

- A copy of the Procedural Safeguards Notice is enclosed with this invitation.

Document date 9/11/13

Student Invitation to a Meeting

Students Ages 15-21

Student's Name: Greg White	District ID: 11111	State ID:22222	Grade:12	Sex: M
Native Lang: English	Ethnicity: White	Birth Date: 05/13/1996	Age: 17	
District: Great District	School: Wonderful School			

Dear Greg White
(Student)

We would like to meet with you regarding your educational program. The meeting is about planning your future. You are the key person in this planning, so it is important that you attend.

The meeting is scheduled for:	<u>10/15/13</u>		
Time of the meeting:	<u>3:00</u>		
The meeting will take place at:	<u>Students services office</u>		
The following people have been invited to your meeting:	<u>Brad White</u>	<u>Ericka White</u>	<u>Kim Jones</u>
	<u>John King</u>	<u>Matt Rainer</u>	<u>Rick Smith</u>

You may bring a friend or other person(s) with knowledge or specific expertise about you.

How to Get Ready for Your IEP Meeting

Your IEP meeting is important because it involves you and your future. These are things that you can do to prepare for this meeting.

What can you do before your IEP meeting?

- Plan to attend your meeting.
- Invite those with appropriate educational/career information to attend your meeting.
- Know your strengths and needs in education, career, and independent living.
- Know your interests and preferences about your education and adult life.
- Think about your classes the past year. What went well for you? What did not work?
- Ask teachers about what will happen at your IEP meeting.
- Develop a plan and discuss it with an adult who will attend the meeting to support you.

What can you do during your IEP meeting?

- Tell the IEP team what your interests are, where you would like to work, live, and continue your education.
- Listen to others at the meeting.
- Ask questions if you don't understand something.
- Take ownership of your meeting. State different views if you feel uncomfortable about the meeting.

What can you do after the meeting?

- Thank the other people who attended your meeting.
- Follow through on what you said you would do.
- Check to make sure that others are following through.

As a student you have both rights and responsibilities. The key to using your rights is to take charge of your responsibilities.

If you require an accommodation in accordance with the Americans with Disability Act (ADA), or if you are unable to attend and want to reschedule the meeting, please contact me at 208-555-1234.

Secondary IEP Cover

Students Ages 15-21

This IEP is an: ☐ Initial ☒ Annual Review ☐ Amended Projected Triennial Re-evaluation Date:

Student's Name: Greg White	District ID: 11111	State ID:22222	Grade: 12	Sex: M
Native Lang: English	Ethnicity: White	Birth Date: 05/13/1996	Age: 17	
District: Great District		School: Wonderful School		

Parent/Guardian Name: Ericka and Brad White	Home Phone: 208-555-5555
Address: 987 E.B White RD.	
Native Language: English	Daytime Phone:208-555-1234

Parent/Guardian Name:	Home Phone:
Address:	
Native Language:	Daytime Phone:

IEP Information

Special Education Teacher Name: Rick Smith	Telephone Number: 208-555-9876
Eligibility Category: ED	Medical Information: N/A

IEP Team Information

Names of All IEP Team Members Invited to Attend	Position or Title (Signature DOES NOT indicate agreement)	IEP Meeting Attendance (Check DOES NOT indicate agreement)
Greg White	Student	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Brad White	Father	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Ericka White	Mother	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Kim Jones	Math Teacher	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
John King	Special Education Director	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Matt Rainer	Vocational Rehabilitation Counselor	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Rick Smith	Special Education Teacher	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
		<input type="checkbox"/> Yes <input type="checkbox"/> No
		<input type="checkbox"/> Yes <input type="checkbox"/> No
		<input type="checkbox"/> Yes <input type="checkbox"/> No
		<input type="checkbox"/> Yes <input type="checkbox"/> No
		<input type="checkbox"/> Yes <input type="checkbox"/> No
		<input type="checkbox"/> Yes <input type="checkbox"/> No
		<input type="checkbox"/> Yes <input type="checkbox"/> No
		<input type="checkbox"/> Yes <input type="checkbox"/> No

Transfer of Rights (Completed no later than the student's 17th birthday.)

<input checked="" type="checkbox"/>	The student & parents have been informed that Special Education Rights will transfer to the student at age 18.
<input type="checkbox"/>	Special Education Rights will not transfer to the student at age 18 because:
<input type="checkbox"/>	The IEP Team has determined that the student is not able to provide informed consent.
<input type="checkbox"/>	A legal guardian has been appointed by the court.

Student's Name: Greg White					District ID: 11111		State ID:22222		Grade:12		Sex: M
Native Lang: English					Ethnicity: White		Birth Date: 05/13/1996		Age: 17		
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1. Assessment Summary for Transition Services Planning (maintain cumulative record of assessments):

Transition Assessment Tool:	Date:	Summary of Results:
Casey Life Skills Assessment	9/10	Strengths are in the areas of Daily Living and Home Life. Study skills and communication are areas of need.
AIR Self Determination assessment	10/11	Greg understands his needs and knows what he can and cannot do. However he has a number of needs in self-advocacy and communicating his frustrations to others.
Career Information System Interest inventory and the Self Directed Search	12/12	Greg likes to work with his hands.
BASC	1/13	Areas of concern for Greg on the BASC are aggression, depression and study skills. His areas of strength were adaptability and attention.
Informal inventory	9/13	Agreed to the idea of working in a homeless shelter, but also stated that he does not want to attend college.
Review of his records SWIS Data	9/13	55 absences (29 in Economics, 18 in Math, 5 in Government, and 3 in English) and left classes (usually without returning) approximately 10 times a week.
ISAT Review	9/13	Reading (220) and Language Usage (219) both proficient, (230) in Math Below Basic.

