

Student Name: [REDACTED]
DOB: 06/04/2002

HOUSTON COUNTY SCHOOLS
IEP Meeting Date: 05/31/2007

Current Descriptive Information

Describe the student's strengths:

[REDACTED] is a very bright child with strong language skills. He is also very social and friendly and enjoys being active. He also has an excellent memory and is very curious. He has very strong family support. He likes social interaction and enjoys exploring his environment. [REDACTED] is open to listening and is easily redirected through tasks. [REDACTED] responds well to positive reinforcement and is independent and age appropriate in toileting. He is learning to utilize a multi-sensory approach to access the educational environment.

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

[REDACTED] parents are concerned with his adaptive and self-help skills as well as learning the skills he needs to be able to read and write. They are also concerned with his orientation and mobility and they would like for him to remain independent in his travel through his environment. They would like for him to continue progressing. They are also concerned with him developing social skills that are like that of his peers. [REDACTED] parents are concerned with adapting his environment so he is as stimulated as the other students are in an appropriate way. They are also concerned with the personnel being trained appropriately in how to deal with [REDACTED] individual needs. [REDACTED] parents are concerned that his peers and school staff have an accurate and realistic perception of [REDACTED] abilities, skills, and learning styles. Providing information and training to staff and peers needs to be addressed during the 2007-08 school year. [REDACTED] parents want a more detailed account of the progress he is making toward his goals and they would like to have monthly contact with his service providers to apprise them of his progress. [REDACTED] parents would like him to have more exposure to technology for the blind and to acquire his materials at the same rate as sighted peers.

Describe how the student's disability affects involvement and progress in the general curriculum:

[REDACTED] visual impairments (Leber's Congenital Amaurosis-LCA) make it difficult for him to access educational materials visually without accommodations, modifications, adaptations, and specialized instruction. Fine motor and mobility deficits hamper his ability to safely access and manipulate materials within the educational environment.

Present Levels of Performance

Levels of functioning, should when applicable, include norm referenced and/or criterion referenced data, as well as descriptive information of the student's deficit areas.

Source of Information	Area Assessed	Date	Exceptional Yes/No
Orientation and Mobility	Vision	05/24/2006	Yes
Present Level of Performance: (From July 2005 TSB Preschool assessment) [REDACTED] is primarily a visual traveler but does not move confidently through-out unfamiliar environments. His mobility limitations are associated with restricted depth perception, central field loss, and an inability to incorporate visually scanning with sensory cues. Physical activities and mobility may also be restricted by low light situations such as bad weather and nighttime." During 2005-06 school year, The TAPS curriculum was utilized and [REDACTED] has achieved 98% proficiency in concept development. Cane skills and protective techniques are age appropriate. Positional/spatial concepts are also age appropriate. Subtest: Orientation and Mobility Date: 05/24/2006 Exceptional Yes/No : Yes			
Functional Vision	Vision	07/14/2005	Yes

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Present Level of Performance: (From July 2005 TSB Preschool evaluation) [REDACTED] is considered legally blind and will require adaptations for near and distance viewing. Development of his fine motor, self-help, with visual efficiency skills will need to be a priority. [REDACTED] severe visual impairment will require a multi-sensory approach for obtaining information." The team feels it would be beneficial for [REDACTED] to learn alternative methods for accessing print and other visual information while continuing to use his vision in conjunction with other skills. It is more than likely that [REDACTED] will be a Braille reader. In itself, Leber's is a potentially degenerative condition, although, at this time, [REDACTED] vision is stable.

