***SAMPLE* High School Inclusive Values- and Standards-Based IEP**

**Student’s Name: Leslie**

**Grade: 11th**

**Disability identification: Intellectual Disability**

**Student Profile**

Leslie is a confident and outgoing young woman. She loves school and being fully a part of the high school social scene. She is kind to others and quick to offer a comforting or encouraging word. She is generally very laid back and not flustered by unforeseen events with the exception of fire drills. She is very close to her two sisters and older brother and enjoys the support of both parents.

Leslie has many of the same interests as her classmates without disabilities such as pop music, celebrities, and pro sports teams. She has been on the swim team since middle school and she works hard at practice several times a week.

Participation in extracurricular activities, service learning opportunities, and sports are essential for Leslie to develop age-appropriate and functional skills such as self-determination, following the un-written rules of social interaction, problem-solving, life-long fitness, navigating around the community, and developing career and independent living skills.

Leslie’s identification of intellectual disability does not present a comprehensive picture of her as a learner. Leslie’s long term memory is optimized by assuring that all text and other instructional materials are presented during both instruction and assessment at her reading and comprehension level, supplemented with pictures, graphic representations, and semantic maps or schema. Leslie’s recall difficulties may be due to language retrieval problems rather than the absence of knowledge or conceptual understanding. She benefits from supports such as word banks, giving her a choice of several answers, re-stating questions using familiar vocabulary, making connections to her background knowledge, and analogies. If Leslie is distracted by noise, movement, or changes in routine, the least intrusive prompts should be used. Structures that support her following classroom routines include task cards, encouraging her to follow what her classmates are doing, using her iPad reminder App, and chunking academic tasks into smaller steps.

Leslie uses a variety of technology for both academic and functional purposes that are described in the Accommodations and Modification section.

Leslie easily navigates the building and is able to meet her self-care needs independently.

During fire drills Leslie demonstrates anxiety and requires support and supervision from an adult during these events.

**Describe the Student's Strengths**

Leslie's social/pragmatic and interpersonal skills are strengths that serve her well during academic tasks and promote her many connections with classmates at school. She is motivated to learn, demonstrates effort when working on assignments, conforms to expected classroom behavior, and willingly engages in group work and presentations. Leslie is very sociable and has a network of peers that she interacts with at lunch and during transition times. Her positive attitude and desire to learn and to do well assist her both in and out of the classroom. Leslie's magnetic personality, upbeat attitude, and confidence contribute to her success in the school environment. Leslie’s strengths must be considered in the context of her family system. Leslie’s family is very involved in her education and works with school staff in a respectful and collaborative manner.

**Describe the Parent's Input for Enhancing the Student's Education**

Leslie and her family have high expectations for her learning that are best realized by Leslie’s full inclusion in both the academic and social life of the school as well as participation in typical teenage experiences that will build her independence (e.g., summer jobs) in preparation for transition to adult life. Their goal is that she will graduate from high school with a regular diploma and leave school with a job that reflects her interests, skills, and that has the potential for career advancement.

Leslie’s parents have expressed the following long-term goals for her education:

1. Graduate with a regular high school diploma. If at any time in the future while Leslie is still enrolled in the SRSD and/or the state of NH enacts new graduation requirements, it is expected that the rules in place at the time of this IEP will prevail.
2. Be competitively employed at the time of high school graduation.
3. Enroll in post-secondary education (1 or 2 classes a year)
4. Get married and have children.
5. Live at home immediately after high school graduation and then begin planning for living away from home.
6. Have a full and satisfying social life.
7. Be healthy and happy.

**Present Level of Performance**

Leslie enjoys reading popular magazines and mystery series books written at the 3rd grade level that feature girls or young women as the main character. She listens to books read aloud on her iPad such as The Hunger Games series. Leslie de-codes at approximately the 5th grade level but her silent reading comprehension is at approximately the 3rd grade reading level. She recalls details better when unfamiliar vocabulary is previewed before reading and when she is asked to summarize what she has read after every page. She is able to give answers to who, what, and when questions but needs guided support to answer why questions and to make inferences.

Leslie participates in many sports but fatigues easily in part due to poor core strength. Toward the end of the day her posture deteriorates and the use of adaptive seating is being explored.

Leslie is generally a happy young woman but she is sensitive to being left out of social activities. This year she has expressed to her parents a wish to be part of more extracurricular activities and to go on outings with friends on a more regular basis.

Leslie writes notes and letters to friends using a pencil or pen but does all of her academic writing using word prediction software on her laptop or iPad. She makes frequent spelling errors and does not use punctuation accurately. She sends text messages on her smart phone. She writes most expansively when she has created an outline or graphic organizer before starting to write. She is beginning to use Inspiration software to develop an outline and the word prediction and other features of Read and Write Gold.