2. Present Level of Performance for Postsecondary Goals and Transition Services Planning

List and summarize the student's educational/developmental/vocational strengths, needs, significant personal attributes and personal accomplishments as indicated by formal or informal assessments.

Greg enjoys video games, TV, music, and drawing. He has his driver's license, but not a car. He enjoys art class, but doesn't really enjoy the rest of school. He said that "most of the teachers are mean and don't understand him". Greg also says that he doesn't really have friends, but this doesn't bother him because the "kids at this school are losers anyway". Greg's appearance may have something to do with his lack of friends. He has some hygiene needs, he will often go 1-2 week without bathing, and he wears a long black cape to school every day, which often leads to him being teased. Greg has been working on developing his transition portfolio utilizing the CIS program with his special education teacher Mr. Smith (Greg's favorite person at the school). Greg has a hard time identifying a chosen career field and doesn't spend a lot of time or effort on his answers on the CIS assessments. He likes to draw and said that drawing characters used on video games would be fun, but doesn't think he has a real chance in making any money from drawing because he is "only an ok artist". When asked about a job, Greg said that he would either like to be a super hero or super villain. He just hasn't decided which one yet, although he thinks he looks good in his black cape, which he has stated "is a villain color". When pressed on this comment by his teacher, Greg made the statement that he thinks he can either help people who can't help themselves or hurt everyone. Mr. Smith believes Greg is communicating that he wants to help out those who are less fortunate than himself or that his only other option for making money is to be a criminal. Greg has not denied or declared this to be the true meaning of his words. He has said that it is ok with him to write the statement he will have a job helping people who can't help themselves and would like to see if he enjoys working at a homeless shelter, but that he does not want to attend college. He just wants to graduate and be done with school. He is considering taking CPR and first Aid to help at the homeless shelter. Greg is currently passing his senior year of English. Math has been a struggle for Greg. As a junior he took algebra where he was able to solve one-step algebra concepts with 40% accuracy. Currently Greg is taking Special Education Math that focuses on budgeting, paying bills, calculating life expenses, credit cards, etc. to help prepare Greg to live on his own. Greg's behavior is also an area of need. He misses class frequently and often leaves class. Greg's teachers report that Greg will usually leave class after being asked to follow a direction in the class. His teachers indicate that he will usually yell out inappropriate word(s) before he leaves the room. Greg's parents report that this behavior is also seen in the home and occurs at least once a day. Greg currently has a gap between his behavior and the skills to hold a job at homeless shelter.

3. Additional Student Input

List additional student input. Be sure to include the preferences and interests of the student.

Greg states that he would like a job helping others. He would like to get on-the-job training, as he does not want to go to college. Greg would also like to live in his own apartment but realizes that living alone is really expensive. He also likes that his mom does most of the cooking and cleaning. Greg's parents would like him to find a job that makes him happy and to live in his own apartment, but one that is close to home.

Postsecondary Goals

Students Ages 15-21

Student's Name: Greg White	District ID: 11111	State ID:22222	Grade:12	Sex: M
Native Lang: English	Ethnicity: White	Birth Date: 05/13/1996	Age: 17	
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4. Postsecondary Goals

Select **one** of the following statement options to begin each postsecondary goal.

Statement option 1: Within one year of graduation _____ will ...

Statement option 2: After exiting an 18-21 program _____ will ...

Statement option 3: After completion of a postsecondary program _____ will ...

Required	Education and Training: (must have two goals if the skills are different)	Within a year of graduation, Greg will participate in CPR and First Aid courses. Within a year of graduation, Greg will be training on-the-job to work at a homeless shelter.
	Employment/Career:	Within a year of graduation, Greg will work at a homeless shelter.
	Independent Living (When appropriate):	Within a year of graduation, Greg will live in an apartment and manage his own living expenses by earning a salary, budgeting, and paying his bills.

5. Skill Areas

List the skill areas to be addressed in the annual goals needed to progress the student toward attaining postsecondary goals (based on student eligibility and need).