Subtest: Functional Vision Assessment Date: 07/14/2005

Exceptional Yes/No : Yes

Source of Information	Area Assessed	Date	Exceptional Yes/No
Oregon Developmental	Pre-vocational	05/15/2007	Yes
Present Level of Performance: [REDACTED] was 59 months at the time of assessment. Developmental skills were all at or above age level when comparing him to his blind or visually impaired peers. [REDACTED] has made great progress as measured by the Oregon. He will be assessed again on the Oregon prior to aging out of its standardization sample.			
Subtest: Self-help		Date: 05/15/2007	
Age Equiv. : 64 months		Exceptional Yes/No : yes	
Subtest: Fine Motor		Date: 05/15/2007	
Age Equiv. : 62 months		Exceptional Yes/No : yes	
Subtest: Social		Date: 05/15/2007	
Age Equiv. : 70 months		Exceptional Yes/No : no	
Subtest: Language		Date: 05/15/2007	
Age Equiv. : 70 months		Exceptional Yes/No : no	
Subtest: Gross Motor		Date: 05/15/2007	
Age Equiv. : 67 months		Exceptional Yes/No : no	
Subtest: Cognition		Date: 05/15/2007	
Age Equiv. : 64 months		Exceptional Yes/No : yes	
Subtest: Compensatory		Date: 05/15/2007	
Age Equiv. : 70 months		Exceptional Yes/No : no	
Subtest: Vision		Date: 05/15/2007	
Age Equiv. : 64 months		Exceptional Yes/No : yes	

Source of Information	Area Assessed	Date	Exceptional Yes/No
Peabody Developmental Motor Scales	Fine Motor	04/28/2007	Yes
Present Level of Performance:			
Subtest: Total Score		Date: 04/28/2007	
Exceptional Yes/No : yes		Score : 178	Percentile Rank : 1
Subtest: Grasping		Date: 04/28/2007	
Exceptional Yes/No : no		Score : 44	Percentile Rank : 99
Subtest: Eye Hand Coordination		Date: 04/28/2007	
Exceptional Yes/No : yes		Score : 64	Percentile Rank : 2

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Subtest: Hand Use	Date: 04/28/2007	
Exceptional Yes/No : no	Score : 52	Percentile Rank : 99
Subtest: Manual Dexterity	Date: 04/28/2007	
Exceptional Yes/No : yes	Score : 18	Percentile Rank : 2

Source of Information	Area Assessed	Date	Exceptional Yes/No
Brigance	Academic Readiness	04/19/2007	Yes
Present Level of Performance: Although [REDACTED] score on the Brigance is high, he will need assistance in the general curriculum with academics due to his visual impairment.			
Subtest: Academic Readiness	Date: 04/19/2007		
Exceptional Yes/No : yes	Score : 96.5		

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

Goal 1 of 5

Area of Need: Fine Motor

Personnel/Position Responsible: SPED staff, OT, vision specialist, kindergarten staff

Annual Goal: [REDACTED] will demonstrate improved fine motor skills as measured by the Oregon, mastering 90% of the 5-6 year old fine motor skills.

Benchmarks/Short-Term Instructional Objectives	Anticipated Beginning Date	Criteria for Mastery	Method of Evaluation
[REDACTED] will be able to trace along vertical and horizontal raised lines.	08/01/2007	80	Teacher-Made Tests Teacher Observations
[REDACTED] will show no signs of withdrawal in sensory pool or during age appropriate fine motor tasks (i.e. using paste/glue).	08/01/2007	80	Teacher-Made Tests Teacher Observations
[REDACTED] will cut paper in half using standard scissors.	08/01/2007	80	Teacher-Made Tests Teacher Observations
[REDACTED] will place 1/4" pegs in 3 rows, tracking left to right.	08/01/2007	80	Teacher-Made Tests Teacher Observations
[REDACTED] will close buttons, snaps, belts, and zippers on his own clothing.	08/01/2007	80	Teacher-Made Tests Teacher Observations
[REDACTED] will print his first and last name with verbal cueing.	10/01/2007	80	Teacher-Made Tests Teacher Observations
[REDACTED] will draw a simple person, beginning with two parts and building to six body parts.	08/01/2007	80	Teacher-Made Tests Teacher Observations
[REDACTED] will complete puzzles with 6-12 interlocking pieces.	08/01/2007	80	Teacher-Made Tests Teacher Observations
[REDACTED] will use a pushbutton phone to make a call independently.	08/01/2007	80	Teacher Observations

Program Modifications/Supports for School Personnel:

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consultation with vision specialist and OT

Goal 2 of 5

Area of Need: Pre-vocational

Personnel/Position Responsible: SPED staff, vision specialist, O&M specialist, OT, and kindergarten staff

Annual Goal: [REDACTED] will increase his level of independence within the preschool classroom and school environment, mastering 90% of the self help skills at the 5-6 year old level of the Oregon.

