signature: Sally Ability

Date Received: 5/13/03

(1)

I. SPECIAL CONSIDERATIONS THE IEP TEAM MUST CONSIDER BEFORE DEVELOPING THE IEP. ANY FACTORS CHECKED MUST BE ADDRESSED IN THE IEP.

Is the Student Blind or Visually Impaired?

- No
Yes - Team must provide for instruction in Braille and the use of Braille unless the IEP Team determines, after an evaluation of the child's reading and writing skills, needs and appropriate reading and writing media (including an evaluation of the child's future needs for instruction in Braille or the use of Braille), that instruction in Braille or the use of Braille is not appropriate.

Is the Student Deaf or Hearing Impaired?

- No
Yes - Team must consider the child's language and communication needs, opportunities for direct communications with peers and professional personnel in the child's language and communication mode, academic level, and full range of needs, including opportunities for direct instruction in the child's language and communication mode in the development of the IEP.

- COMMUNICATION NEEDS.
ASSISTIVE TECHNOLOGY, Devices and /or Services
LIMITED ENGLISH PROFICIENCY
BEHAVIORS THAT IMPEDE HIS/HER LEARNING or that of OTHERS
TRANSITION SERVICES
OTHER (Specify)

II. PRESENT LEVELS OF EDUCATIONAL PERFORMANCE

STUDENT'S PRESENT LEVELS OF EDUCATIONAL PERFORMANCE:

MAX IS 12th Grade student. His/her academic skills are all grade-level. He/she is maintaining A's + B's in

Max has a "C" s/he has a "C"

FACTORS INVOLVEMENT AND PROGRESS IN GENERAL

child's strengths and needs which will effect the student's curriculum;
with being too literal. s/he often takes directions too concretely instead of examining the appropriateness. s/he has peer interactions - often Max is a target for teasing. Max needs to be more flexible in his/her choices and is a target for teasing. Max needs to learn to manage losing strategies that are appropriate and excessive agitation.

HOW THE STUDENT'S DISABILITY AFFECTS EDUCATION CURRICULUM (Include the child's involvement and progress in the general curriculum.)

MAX has difficulty often takes directions of examining the difficulty with peer misreads social routines. Max has anxiety better - change instead of anger

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III. GOALS AND OBJECTIVES: (Use as many copies of this page as needed to plan appropriately).

MEASURABLE ANNUAL GOAL: MAX will be able to demonstrate improvement in the number of appropriate social interactions with peers in group sessions from baseline data obtained by team prior to instruction.

SHORT TERM OBJECTIVE/BENCHMARK	EXPECTED LEVEL OF ACHIEVEMENT	METHOD OF EVALUATION
① Max will be able to initiate a conversation with a peer	5 out of 5 weekly observations	teacher checklist
② Max will be able to maintain the topic of conversation with a peer through 3 exchanges in peer selected topic (ie-refrain from talk about cars)	6 out of 8 monthly observations	teacher/clinician checklist

REPORT OF PROGRESS ON ANNUAL GOALS

How goals will be measured:
How progress will be reported:

1	2	3	4	OTHER IF APPLICABLE
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____

MEASURABLE ANNUAL GOAL: _____

SHORT TERM OBJECTIVE/BENCHMARK	EXPECTED LEVEL OF ACHIEVEMENT	METHOD OF EVALUATION
③ Max will be able to recognize harmful teasing vs. friendly teasing	6 out of 8 monthly observations	teacher checklist
④ Max will be able to maintain participation in a group activity for 15 minutes	6 out of 8 monthly observations	teacher checklist

REPORT OF PROGRESS ON ANNUAL GOALS

How goals will be measured: teachers/clinicians will use a checklist with social goals during observation
How progress will be reported: 9 wks report card, monthly progress notes on social skills classes

1	2	3	4	OTHER IF APPLICABLE
① 4 out of 5 times avg 1 st 9 weeks	same	_____	_____	_____
② 1 out of 8 times monthly	same	_____	_____	_____
③ 2 out of 8 times monthly	4 out of 8 times monthly	_____	_____	_____
④ 5 out of 8 times monthly	SAME	_____	_____	_____

NOTE: Specially designed instruction may be listed with each goal/objective and/or listed in Section IV.

③

III. GOALS AND OBJECTIVES: (Use as many copies of this page as needed to plan appropriately).

MEASURABLE ANNUAL GOAL: Max will be able to demonstrate an improvement in making decisions that involve personal well-being from base-line data gathered by team prior to instruction

SHORT TERM OBJECTIVE/BENCHMARK	EXPECTED LEVEL OF ACHIEVEMENT	METHOD OF EVALUATION
1 Max will select from between 3 options an appropriate response to peer teasing	6 out of 8 monthly observations	teacher/clinician checklist
2 Max will demonstrate real-life situations and appropriate response to peer teasing	6 out of 8 monthly observations	"
3 Max will demonstrate from among 3 options an understanding of when he/she is being manipulated by peers	6 out of 8 monthly observations	"

REPORT OF PROGRESS ON ANNUAL GOALS

How goals will be measured: teachers/clinicians will use a checklist during observation
 How progress will be reported: 9 weeks report card, monthly progress notes on social skills classes

	1st 9wks	2nd 9wks	3	4	OTHER IF APPLICABLE
1	2 out of 8x monthly	3 out of 8 times monthly	_____	_____	_____
2	4 out of 8x monthly	same	_____	_____	_____
3	4 out of 8x monthly	same	_____	_____	_____

MEASURABLE ANNUAL GOAL: Max will be able to demonstrate an improvement in managing his/her anxiety from baseline data gathered by the team prior to instruction

SHORT TERM OBJECTIVE/BENCHMARK	EXPECTED LEVEL OF ACHIEVEMENT	METHOD OF EVALUATION
1 Max will notify his/her teacher when she is becoming stressed prior to acting out in anger	90% of the time	teacher evaluation
2 Max will utilize stress reducing strategies voluntarily when she becomes overwhelmed	90% of the time	teacher evaluation

REPORT OF PROGRESS ON ANNUAL GOALS

How goals will be measured: anecdotal reports from observations from all teachers
 How progress will be reported: 9 weeks report card

		3	4	OTHER IF APPLICABLE
1	60%	70%	_____	_____
2	60%	70%	_____	_____

NOTE: Specially designed instruction may be listed with each goal/objective and/or listed in Section IV.