Math**6. Transition Activities** (maintain cumulative record of transition activities and list special education teacher or case manager or transition teacher in all the required areas below as person responsible):

Transition Activities		Position Responsible	Start Date	Status*	Completion Date
Required	A. Postsecondary Education/Training: 1. Greg and his teacher will research the skills needed to work at a homeless shelter. 2. Greg and his special education teacher will research CPR of Idaho. 3. Greg and his counselor will research volunteer opportunities that will teach the skills needed to work in a homeless shelter.	Greg, special education teacher, counselor	10/15/13		
	B. Employment/Career: 1. Greg and his English teacher will utilize CIS to develop a transition portfolio as part of English III including developing a resume. 2. Greg, with the help from his VR counselor and special education teacher, will set up a job shadow at a local homeless shelter 3. Greg will attend the weekly anger management group run by the school psychologist, where he will practice conflict resolution, coping strategies for managing frustration and stress, and impulsivity control, to support the student to be successful in the workplace.	Greg, English Teacher, VR counselor, special education teacher, psychologist	10/15/13		
	C. Community Participation: 1. Greg will register to vote and register for Selective Service when he turns 18.	Greg and his parents; Special education teacher will provide information on the Selective Services.	10/15/13		

Postsecondary Goals

Students Ages 15-21

Student's Name: Greg White	District ID: 11111	State ID:22222	Grade:12	Sex: M
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IEP Team Must Consider	D. Independent Living: 1. The special education teacher will provide direct instruction to Greg in real world application of practical math skills, including creating a budget, understanding taxes, balancing a checking account, paying bills, and determining interest charges on credit cards in order to live independently in the community. 2. The special education teacher will provide direct instruction in locating an apartment, cooking, home maintenance, etc. in order to live independently in the community. 3. The special education teacher will work with Greg, his parents, and the VR counselor to design a hygiene system that Greg will need to follow to attend his work release job.	Greg and the special education teacher	10/15/13		
	E. Adult Services: 1. Greg will work with the VR counselor to start the application process for vocational rehabilitation services.	Greg, Vocational Rehabilitation Counselor, Parents	10/15/13		
	1. Related Services:	N/A			
*Status Code: 1= Completed 3= Not Started...(why) 2= In Progress...(status) 4= No Longer Applicable... (why)					

7. Agency Participation

Were any outside agencies invited to attend the IEP Team meeting?

☒ Yes, with documentation of written consent dated prior to agency invitation

Date of written/verbal consent 9/1/13

(Prior to Invitation)

Date of outside agency invitation 9/2/13

(Following consent)

☐ No

If "No" specify reason: _____

(If verbal consent is given and documented in Parent Contact Log, IEP Team must obtain written consent by/on the date of the IEP Team Meeting.)

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8. High School Graduation Consideration (must include credits, online courses, state assessments, college entrance exam, senior project):

- ☐ The student will meet regular high school graduation requirements.
☐ The student will meet district alternate mechanism/plan requirements.
☒ The student will meet high school graduation requirements with adaptations as determined by the IEP Team.

Describe:

Greg will meet adapted graduation criteria established by the IEP team. Greg has not been able to score a proficient score on the math portion of the ISAT. The IEP team has determined that Greg will meet the graduation requirements of math through completion of his Special Education Math class which focuses on budgeting, financial responsibility, completing a tax return, paying bills, and other math skills that relate to his postsecondary goal of living on his own in an apartment. Greg completed the ACCUPLACER his junior year. His score in math indicates the need for remedial courses in math if he decides to attend a community college.

Anticipated graduation date: 6/2014

- ☐ A parent approved student learning plan (course of study) is attached or documented below.

School Year	Grade Level	List courses to be taken each year (must list all courses 9-12 th grade). At least one course must be included to help reach Postsecondary Goals	Credits Earned
	Grade 8		
10/11	Grade 9	English I, Physical Science, Resource Math, Physical Education, Wood Shop, Behavior (did not pass second semester of math)	11.5
11/12	Grade 10	English II, Resource Math, Biology, Wood Shop II, Art I, Behavior (did not pass first semester of math)	23
12/13	Grade 11	English III, Speech, Resource Math, Behavior, U.S. History, Work Experience	35
13/14	Grade 12	English IV, Special Education Math, Government, Economics, Work Experience	
	Ages 18-21		

9. College Entrance Exam

IEP Team Consideration

Student will take (select one):

- ☐ SAT (State Funded) ☐ ACT
☒ ACCUPLACER (State Funded) ☐ Compass

If accommodations are needed, request no later than 10th grade.

- ☒ Consent for accommodation must be given prior to request

Student is exempt from taking college entrance exam (if appropriate)

- ☐ Student participates in ISAT-Alt and the IEP Team has determined student will be exempt
 or
☐ Designation of non-reportable score by College Board

Students Ages 15-21

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10. Document Evidence of Idaho 10th Grade Achievement Standards Proficiency	
Reading <input checked="" type="checkbox"/> ISAT <input type="checkbox"/> ISAT-Alt <input type="checkbox"/> Alternate Rte. <input type="checkbox"/> IEP Rte.	Document score and/or evidence of proficiency His 10 th grade ISAT score in reading was 220 (proficient)
Math <input type="checkbox"/> ISAT <input type="checkbox"/> ISAT-Alt <input type="checkbox"/> Alternate Rte. <input checked="" type="checkbox"/> IEP Rte.	Document score and/or evidence of proficiency His 10 th grade ISAT score in math was a 229, which put him at below basic.
Language Arts <input checked="" type="checkbox"/> ISAT <input type="checkbox"/> ISAT-Alt <input type="checkbox"/> Alternate Rte. <input type="checkbox"/> IEP Rte.	Document score and/or evidence of proficiency His 10 th grade ISAT score in language usage was 219 (proficient).
Science <input checked="" type="checkbox"/> ISAT <input type="checkbox"/> ISAT-Alt <input type="checkbox"/> Alternate Rte. <input type="checkbox"/> IEP Rte.	The science ISAT is not required for Greg's graduating class.