Benchmarks/Short-Term Instructional Objectives	Anticipated Beginning Date	Criteria for Mastery	Method of Evaluation
[REDACTED] will ascend and descend stairs using correct O&M technique.	08/13/2007	80	Teacher Observations
[REDACTED] will negotiate curbs using correct O&M technique.	08/13/2007	80	Teacher Observations
[REDACTED] will walk along a shoreline using correct O&M technique.	08/13/2007	80	Teacher Observations
[REDACTED] will store and retrieve his cane at various locations.	08/13/2007	90	Teacher Observations
[REDACTED] will walk routes using constant contact cane technique.	08/13/2007	90	Teacher Observations
[REDACTED] will move independently, vocalizing spatial concepts (i.e. up, down, over, under, in front of etc.) and using specific and detailed descriptors.	08/01/2007	90	Teacher Observations
[REDACTED] will engage in mobile exploration of his school environment.	08/01/2007	90	Teacher Observations
Upon teacher request, [REDACTED] will work independently at a desired activity that is not kinesthetically stimulating for up to 15 minutes.	10/01/2007	90	Teacher Observations
[REDACTED] will independently use simple condiments and prepare food items on his tray in the cafeteria (i.e. opening wrappers, using condiments, accessing his drink, pouring liquids with minimal spillage, and localizing and wiping up spills).	08/01/2007	90	Teacher Observations
[REDACTED] will demonstrate age appropriate self-care skills including independently toileting and brushing/combing his own hair.	08/01/2007	90	Teacher Observations

Program Modifications/Supports for School Personnel:
consultation with vision specialist, O&M, and OT

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Goal 3 of 5

Area of Need: Social/Emotional Behavior

Personnel/Position Responsible: SPED staff, vision specialist, kindergarten staff

Annual Goal: [REDACTED] will demonstrate age appropriate social skills in the preschool classroom environment, mastering 90% of the social skills on the Oregon at the 5-6 year old level.

Benchmarks/Short-Term Instructional Objectives	Anticipated Beginning Date	Criteria for Mastery	Method of Evaluation
[REDACTED] will use gestures (head shaking yes or no, shaking hands when greeting others etc.) when interacting with peers and adults.	08/01/2007	90	Teacher Observations
[REDACTED] will turn-take and play with a peer cooperatively for 10 minutes, demonstrating understanding of the need to share toys and/or classroom materials.	08/01/2007	90	Teacher Observations
[REDACTED] will participate in spontaneous conversation with peers around a topic of common interest, using descriptors in his language and facing the person with whom he is speaking.	08/01/2007	90	Teacher Observations
When given appropriate verbal feedback (i.e. "I'm on my way" or "I'll be there after I help ____"), [REDACTED] will wait up to 3 minutes for assistance from an adult.	12/01/2007	90	Teacher Observations
[REDACTED] will seek adult attention appropriate to the situation (i.e. raising hand during work time, quietly requesting assistance from an adult in close proximity, or moving closer to an adult who is not nearby).	08/01/2007	90	Teacher Observations
[REDACTED] will appropriately assert himself in social situations with peers.	08/01/2007	90	Teacher Observations
[REDACTED] will use playground equipment correctly (i.e. use legs to propel motion on swings etc.).	08/01/2007	90	Teacher Observations

Program Modifications/Supports for School Personnel:
 consultation with vision specialist and OT

Goal 4 of 5

Area of Need: Academic Readiness

Personnel/Position Responsible: SPED staff, vision specialist, OT, kindergarten staff

Annual Goal: [REDACTED] will demonstrate mastery with a score of 110 or above on the Brigance K&1 Screen skills when appropriately adapted and modified for his visual needs.