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IV. SPECIAL EDUCATION/RELATED SERVICES:

A. PROGRAM MODIFICATIONS AND SPECIALLY DESIGNED INSTRUCTION: (Specially designed instruction may be listed with each goal/objectives.)

Concrete ways to explain social skills to MAX
 Small groups / individual instruction
 Use of a "cool off" period for MAX
 Social comic strips
 peer instruction

B. RELATED SERVICES: List the services that the student needs in order to benefit from or access his/her special education program:

Service	Location	Projected* Beginning Date	Frequency	Anticipated* Duration
Social skills group 2x's a week	guidance office	9/1/03	42 minute SESSION	entire school year

*Include only if differs from IEP beginning and/or duration dates.

C. SUPPORTS FOR SCHOOL PERSONNEL RELATED TO STUDENT'S NEEDS:

Max's team will remain in communication
 with his/her medical team

D. EXTENDED SCHOOL YEAR: The IEP Team has considered and discussed ESY services, and determined that:

Max's parents do not want ESY for Max

V. PARTICIPATION IN STATE AND DISTRICT-WIDE ASSESSMENTS

STUDENT PARTICIPATION – STATE ASSESSMENTS

This section applies to student's age/grade eligible for the PSSA/PASA (Reading, Math-grades 3, 5, 8, 11; Writing-grades 6, 9, 11)

Student will participate in the PSSA without accommodations.

OR

Student will participate in the PSSA with the following accommodations:

PSSA Reading (grades 3, 5, 8, 11) _____
PSSA Math (grades 3, 5, 8, 11) _____
PSSA Writing (grades 6,9, 11) _____

OR

Student will participate in the Pennsylvania Alternate System of Assessment (PASA). (Effective beginning the 2000-01 school year, the alternate assessment in Pennsylvania is PASA).

If the IEP Team has determined it is not appropriate for the student to participate in the PSSA, the team must explain why the PSSA is not appropriate:

Choose how the student's performance on the PASA will be documented:

Videotape (which will be kept confidential as all other school records)

Written Narrative (which will be kept confidential as all other school records)

STUDENT PARTICIPATION – DISTRICT ASSESSMENTS

Student will participate in the District assessments without accommodations.

OR

Student will participate in the District assessments with the following accommodations:

OR

If the IEP Team has determined that it is not appropriate for the student to participate in the district-wide assessment they must explain why the assessment is not appropriate for the student and how the student will be assessed.

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VI. LEAST RESTRICTIVE ENVIRONMENT (LRE)

EDUCATIONAL PLACEMENT (Type of Service, Type of Support, ex: Full-time learning support)

Autistic Support

Explanation of the extent, if any, the student will not participate with non-disabled children in the regular class and in the general education curriculum:

MAX will attend a social skills class with typical peers 2 times weekly

Percentage of time the student receives special education outside of the regular education classroom:

- Less than 21% outside of the regular education classroom
 21-60% outside of the regular education classroom
 61% or more outside of the regular education classroom

Location: _____

VII. TRANSITION PLANNING

1. Will the student be 14 years of age or older during the term of this IEP?

- No - (Not necessary to complete this Section)
 Yes - Team must address the student's courses of study and how the course of study applies to components of the IEP.

Student's courses of study:

MAX is in college prep class with an additional class in automotive at a local VO-tech program

2. Will the student be 16 years of age or older during the term of this IEP or is the student younger and in need of transition services as determined by the IEP Team?

- No - (Not necessary to complete this Section)
 Yes - Team must address and complete this Section

Individualized Education Program

DESIRED POST-SCHOOL OUTCOMES: Define and project the desired post-school outcomes as identified by the student, parent and IEP team in the following areas. State how the services will be provided and person(s) responsible for coordinating these services.

SERVICE	HOW SERVICE IS PROVIDED	PERSON RESPONSIBLE
Post Secondary Education/Training	Max has been accepted at a local trade school Max is awaiting acceptance to 4-year university	guidance counselor will facilitate enrollment
Employment	Max will not be employed until completion of program	
Community Living	Max will live with parents until he/she finishes above program	
a) Residential		
b) Participation		
c) Recreation		

STATEMENT OF COORDINATED TRANSITIONAL SERVICES AND ACTIVITIES NEEDED TO SUPPORT DESIRED POST-SCHOOL OUTCOMES:

The instructional areas should support the desired post-school outcomes. The following instructional areas should appear in the IEP as annual goals, short-term instructional objectives or benchmarks, and/or specially designed instruction. For example (if appropriate):

- Instruction and Related Services
- Community Experiences
- Acquisition of Daily Living Skills
- Functional Vocational Evaluation
- Adult Living

Max will need help in his/her social communication domain

LINKAGES

List the agencies, which may provide services/support (before the student leaves the school setting):

Higgins Vo-Tech/Career School 418-555-3456
Agency Name Phone Number

J. T. Hooker Career & Technical Institute
Responsibilities/Linkages 418-555-8842

Agency Name Phone Number

Responsibilities/Linkages

Agency Name Phone Number

Responsibilities/Linkages

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