Eligibility for a student to take the ISAT-Alt:

The student must meet **all** of the criteria listed below for the IEP Team to determine that the student is eligible to participate in an alternate assessment:

- a. The student's demonstrated cognitive ability and adaptive behavior prevent completion of the general academic curriculum even with program accommodations and/or adaptations;
- b. The student's course of study is primarily functional-skill and living-skill oriented (typically not measured by state or district assessments); and
- c. The student is unable to acquire, maintain, or generalize skills (in multiple settings) and to demonstrate performance of these skills without intensive and frequent individualized instruction.

Secondary IEP Goals

Students Ages 15-21

Student's Name: Greg White	District ID: 11111	State ID: 22222	Grade: 12	Sex: M
Native Lang: English	Ethnicity: White	Birth Date: 05/13/1996	Age: 17	
District: Great District		School: Wonderful School		

11. Annual Presentation Levels of Performance and Annual Goals

Annual Goals must link directly to Postsecondary Goals and to student's transition service needs

A. Skill Area: Math**B. Present Level of Performance:**

How does the student's disability affect his or her involvement in and progress in the general education curriculum? List the student's current level (baseline data) and the assessment where the data was obtained. (State how the goal links to the postsecondary goal).

Greg is able to write 35 correct digits in 4 minutes when given a 9th grade math probe. He needs to focus on increasing his computation skills to an average of 61 correct digits in 4 minutes. He is currently able to solve one-step algebra and basic geometry concepts with 40% accuracy. His IEP team believes it is in Greg's best interest to focus on learning budgeting, paying bills, credit, taxes, and how to manage his own finances. Greg can budget a list of 5 expenses up to \$100 with 50% accuracy based on personal finance probes. Based on a task analysis and assessment of budgeting and check writing, Greg currently has a 31 point gap based on a 56 point scale between his financial math abilities and the ability to live independently and manage his own finances. He will need a 1 point increase in his skills based on the budgeting/check writing assessments each week to meet his postsecondary goal.

C. General Education Content Standard(s): (Idaho Content Standards, Idaho Core, Idaho Work Place Competencies, Idaho Extended Content Standards) (Work Place Competencies) 6.11.2 Create a budget and 6.11.3 Evaluate the effectiveness of the budget

D. Annual Goal: Must list the condition or level of instruction, the behavior or skill, and the criteria (must be aligned to baseline data identified in the Present Level of Performance):

Greg will increase his personal math finances skill from budgeting a list of 5 items up to \$100 with 50% accuracy to budgeting a list of 20 items up to \$1,000 with 95% accuracy when given teacher developed math probes of personal finance.

E. Evaluation Method:

☒ Monitor/Chart Progress ☐ Specific Assessment ☐ Rubric ☐ Assessment Name Probes of personal Finance

F. Schedule of Data Collection:

☐ Hourly ☐ Daily ☒ Weekly ☐ Bi-Weekly ☐ Other _____

G. Assistive Technology (if needed): Calculator for application problems**H. How/when progress will be reported to the family:**

Greg will graph his weekly budgeting probes. He will meet each Friday with his Special Education Teacher to review the results. His parents will be informed quarterly in writing.

Enter report card dates in the 1st line below.

***Progress Codes:**

1 = Completed 3 = Not started
2 = In progress 4 = Other:

Progress Projection Codes:

A = Progress is adequate to meet target dates.
B = Progress is inadequate to meet target dates.

Student's Name: Greg White	District ID: 11111	State ID:22222	Grade:12	Sex: M
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11. Annual Presentation Levels of Performance and Annual Goals

Annual Goals must link directly to Postsecondary Goals and to student's transition service needs

A. Skill Area: Math**B. Present Level of Performance:**

How does the student's disability affect his or her involvement in and progress in the general education curriculum? List the student's current level (baseline data) and the assessment where the data was obtained. (State how the goal links to the postsecondary goal).

His IEP team believes it is in Greg's best interest to focus on learning budgeting, paying bills, credit, taxes, and how to manage his own finances. Greg is able to write 85% of a check correctly based on check writing rubric. He will to increase in his skills in check writing to meet his postsecondary goal of managing his finances.

C. General Education Content Standard(s): (Idaho Content Standards, Idaho Core, Idaho Work Place Competencies, Idaho Extended Content Standards) (Idaho Core Standards)

W.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Work Place Competencies) 6.11.1 Identify the need for personal financial management records.

D. Annual Goal: Must list the condition or level of instruction, the behavior or skill, and the criteria (must be aligned to baseline data identified in the Present Level of Performance):

When given a blank check and check writing rubric, Greg will write a check correctly with 100% accuracy over 5 consecutive trials.