Benchmarks/Short-Term Instructional Objectives	Anticipated Beginning Date	Criteria for Mastery	Method of Evaluation
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[REDACTED] will recognize words that have the same beginning and ending sounds.	10/01/2007	90	Teacher-Made Tests Teacher Observations
[REDACTED] will recognize in braille and/or in print 10 kindergarten sight words as well as all one-cell words.	10/01/2007	90	Teacher-Made Tests Teacher Observations
[REDACTED] will Braille all letters of the alphabet by dictation, manipulating the brailler efficiently and with ease.	08/01/2007	90	Teacher-Made Tests Teacher Observations
[REDACTED] will identify and write, in braille and/or in print, numerals 0-20 (nemeth)	08/01/2007	90	Teacher-Made Tests Teacher Observations
[REDACTED] will match quantities up to 20 with numerals in braille and/or print.(nemeth)	08/01/2007	90	Teacher-Made Tests Teacher Observations
[REDACTED] will orally count to 100 by 1's and 10's, and to 20 using the abacus.	08/01/2007	90	Teacher-Made Tests Teacher Observations
[REDACTED] will write in Braille and/or print to acquire and exhibit knowledge (e.g., own first and last name, letters and numbers).	08/01/2007	90	Teacher-Made Tests Teacher Observations
[REDACTED] will demonstrate understanding of basic spatial and ordinal concepts (i.e. more or less, first, second, and third).	09/01/2007	90	Teacher-Made Tests Teacher Observations
[REDACTED] will arrange up to 5 objects in sequence by length, width, or height.	10/01/2007	90	Teacher-Made Tests Teacher Observations
[REDACTED] will arrange 3 pictures in a meaningful sequence.	08/01/2007	90	Teacher-Made Tests Teacher Observations
[REDACTED] will identify the abacus and name its parts.	08/01/2007	90	Teacher Observations
[REDACTED] will complete simple single digit addition/subtraction calculations on an abacus.	01/07/2008	90	Teacher-Made Tests Teacher Observations

Program Modifications/Supports for School Personnel:
consultation with vision specialist and OT

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Goal 5 of 5

Area of Need: Vision

Personnel/Position Responsible: SPED staff, TVI, OT, classroom teacher

Annual Goal: [REDACTED] will strengthen his visual compensatory skills to demonstrate age-appropriate functioning as measured by the Oregon.

Benchmarks/Short-Term Instructional Objectives	Anticipated Beginning Date	Criteria for Mastery	Method of Evaluation
[REDACTED] will localize a "hidden" object in a picture to strengthen his figure-ground skills.	08/01/2007	80	Teacher-Made Tests Teacher Observations
[REDACTED] will draw and then describe the parts of a house, a simple stick figure, and other basic age appropriate objects.	09/01/2007	80	Teacher-Made Tests Teacher Observations
When shown a sketched picture of a familiar objects/setting, [REDACTED] will add missing parts as appropriate.	10/01/2007	80	Teacher-Made Tests Teacher Observations

Program Modifications/Supports for School Personnel:
consultation with vision specialist and OT

Benchmark/Short-Term Instructional Objectives above may contain the following codes after some or all of the benchmark/objective statements: Introduced (I), Developing (D), State CRT and Writing Assessed (A), and Mastered and Maintained (M). These codes indicate how the objective is being used in the general education curriculum and for TCAP testing at the specified grade level from which the objective is selected.

Supplementary Aids/Services and Support for the child:

AT-Enlarged Print
Brailled textbooks
AT-Adapted Keyboard
Patterns curriculum
AT-Adapted Writing Tool(s)
AT-Tape Recorder

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Special Education and Related Services

Consultation

Service code and Type of Service	Provider Title	Sessions Per	Time Per Session	Hours Per Week	Beginning-Ending Dates	Location of Services
02:Academics	Special Education K-1	1 Per day	15 min	1 hrs and 15 mins	08/01/2007-05/30/2008	Regular Ed Setting

Direct Special Education

Service code and Type of Service	Provider Title	Sessions Per	Time Per Session	Hours Per Week	Beginning-Ending Dates	Location of Services
:Academic Readiness Inclusion	Special Educator	5 Per week	90 min	7 hrs and 30 mins	08/01/2007-05/30/2008	Regular Ed Setting