Leslie is able to state big ideas and recall up to five vocabulary words from recent science and social studies units. Long term recall is difficult for her.

In math Leslie has mastered addition and subtraction facts up to 12 and is able to do multi-digit multiplication and division problems when using a calculator. She needs to have word problems displayed as computation problems in order to do them successfully. She uses a calculator to determine how much a group of items costs and uses the “next higher amount” strategy to determine how much to give the cashier. She is able to use an ATM to withdraw money and a debit card to make purchases at the store. On math tests modified to about the 3rd grade level, Leslie generally scores 80% or better.

Leslie’s receptive and expressive communication skills are a strength. In social conversation her abilities are on par with her closest same age peers without disabilities within whom she shares activities and social experiences. She initiates conversation with unfamiliar peers but has difficulty sustaining them. Her articulation of multi-syllabic words is sometimes unclear although familiar people are generally able to understand her meaning. When she is asked to slow down or repeat what she has said her intelligibility goes up.

Leslie wears glasses to correct her vision to 20/20 and her vision does not present a barrier to her safely navigating the school or familiar community environments. Her perceptual motor difficulties sometimes present a barrier to looking at the board and copying notes so she should have copies of all notes provided after a lecture.

Leslie demonstrates challenges comprehending novel academic information and her understanding is compromised by difficulties with long term memory, particularly of de-contextualized information. Leslie does best learning new concepts when they are presented verbally, in writing, within a graphic organizer, through video, with concrete objects (when possible) and when she has had the opportunity to talk about these ideas with her classmates and at home. Leslie’s concentration is best when her daily schedule is varied, i.e., one period of academics, a period of music, a short academic support period, another academic class, lunch, physical activity, and another academic class. On those days when she has several academic classes in a row her attention will fade and she will not do her best work.

Leslie has had two previous summer jobs: the first at the local parks and recreation department after 9th grade where she assisted the campers with arts and crafts and the second at a law office where she did filing, mailing, photocopying, and the like. She recently spent a day at a local radio station and has expressed an interest in an internship or job there in the future.

The Woodcock-Johnson III Tests of Achievement administered in 3/12 indicated broad reading standard scores 43, reading comprehension 39, and reading fluency 58. These results are developmentally between an age equivalence of 6.4 - 7.4 years when compared to same age and grade peers. Broad math standard scores are 25, math calculation skills 32, and math fluency 49. Broad written language standard scores are 48, and writing fluency 50. Because of the de-contextualized nature of these assessments they may not represent Leslie’s functional abilities.

**Annual Goals and Short Term Objectives (samples – measureable benchmarks should be added)**

**READING**

***Annual Goal:*** When provided with text written at her reading level, graphic organizers, pictures and symbols, schema, and Read & Write Gold supports on a computer or iPad, Leslie will improve her reading skills within connected literary and information text to the criterion required to meet modified English 11 course competencies as measured by classroom assignments and teacher made tests.

***Short Term Objectives:***

* Identify regularly spelled multi-syllabic words, by using knowledge of sounds, syllable types, or word patterns.
* Use strategies to unlock meaning.
* Locate and record information to show understanding.
* Use a range of self-monitoring and self-correction approaches (e.g., predicting upcoming text, monitoring, adjusting and confirming).
* Use strategies while reading or listening to literary and [or] informational text (e.g., using prior knowledge; predicting and making text based inferences; determining importance; generating literal and clarifying questions; constructing sensory images (e.g. making pictures in one’s mind); making connections (text to self, text to text, text to world); and locating and using text features (e.g., headings, parts of the book).
* Distinguish fact from opinion.
* Describe character(s), setting, problem, solution, and major events.
* Sequence key events.
* Compare stories or texts to personal experience, prior knowledge, or to other texts.
* Identify the author's basic message.

**WRITING**

***Annual Goal***: When provided with text written at her reading level, graphic organizers, pictures and symbols, schema, and Read & Write Gold supports on a computer or iPad, Leslie will improve her response-to-text and expressive writing skills to the criterion required to meet modified English 11 course competencies as measured by assignments and teacher made tests.

***Short Term Objectives:***

* In response to having read an *informational text…*
  + Select ideas that support the development of a summary
  + Organize ideas into a beginning, middle, and concluding statement
  + Use appropriate grammar, mechanics, spelling, sentence, and paragraph structures.
* In response to a prompt to generate *a story or other expressive text…*
* Generate topics for writing
* Create character(s) through description of physical attributes
* Create a clear understandable story line with a beginning, middle, and end
* Use appropriate grammar, mechanics, spelling, and sentence and paragraph structures
* Text or write an e-mail to a friend, using age-appropriate social vocabulary and abbreviations (e.g., OMG).
* Write a letter to a prospective employer or internship supervisor.