E. Evaluation Method:

☒ Monitor/Chart Progress ☐ Specific Assessment ☒ Rubric ☐ Assessment Name Check writing rubric

F. Schedule of Data Collection:

☐ Hourly ☐ Daily ☒ Weekly ☐ Bi-Weekly ☐ Other _____

G. Assistive Technology (if needed): Calculator for application problems.**H. How/when progress will be reported to the family:**

Greg will graph his weekly check writing. He will meet each Friday with his Special Education Teacher to review the results. His parents will be informed quarterly in writing.

Enter report card dates in the 1st line below.

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Progress Projection Codes:

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11. Annual Presentation Levels of Performance and Annual Goals

Annual Goals must link directly to Postsecondary Goals and to student's transition service needs

A. Skill Area: Math

B. Present Level of Performance:

How does the student's disability affect his or her involvement in and progress in the general education curriculum? List the student's current level (baseline data) and the assessment where the data was obtained. (State how the goal links to the postsecondary goal).

Greg is able to calculate percentages with 100% accuracy. He can complete the personal information portion and the section on filing status (boxes 1-5); he is not able to complete boxes 6-77 as measured by practice tax returns. He has 71 point gap between his current ability and the ability to complete a tax return form. He will increase his skills completing a tax return to meet his postsecondary goal of managing his finances.

C. General Education Content Standard(s): (Idaho Content Standards, Common Core, Idaho Work Place Competencies, Idaho Extended Content Standards) (Work Place Competencies) 6.11.9 Identify the costs and benefits for individuals of various types of taxation at the local, state, and federal levels. (Common Core Standards) W.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

D. Annual Goal: Must list the condition or level of instruction, the behavior or skill, and the criteria (must be aligned to baseline data identified in the Present Level of Performance):

Greg will correctly complete at least 73 of the 77 boxes on a tax return correctly over 5 consecutive trials as measure by practice tax returns.

E. Evaluation Method:

☒ Monitor/Chart Progress ☐ Specific Assessment ☐ Rubric ☐ Assessment Name Practice tax return

F. Schedule of Data Collection:

☐ Hourly ☐ Daily ☐ Weekly ☒ Bi-Weekly ☐ Other _____

G. Assistive Technology (if needed): Calculator and example tax return

H. How/when progress will be reported to the family:

Greg will graph his bi-weekly practice tax returns. He will meet each Friday with his Special Education Teacher to review the results. His parents will be informed quarterly in writing.

Enter report card dates in the 1st line below.

*Progress Codes:

1 = Completed 3 = Not started
2 = In progress 4 = Other:

Progress Projection Codes:

A = Progress is adequate to meet target dates.
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Document date: 10/17/13

Secondary IEP Goals

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Students Ages 15-21

Student's Name: Greg White	District ID: 11111	State ID:22222	Grade:12	Sex: M
Native Lang: English	Ethnicity: White	Birth Date: 05/13/1996	Age: 17	

June 2013

Copy to the confidential folder, each service provider, and the parent or adult student.

District: Great District	School: Wonderful School
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11. Annual Presentation Levels of Performance and Annual Goals

Annual Goals must link directly to Postsecondary Goals and to student's transition service needs

A. Skill Area: Behavior

B. Present Level of Performance:

How does the student's disability affect his or her involvement in and progress in the general education curriculum? List the student's current level (baseline data) and the assessment where the data was obtained. (State how the goal links to the postsecondary goal).

Greg continues to have better attendance in work experience and English. Greg's SWIS data shows that Greg has not had any absences in work release in the first four weeks of school. The data shows that Greg has one unexcused absence in English. Greg continues to struggle with his attendance in Economics, Math and Government. He has 6 unexcused absences in Economics and has walked out of class 11 times; in Math he has had 4 unexcused absences and walked out of class 19 times; and in Government he has had 4 unexcused absences and has walked out of class 9 times. The average SWIS data show that school median rates of unexcused absences are 0 in the first 4 weeks for 12th graders. Greg's 15 unexcused absences are much higher than his peers. Greg currently has a gap between his attendance and acceptable attendance to keep a job. He will need to reduce his unexcused absences from 15 to 0 to keep a job working at a homeless shelter.

C. General Education Content Standard(s): (Idaho Content Standards, Common Core, Idaho Work Place Competencies, Idaho Extended Content Standards) Workplace competencies: 4.4 Demonstrate the work ethic. 5.5 Demonstrate skills needed to enter or reenter the workforce.

D. Annual Goal: Must list the condition or level of instruction, the behavior or skill, and the criteria (must be aligned to baseline data identified in the Present Level of Performance):

Greg will reduce his unexcused absences from 5 times a week to 0 times a week as measured by SWIS data.

E. Evaluation Method:

☒ Monitor/Chart Progress ☐ Specific Assessment ☐ Rubric ☐ Assessment Name SWIS Reports

F. Schedule of Data Collection:

☐ Hourly ☐ Daily ☒ Weekly ☐ Bi-Weekly ☐ Other _____

G. Assistive Technology (if needed): N/A

H. How/when progress will be reported to the family: Greg will be responsible for meeting with his academic advisor on Monday morning to obtain a printout of his previous week's absences. He will take the form home and to his special education teacher to use the results in receiving his positive behavior interventions and supports.

