

# INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Section 1 – Student Information			
<b>School District:</b>	Jacksonville	<b>School:</b>	Franklin Elementary School
<b>Student:</b>	Layla Morgan	<b>DOB:</b>	03/25/2012
<b>Sex:</b>	Female	<b>Student ID:</b>	3467H
<b>Dominant Language:</b>	English	<b>Interpreter Needed:</b>	No
<b>Race:</b>	Caucasian	<b>Ethnicity:</b>	Non-Hispanic
<b>Address:</b>	290 Harris Road (foster home address), Jacksonville, Mock State 12006		
<b>Telephone:</b>	555-852-6001		
<b>Parent/Legal Guardian:</b>	Mock State Department of Child and Family Services Lupe and Josh Shanihan (foster parents/surrogate parents)		
<b>Dominant Language:</b>	English	<b>Interpreter Needed:</b>	No
<b>Address:</b>	290 Harris Road, Jacksonville, Mock State 12006		
<b>Telephone:</b>	555-852-6001		
Section 2 – Determination and Re-Determination			
<b>Date of Committee Meeting:</b>	October 19, 2020	<b>Purpose:</b>	<input type="checkbox"/> Initial <input checked="" type="checkbox"/> Annual <input type="checkbox"/> Re-evaluation <input type="checkbox"/> Closure
<b>Status:</b>	<input checked="" type="checkbox"/> Eligible <input type="checkbox"/> Ineligible	<b>Date of Initial Determination:</b>	November 11, 2019
<b>Date of Service Initiation:</b>	November 18, 2019	<b>Projected Date of Review:</b>	October 11, 2021
Section 3 – Present Level of Performance and Individual Needs			
<b>Academic/Educational Achievement and Learning Characteristics:</b> Address current levels of knowledge and development in subject and skill areas, including activities of daily living, level of intellectual functioning, adaptive behavior, expected rate of progress in acquiring skills, and information and learning style			
Area	Current Performance	Services	
<b>Academic Development:</b>	Student is performing slightly below expectations, given her intellectual capacity; however, she is passing all subjects.	none	
<b>Cognitive Ability:</b>	Woodcock–Johnson Test of Cognitive Abilities: 98 (Average)	none	
<b>Language Ability:</b>	Mixed receptive-expressive language issues	1. Speech therapy 2x per week, 30 min 2. In-classroom aide support to reduce challenges with multi-step directions/instructions 3. In-classroom reading group daily	
<b>Learning Style:</b>	Multi-sensory	none	
<b>Social Development:</b> Describe the quality of the student's relationships with peers and adults, feelings about self, social adjustment to school and community environment, and behaviors that may impede learning			
Area	Current Performance	Services	
<b>Relationship With Peers</b>	Student has made a few friends. Typically not the one to initiate social contact with peers	Behavior management specialist to work on development of social skills	
<b>Relationship With Adults</b>	Student appears comfortable with adults; however, she will generally not approach for assistance.	Behavior management specialist to work on development of social skills	
<b>Social Adjustment</b>	Student appears shy, unsure of self.	1. Behavior management specialist to work on development of social skills 2. Use speech therapy and reading group sessions to maximize opportunity for positive interaction in small group	

### Section 3 – Present Level of Performance and Individual Needs

**Physical Development:** Describe the student's motor and sensory development, health, vitality, and physical skills or limitations that pertain to the learning process

Area	Current Performance	Services
<b>Physical Health</b>	Petit mal seizures controlled with daily medication	Teacher and classroom aide to monitor for occurrence
<b>Hearing</b>	Normal	none
<b>Vision</b>	20/20	none
<b>Gross motor skills</b>	Delayed one standard deviation	1. PT/OT 1x per week, 30 minutes 2. Exercise in home daily
<b>Fine motor skills</b>	No delays noted in screening tool	none

**Management Needs:** Describe the nature and degree to which environmental modifications and human or material resources are required to address academic, social, and physical needs

Area	Current Performance	Services
<b>General</b>	Child in foster care	Therapeutic support provided through Supporting Healthy Families
<b>Classroom</b>	Student performing in classroom setting with support.	1. Keep in least restrictive environment 2. Maximize classroom time (general education setting) 3. Provide speech therapy and PT/OT in small group 4. Allow time and a half to complete standardized tests 5. Administer tests in location with minimum distraction

### Section 4 – Measurable Annual Goals and Short-Term Instructional Objectives

**Physical Development:** Describe the student's motor and sensory development, health, vitality, and physical skills or limitations that pertain to the learning process

#### Annual Goals

1. Layla will improve expressive language skills.
2. Layla will improve receptive language skills.
3. Layla will improve gross motor development consistent with chronological age
4. Layla will improve social skills.

### IEP Committee

Signature	Role/Relationship
	Parent
<i>Dawn Davenport</i>	School Counselor
<i>Patrice Long</i>	Teacher
<i>Jennifer Walker</i>	Speech Therapist
<i>Vihaan Sidana</i>	Classroom Aide
<i>Clay Bayne</i>	Physical Therapist
<i>Josh Shanahan</i>	Foster Parent
<i>Lupe Shanahan</i>	Foster Parent
<i>Allison Fripps</i>	Behavior Management Specialist
<i>Brooke Tillman</i>	DCFS Foster Care Worker