**PHYSICAL SCIENCE**

***Annual Goal***: Leslie will master 1 enduring understanding/big idea, 5 vocabulary words/terms, and 3 facts/concepts/skills within each unit of the Physical Science curriculum.

***Short Term Objectives:***

* Describe how the properties of certain materials can change when specific actions are applied such as mixing, heating, cutting, dissolving, and bending.
* Collect and organize data about physical properties in order to classify objects or draw conclusions
* Use data to predict how a change in force might affect the position, direction, or speed of an object.
* Explain that some materials can exist in different states; and describe the distinct physical properties of each state of matter.
* Explain that materials may be composed of parts that are too small to be seen without magnification.
* Use measures of weight (data) to demonstrate that the whole equals the sum of its parts.
* Recognize that energy comes from different sources, such as electricity and water, andis utilized in many common objects.
* Compile data gathered through observations to record and present results using tally charts, tables and/or graphs. [within a group]

**EXPRESSIVE COMMUNICATION**

***Annual Goal:*** Leslie will improve her conversational skills with classmates and adults.

***Short Term Objectives:***

* Initiate and maintain a conversation with a classmate about a topic of mutual interest, 5 times weekly, taking 5 turns with less than 1 breakdown per interaction, as measured by teacher observation and data collection.
* Repair conversational breakdowns by repeating, clarifying, or speaking more slowly and distinctly, when provided with cueing support from classmates or adults, to the satisfaction of her conversational partner, 80% of the time in 5 opportunities per week, as measured by teacher observation and data collection.

**MATHEMATICS**

***Annual Goal*:** Explain solutions using geometric attributes and relationships in diverse contexts.

***Short Term Objectives/Benchmarks:***

* Make formal geometric constructions with a variety of tools and methods.
* Construct, draw or recognize a figure after its rotation, reflection, or translation.
* Use definitions to determine congruency and similarity of figures.
* Use the translations, reflections, rotations and dilations in the coordinate plane to solve problems with right angles.
* Find hypotenuse of a two-dimensional right triangle (Pythagorean Theorem).

**TECHNOLOGY**

***Annual Goal:*** When provided with instruction and modeling, Leslie will use a variety of technology hardware and software applications for reading, writing, presenting, organizing, communicating, and research, meeting the computer technology graduation requirements through an extended learning opportunity [ELO] contract.

***Short Term Objectives/Benchmarks:***

* Use word prediction to write.
* Use the spelling and grammar check feature of Read and Write Gold to check work for errors and make

appropriate edits, resulting in fewer than 2 mistakes per three sentence paragraph, as measured by teacher and

parent observation and data collection.

* Use text to speech software applications to support comprehension of difficult text.
* Use PPT to support demonstration of learning.
* Embed photos, graphics, and video in class presentations
* Use graphic organizer software to develop story maps.
* Use an iPad App to record and manage her coursework assignments and school-based events and deadlines.
* Use a cell phone to maintain a list of important contacts related to school-sponsored work and/or internship

experiences.

* Demonstrate proficiency in using a land line and cell phone in emergencies.
* Use internet search engines for research purposes related to academic work, job searches, and other functional

uses.

* Use library search tools to locate reputable sources for research papers or other academic assignments.
* Identify what technology is appropriate to use in a variety of situations.
* Master each technology’s navigation and operation features such as doing searches, navigating, sharing and

saving work, printing.

**SOCIAL COMPETENCE**

***Annual Goal:*** Leslie will increase her social connections within a variety of extracurricular and social activities and environments as judged by her self-identified level of satisfaction.

***Short Term Objectives/Benchmarks:***

* Explore and then join an extracurricular/sports activity and attend at least three times per week.
* Volunteer to be on the decorating committee for the prom and will invite a friend to attend with her.
* Extend an invitation to a friend for one non-school social activity per week.

**EMPLOYMENT/CAREER/TRANSITION**

***Annual Goal:*** Leslie will improve work habits and skills.

***Short Term Objectives/Benchmarks:***

* Follow daily schedule and be on time
* Keep a weekly and monthly calendar of academic due dates, social activities, and work obligations
* Use a daily to-do list
* Turn in assignments on time
* Come prepared to class or work with the required materials, uniform, name tag, etc.
* Learn skills associated with personal banking

***Annual Goal:*** Leslie will increase her self-determination skills.

***Short Term Objectives/Benchmarks:***

* Create a personal futures plan for after high school and for the next school year.
* Participate in IEP meeting and contribute ideas for post-secondary goals and describe accommodations and supports that work well.