Enter report card dates in the 1st line below.

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Progress Projection Codes:

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Document date: 10/17/13

Secondary IEP Goals

Students Ages 15-21

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Student's Name: Greg White	District ID: 11111	State ID:22222	Grade:12	Sex: M
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June 2013

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11. Annual Presentation Levels of Performance and Annual Goals

Annual Goals must link directly to Postsecondary Goals and to student's transition service needs

A. Skill Area: Behavior

B. Present Level of Performance:

How does the student's disability affect his or her involvement in and progress in the general education curriculum? List the student's current level (baseline data) and the assessment where the data was obtained. (State how the goal links to the postsecondary goal).

Greg has better behavior in work release and English. Based on Greg's SWIS data, he has only left class 1 time in work release and 4 times in English in the first four weeks of school. Greg continues to struggle with his behavior in Economics, Math and Government. He has walked out of class 11 times in Economics; 19 times in Math; and 9 times in Government. The average SWIS data show that school median rates of 1 behavioral issue a week for 12th graders. Greg's 10 behaviors a week are much higher than his peers. Greg's parents indicated that Greg will often walk out of the room and get angry at least once a day. These usually occur when Greg has been asked to do something that he doesn't want to do. Greg realizes he will most likely be fired from a job if he continues to have these behaviors. Greg currently has a gap between his outbursts and leaving class and his ability to keep a job. He will need to reduce outbursts and leaving class from 10 to 1 and when he leaves he must return in under 5 minutes in order keep a job working at a homeless shelter.

C. General Education Content Standard(s): (Idaho Content Standards, Common Core, Idaho Work Place Competencies, Idaho Extended Content Standards) Workplace competencies: 2.11 Build interpersonal relationships. 4.4 Demonstrate the work ethic. 5.5 Demonstrate skills needed to enter or reenter the workforce.

D. Annual Goal: Must list the condition or level of instruction, the behavior or skill, and the criteria (must be aligned to baseline data identified in the Present Level of Performance):

Greg will reduce his number or behavioral infractions (angry outbursts and leaving class) from 10 times/ week to 1 time/ week. When Greg leaves class, he will return to class 100% of the time within 5 minutes of leaving the class.

E. Evaluation Method:

☒ Monitor/Chart Progress ☐ Specific Assessment ☐ Rubric ☐ Assessment Name SWIS reports

F. Schedule of Data Collection:

☐ Hourly ☐ Daily ☒ Weekly ☐ Bi-Weekly ☐ Other _____

G. Assistive Technology (if needed): N/A

H. How/when progress will be reported to the family: Greg will be responsible for meeting with his academic advisor on Monday morning to obtain a printout of his previous week's absences. He will take the form home and to his special education teacher to use the results in receiving his positive behavior interventions and supports.

Enter report card dates in the 1st line below.

*Progress Codes:

1 = Completed 3 = Not started
2 = In progress 4 = Other:

Progress Projection Codes:

A = Progress is adequate to meet target dates.
B = Progress is inadequate to meet target dates.

Document date:10/17/13 **Secondary IEP Services & Other Considerations** Page of

Students Ages 15-21

Student's Name: Greg White	District ID: 11111	State ID:22222	Grade:12	Sex: M
Native Lang: English	Ethnicity: White	Birth Date: 05/13/1996	Age: 17	
District: Great District	School: Wonderful School			

12. IEP Services

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:

Service	Position Responsible	Service Implementer	Location (1/line)	M Code	Service Time (minutes/week)	Start Date	End Date
Special Education (specifically designed instruction—must list the specific skill area that will be addressed by the service) Include supports for school personnel (e.g. specified training to be provided to a teacher) provided on behalf of the student							
Spec Ed- Math	SPED Teacher	SPED Teacher	02		300	10/15/13	6/1/14
Spec Ed- behavior	SPED Teacher	SPED Teacher	02		30		
Work Experience	SPED Teacher	Paraprofessional	05		300		
Related Services (i.e. speech, motor, counseling, vision/hearing, transportation, interpretative, orientation/mobility, etc.)							
Location Codes:				Medicaid (M) Codes:			
01 Gen Ed Classroom	04 Hospital			IN = Individual		HM = Parapro	
02 Sp Ed Classroom	05 Community			HQ = Group		TD = Reg. Nurse	
03 Home	06 Therapy Room			HO = Professional		LP = LPN	

Service	Position Responsible	Start Date	Duration
Supplementary Aids and Services: allow students to be educated with non-disabled peers to the maximum extent in general education (examples: collaboration time, parent or staff training, consultative services).			
Collaboration with general education – behavior	SPED Teacher	10/15/13	8 months

13. Optional Statement of Service Delivery

Describe how services will be provided to the student. Greg will receive specially designed instruction in math from the special education teacher in the special education classroom. Greg will receive behavior management instruction in the general education setting by the special education teacher. A Paraprofessional will provide instruction in work experience under the guidance of the special education teacher.