Related Service(s), Including Instruction from Specialized Personnel

Service code and Type of Service	Provider Title	Sessions Per	Time Per Session	Hours Per Week	Beginning-Ending Dates	Location of Services
12:Vision/Orientation & Mobility Services	Special Educator	2 Per day	30 min	5 hrs and 0 mins	08/01/2007-05/30/2008	Special Ed Setting
15:Ancillary - Attendant	Supervisor of Special Programs	2 Per week	4 hr	8 hrs and 0 mins	08/01/2007-05/30/2008	Regular Ed Setting
12:Vision/Orientation & Mobility Services	Vision Specialist	6 Per month	1 hr	1 hrs and 30 mins	07/01/2007-07/31/2007	Special Ed Setting
15:Ancillary - Attendant	Supervisor of Special Programs	3 Per week	4.5 hr	13 hrs and 30 mins	08/01/2007-05/30/2008	Regular Ed Setting
OT:Occupational Therapy	Occupational Therapist	2 Per week	30 min	1 hrs and 0 mins	08/15/2007-05/30/2008	Special Ed Setting

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12:Vision/Orientation & Mobility Services	Orientation/Mobility Specialist	19 Per year	60 min	0 hrs and 29 mins	05/31/2007-05/30/2008	Special Ed Setting
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Total General Education hours per week: 0 hrs and 0 mins

Total Special Education hours per week: 36 hrs and 44 mins
Percent of Special Ed. Services with non-disabled peers: 82
Percent of Special Ed. Services with disabled peers: 18

LRE and General Education

Explain the extent, if any, in which the student will not participate with non-disabled peers in:

1. the regular class: ██████████ will receive individualized instruction in a special education setting to address identified fine motor, adaptive, and vision needs. He will remain in a regular kindergarten setting except when receiving pull-out OT, O&M, and vision services.
2. extracurricular and nonacademic activities: ██████████ may participate in any extracurricular or non academic activity.
3. and/or, his/her LEA Home School: EES is ██████████'s home school.

Special Transportation

Does the student require Special Transportation? No

Extended School Year

On 05/30/2007 the IEP Team determined that Extended School Year (ESY) is required.

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IEP Participants

The following individuals attended the IEP Team and participated in the development of this Individualized Education Program.

Position	Signature	In Agreement	Date
Parent	_____	[] Yes [] No	_____
LEA Representative	_____	[] Yes [] No	_____
Special Education Teacher	_____	[] Yes [] No	_____
Regular Education Teacher	_____	[] Yes [] No	_____
Interpreter of Evaluation Results	_____	[] Yes [] No	_____
TSB Outreach	_____	[] Yes [] No	_____
Special Education Teacher	_____	[] Yes [] No	_____
Vision Specialist	_____	[] Yes [] No	_____
Principal	_____	[] Yes [] No	_____

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Informed Parental Consent

- Yes No I certify that I am the legal parent(s)/guardian(s)/surrogate(s) of this child.
 Yes No I have been informed of and understand my rights as a parent, and have received a copy of my rights.
 Yes No I have been involved in the IEP Team meeting and/or the development of this IEP, and give permission for the proposed program described in this IEP for my child.
 Yes No My child and I have been informed of his/her right to represent himself/herself upon his/her eighteenth birthday. (Note: This information must be provided beginning at least one year prior to the student's 18th birthday.)

Parent/Guardian/Surrogate Signature Date _____
Student Signature Date

Date IEP was given to parent(s): _____
If the parent(s) did not attend, the person responsible for forwarding and explaining the contents of the IEP to the parents along with their rights is: Susan Lewis

Documentation of IEP Review by Other Teachers not in Attendance:

_____ Signature	_____ Date	_____ Signature	_____ Date
_____ Signature	_____ Date	_____ Signature	_____ Date
_____ Signature	_____ Date	_____ Signature	_____ Date

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Extended School Year(ESY)

This student has been determined eligible for ESY. The services to be provided and the goals to be addressed are listed below.

Extended School Year Services

Type of Service	Sessions Per	Time per Session	Begin / End Dates	Location of Services
Vision/Orientation & Mobility Services	6 per month	1 hr	07/01/2007 / 07/31/2007	Special Ed Setting

The following annual goals will be addressed during Extended Year Services

- [REDACTED] will demonstrate mastery with a score of 110 or above on the Brigance K&1 Screen skills when appropriately adapted and modified for his visual needs.
- [REDACTED] will strengthen his visual compensatory skills to demonstrate age-appropriate functioning as measured by the Oregon.