***Annual Goal:*** Leslie will familiarize herself with two post-secondary educational opportunities.

***Short Term Objectives/Benchmarks:***

* Attend a High School College Fair and identify two programs that are aligned with her interests.
* Take a tour of two post-secondary campuses.
* On her college tours meet with current students, an admissions counselor, and a Disability Services staff member.

**Accommodations/Modifications/Supports**

**Accommodations (A):**

Supports and services to help the student access the general curriculum/program. Does not fundamentally alter expectations or standards in instructional level, content or performance criteria.

**Modifications (M):**

Specifically designed instruction that changes the general curriculum content or standards and what is expected of the student in order for the student to make effective progress. Fundamentally alters expectations or standards in instructional level, content, or performance criteria.

**HOMEWORK AND TESTS**

(A) Reduce the amount of homework and test items such as shorter writing assignments, fewer math problems.

(A) Align homework and tests with instruction and IEP goals.

(A) Provide extended time for homework and tests.

(A) Long term assignments should be broken into segments with due dates.

(A) Leslie may email homework to teachers from home.

**PRESENTATION OF MATERIAL/SUBJECT**

(A) Provide copy of notes.

(A) Adjust language level.

(A) Adjust reading level.

(A) Enlarge print and create adequate white space.

(A) Utilize peer supports.

(A) Give extended time for oral responses.

(A) Enable Leslie to access all organizational, receptive, and expressive supports on her computer or iPad.

(A) Provide graphic organizers.

(A) Provide text at Leslie’s reading and comprehension level.

(M) Modify content to focus on core connectors to the general curriculum, reduced in depth, breadth, and complexity.

(A) Enable all features of Read and Write Gold on a laptop or iPad.

(A) Provide task cards or other schema that represent steps in academic or work tasks.

(A) Present information through multiple modalities including writing, verbal, pictorial, graphic, and concrete objects/manipulatives.

(A) Provide all text in digital format.

(A) Enhance all text with pictures and/or graphics to enhance comprehension.

(A) Give extra time for Leslie to process verbal and written information.

**PHYSICAL/ENVIRONMENTAL**

(A) Seating for optimum attention and posture.

**SENSORY/EMOTIONAL**

(A) Provide sensory breaks as needed.

(A) Provide positive comments for work well done.

(A) Provide warning of and 1:1 support during fire drills or other potentially upsetting events.

**ASSESSMENTS/TESTING/GRADING**

(A) Provide the same supports during assessment as are provided during instruction.

(M) Grading rubric will be based on Leslie’s personalized learning expectations in each unit of study.

(A) Allow Leslie to take non-writing tests orally.

(A) Allow Leslie to take tests in academic support room.

(A) Use multiple choice instead of essay when possible.

(A) Allow use of computer with Read and Write Gold.

(A) Allow use of open notes on assessments.

**LANGUAGE**

(A) Prepare Leslie for lesson by telling what will be taught and by summarizing at the end of the lesson.

(A) Gain Leslie’s attention before speaking.

(A) Allow extra time to process and respond to information/questions.

**INSTRUCTIONAL STRATEGIES**

(A) Present instruction orally.

(A) Pre-teach vocabulary.

(A) Present instruction with concrete, graphic, and/or pictorial representations.

(A) Give directions one step at a time.

(A) Offer redirection.

(A) Encourage/establish eye contact when speaking and listening.

(A) Encourage peer supports.

**SUPPORT TO TEAM MEMBERS**

(A) Content area teachers will provide lesson and unit overviews and digital text to Inclusion Facilitator and parents 2 weeks ahead of time.

(A) Consultation to the team on the use of assistive technology will be provided to the team 3 days per year.

(A) 15 minutes of common planning time weekly will be provided to each academic content teacher and Inclusion Facilitator.

(A) 90 minutes of common planning time weekly will be provided for Inclusion Facilitator and Paraprofessional.

(A) 30 minutes per week of consultation will be provided to the team from the SLP.

(A) 30 minutes per week of consultation will be provided to the team from the OT.

(A) Provide biweekly updates on Leslie’s achievements and/or difficulties.

**Services**

* 2 hours daily of Inclusion Facilitator – 1 hour providing support in a general education classroom and 1 hour devoted to making adaptive materials, consulting with other team members
* 5 hours daily of paraprofessional support
* 1 hour daily of reading and writing instruction provided by Reading Specialist
* 2 30 minute sessions weekly of Speech Language Pathology – one session provided within academic classes when Leslie is working in small groups and one session as consult to team members
* 1 30 minute session weekly of Occupational Therapy observing Leslie using technology and consult to paraprofessional
* Consultation to the team re: Leslie’s use of technology – 3 days per year