14. Other Considerations

- A.** Special transportation is a related service. The student requires ☐ Regular ☐ Special ☒ No transportation. Describe if necessary:
- B.** Are extended school year (ESY) services required for this student? ☐ Yes ☒ No ☐ TBD. If TBD, when: _____. If Yes, complete 1 – 6 below.
- What are the skills this student will lose as a result of an interrupted educational program and will be unable to recoup so as to make reasonable progress toward achieving the goals and benchmarks/objectives in the IEP?
 - What skills are emerging that require ESY services in order to make reasonable gains?
 - What acquisition of a critical life skill that aids the student's ability to function independently would be threatened by an interruption in services?
 - In what way are the above skills critical to the overall progress of the student?
 - Specify which goals and objectives/benchmarks should be part of the IEP for ESY services.
 - Begin and end dates of ESY: _____. Hours per week: _____
- C.** Does the student have limited proficiency in English? ☐ Yes ☒ No. If yes, what native language? _____. Explain what considerations are necessary:
- D.** If hearing impaired/deaf, is hearing aid monitoring required? ☐ Yes ☐ No ☒ Not hearing impaired/deaf. If yes, explain what considerations are necessary:
- E.** If visually impaired/blind, is Braille required? ☐ Yes ☐ No ☒ Not visually impaired/blind. If yes, explain what considerations are necessary:

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Secondary IEP Accommodations

Page of

Students Ages 15-21

Student's Name: Greg White	District ID: 11111	State ID: 22222	Grade: 12	Sex: M
Native Lang: English	Ethnicity: White	Birth Date: 05/13/1996	Age: 17	
District: Great District	School: Wonderful School			

15. Accommodations, Adaptations, and/or Supports in General and Special Education

June 2013

Copy to the confidential folder, each service provider, and the parent or adult student.

Document accommodations and/or adaptations the student requires, based on assessed needs, in order to advance appropriately toward attaining the identified annual goals, be involved and make progress in general education curriculum, and be educated in general education to the maximum extent possible. **Accommodations/adaptations provided on state/district wide assessments must be provided as a part of the regular instructional program.**

Check	Accommodation/Adaptations Needed	Check	Accommodation/Adaptations Needed
	Presentation		Setting
	Use large print/Braille/recorded books		Read class materials orally
	Alter format of materials (highlight, type, spacing, color-code, etc.)		Adapt/repeat/model directions
	Low vision devices (magnifiers, closed circuit TV, etc.)		Take test in separate location
	Sign Language (ASL, SEE, etc)		Preferential seating
	Shortened assignments	√	Other: quiet area
	Preview test procedures		Other:
	Limited multiple choice		Response
	Rephrase test questions/directions		Oral response to assignments/tests
√	Provide test/quiz study guides/outlines		Text-to-Speech (Kurzweil, WYNN, etc.)
	Provide extra credit options		Allow dictation to a scribe
	Simplify test/quiz wording	√	Allow use of calculator
	Read class materials orally		Allow use of a tape recorder
	Assign peer tutor/note taker		Spelling/grammar devices
√	Adapt/repeat/model directions		Speech-to Text Software
	Individualized/small group instruction	√	Hands-on assignments
√	Other: Break into key components		Other:
	Other:		Other:
	Timing/Scheduling		Other:
	Provide notice of tests/quizzes		Provide desktop list of tasks
√	Extra time to complete assignments, tests/quizzes (based on following assessment): WJ-III fluency rates	√	Provide homework lists
			Behavior plan/contract
			Provide daily assignment lists
			Adapted grading
	Modify student schedule (describe below)		Other:
			Other:
			Other:
			Assistive Technology:
	Allow breaks (during work/tasks, etc.)	√	Describe: Manipulatives for math assignments
	Other:		Describe:
	Other:		Describe:

Document date: 10/17/13 **Secondary State/District Assessment Accommodations** Page
of
Students Ages 15-21

Student's Name: Greg White	District ID: 11111	State ID:22222	Grade:12	Sex: M
Native Lang: English	Ethnicity: White	Birth Date: 05/13/1996	Age: 17	
District: Great District	School: Wonderful School			

16. Participation in State/District Assessment

Accommodations/adaptations provided on state/district wide assessments must be provided as a part of the regular instructional program.

AC = Accommodations AD = Adaptations ISAT-Alt = Idaho Alternate Assessment

Participation	Regular	AC	AD	Accommodation or Adaptations
Language Arts				
<input checked="" type="checkbox"/> ISAT				Student tested proficient in the spring of 2012.
<input type="checkbox"/> DWA				
<input type="checkbox"/> ISAT-Alt-LA				
Reading				
<input type="checkbox"/> IRI				Student tested proficient in the spring of 2012.
<input checked="" type="checkbox"/> ISAT				
<input type="checkbox"/> ISAT-Alt-R				
Mathematics				
<input type="checkbox"/> IMI				"Student scored a 229 (below basic) on the math ISAT in the spring of 2013. He needs to score 238 to be proficient. He will follow adapted graduation criteria established by the IEP team."
<input type="checkbox"/> ISAT				
<input type="checkbox"/> DMA				
<input type="checkbox"/> ISAT-Alt-M				
Science				
<input type="checkbox"/> ISI				Student tested proficient in the spring of 2012.
<input checked="" type="checkbox"/> ISAT				
<input type="checkbox"/> ISAT-Alt-S				

Note 1: Only those accommodations and adaptations: listed in No. 1 above and regularly used by the student in the classroom instruction and classroom testing may be used during statewide and district wide assessments.

Note 2: Accommodations do not invalidate assessment results.

Note 3: Adaptations result in the student being counted as not proficient and not participating.

17. College Entrance Exam Accommodations: accommodation requested to the College Board (if appropriate)

Describe: Extended time, test in quiet area, calculator

18. Behavior Intervention Planning

A. Does behavior impede the student's learning or that of others?..... ☒ Yes ☐ No

B. If yes, have positive behavior supports been considered?..... ☒ Yes ☐ No

C. The positive behavior supports, if needed, are incorporated in this IEP..... ☒ Yes ☐ No

D. A behavior intervention plan (BIP), including positive supports, is included or attached to this IEP.. ☒ Yes ☐ No

Document date: 10/17/13

Secondary IEP LRE Placement & Written Notice

Page of

Students Ages 15-21

Student's Name: Greg White	District ID: 11111	State ID: 22222	Grade: 12	Sex: M
Native Lang: English	Ethnicity: White	Birth Date: 05/13/1996	Age: 17	
District: Great District		School: Wonderful School		

June 2013

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19. LEAST RESTRICTIVE ENVIRONMENT (LRE)

Check one:

- ☐ The student will participate entirely in the general education classroom, the general education curriculum, and nonacademic and extracurricular activities with nondisabled peers.
- ☒ The student will participate in the general education classroom and curriculum, **except for the following:**

Check and explain all that apply.



General education classroom:

Due to Greg's ability and achievement in the area of math, he requires small group instruction at his instructional level in resource setting at this time. Greg also requires small group instruction by a special education teacher during his work experience where he will focus on gaining the skills needed for his postsecondary goals.



General education curriculum:

Skill deficits in mathematics require that math curriculum be streamlined and intensified to cover basic concepts in algebra and personal finance.



Non-academic and extracurricular activities with non-disabled peers: _____

20. DECEMBER 1 FEDERAL REPORT: EDUCATIONAL ENVIRONMENT FOR AGES 6-21 (Must match minutes on the IEP services and other considerations page).

(01) Student is inside the general education classroom 80% or more of the school day. In a 6-hour school day, the student is inside the regular class at least 288 minutes.



(02) Student is inside the general education classroom at least 40% but not more than 79% of the school day. In a 6-hour school day, the student is inside the regular class at least 145 minutes, but not more than 287 minutes.



(03) Student is inside the general education classroom less than 40% of the school day. In a 6-hour school day, the student is inside the regular class 144 minutes or less.



(11) Student is in a district self-contained classroom in a separate special education school for more than 50% of the school day – more than 180 minutes in a 6-hour day.



(12) Student is placed in a private special education day school / facility at public expense for more than 50% of the school day – more than 180 minutes in a 6 hour school day.



(13) Student receives education services in a public residential facility for more than 50% of the school day and resides in that facility during the school week.



(14) Student receives education services in a private residential facility at public expense for more than 50% of the school day and resides in that facility during the school week.



(15) Student receives special education services in a hospital or homebound setting (do not include home-schooled students or virtual charter school students.)



(16) Student receives special education services in a detention center or correctional facility.

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Secondary IEP LRE Placement & Written Notice

Page of

Students Ages 15-21

Student's Name: Greg White	District ID: 11111	State ID:22222	Grade:12	Sex: M
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June 2013

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21. WRITTEN NOTICE

The student will receive the services and placement outlined on this IEP because the student is eligible for special education and the IEP team has determined that this IEP will meet his or her needs.

A. The following options were considered but rejected because:

Math in the general education setting with supports was considered but rejected because Greg required adapted curriculum and small group instruction to be successful in his math class and in his transition requirements.

B. The following evaluation procedures, tests, records, or reports were used as a basis for the IEP:

ISAT, current progress in classes, math probes, current IEP and MDT report dated 09/18/13.

C. The following information and other factors from parents and other sources were used to develop this IEP:

Parent, student, and school staff input.

You have protection under the procedural safeguards of the Individuals with Disabilities Education Act (IDEA, 2004). If you need an explanation or a copy of the *Procedural Safeguards Notice* or have additional concerns, please contact

Rick Smith at 208-555-9876.
Case Manager's Name Building or Phone Number

After contacting the school if further assistance is needed, you may contact any of the agencies below:

<u>Idaho State Department of Education</u>	<u>Idaho Parents Unlimited, Inc.</u>	<u>Disability Rights Idaho.</u>
208/332-6910	800/242-4785	V/TT: 208/336-5353
800/432-4601	V/TT: 208/342-5884	V/TT: 866/262-3462
TT: 800/377-3529		

22. CONSENT FOR INITIAL PLACEMENT

- ☐ I CONSENT to placing _____ in special education.
I understand that I can revoke this consent before services begin.
- ☐ I DENY CONSENT to placing _____ in special education.

Parent or Adult Student Signature

Date