

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

Document date 3/19/13

Student Invitation to a Meeting

Students Ages 15-21

Student's Name: Sarah Bain	District ID: 54321	State ID:12345	Grade:12	Sex: F
Native Lang: English	Ethnicity: White	Birth Date: 07/13/1994	Age: 18	
District: Amazing District	School: Best School			

Dear Sarah Bain
(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>4/5/13</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>James Bain</u>	<u>Susan Bain</u>	<u>Matt Howe</u>
	<u>Cheryl Brown</u>	<u>Chris Cline</u>	<u>Julie Emery</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: Sarah Bain	District ID: 54321	State ID:12345	Grade:12	Sex: F
Native Lang: English	Ethnicity: White	Birth Date: 07/13/1994	Age: 18	
District: Amazing District		School: Best School		

Parent/Guardian Name: James and Susan Bain	Home Phone: 208-555-5555
Address: 324 16 th St.	
Native Language: English	Daytime Phone:208-555-1234

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

IEP Information

Special Education Teacher Name: Julie Emery	Telephone Number: 208-555-9876
Eligibility Category: MD	Medical Information:

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)
Sarah Bain	Student	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
James Bain	Father	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Susan Bain	Mother	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Matt Howe	Math Teacher	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Cheryl Brown	Special Education Director	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Chris Cline	Vocational Rehabilitation Counselor	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Julie Emery	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 type="checkbox"/>	The student & parents have been informed that Special Education Rights will transfer to the student at age 18.
<input checked="" type="checkbox"/>	Special Education Rights will not transfer to the student at age 18 because:
<input checked="" 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: Sarah Bain	District ID: 54321	State ID:12345	Grade:12	Sex: F
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1. Assessment Summary for Transition Services Planning (maintain cumulative record of assessments):

Transition Assessment Tool:	Date:	Summary of Results:
Communication Matrix	10/12	Communicating strongly at the Unconventional Communication Level of competence with some skills developing in the Conventional Communication Level and the Concrete Level. At the Concrete Symbols Level, she is working towards using pictures to request items and matching pictures to objects. This assessment identified that Sarah is progressing toward her postsecondary goal of being able to request items while volunteering at a greenhouse.
Casey Life Skills Caregiver 1	11/12	Strengths in communicating her preferences and significant needs in daily living, home life and self-care
Life skills task assessment	2/13	On a 20 point tasks assessment of laundry, Sarah can complete 2 of the tasks correctly with a gestural prompt, 5 of the tasks correctly with a verbal prompt and the remaining tasks (13) correctly with either a verbal and physical prompt. She needs an average of 7 verbal prompts and 11 physical prompts to load the machine.
Choose and Take Action	3/13	Sarah viewed 16 pairs of jobs her interest was indicated by smiling. The results of both assessments indicated that Sarah would like to work in a greenhouse taking care of plants or have a job cooking meals.
Finding the Right Job	4/13	Sarah wants to work in a greenhouse taking care of plants or have a job cooking meals.

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.

Sarah plans to attend the 18-21 year old transition program next year and the transition teacher is working on finding a job tryout at a local greenhouse or a job that relates to cooking. Sarah's parent shared that at home she requires assistance with eating, her hygiene, and mobility. They said she loves her dog and younger sister who often watches TV with Sarah. She enjoys visiting her grandparents who live in the neighborhood and likes it when her sister pushes her in her wheelchair to their house. She enjoys the feel of sunshine on her face and picked yellow as the color to paint her room. Sarah parents said that her chore in the house is to water the plants, help stir items when cooking, and to use the newspaper ads to indicate, by pointing or smiling, the items she wants her parents to buy. She requires hand over hand assistance to complete these tasks, but she enjoys helping out in the home. Sarah's parents have indicated that Sarah plans to stay living in the home because she likes her bedroom and doesn't want to live away from her family. When asked about living out of the home by her teachers at school, Sarah has not been clear about her preference, but she seems to really enjoy her family and always smiles when she sees them. The School Function Assessment completed in November 2012, indicate strengths in: maintaining and changing position and travel and areas of need: manipulation with movement, using materials, eating, drinking, and hygiene. She requires direct, full assistance with eating, drinking, and hygiene. On the Inventory of Gross Motor and Skills for Functional Independence January 2013, Sarah demonstrated head control against gravity and ability to support herself with upper extremities (as in a crawl position). While sitting, she can actively move her arms to reach for items, but she cannot crawl. She requires maximum assistance to move from her wheel chair to another seat (e.g. the toilet). She is on a 45-minute toileting schedule (she is taken to bathroom and helped onto the toilet every 45 minutes). She uses the bathroom 2 of 3 times when following the schedule and has bathroom accidents 1-2 times each week. She has increased her time being able to stand in the gait trainer by 5 minutes since last year. She can now stand for 15 minutes. Sarah is not able to reach for objects (hair brush, tooth brush, etc.) when in a standing position. Sarah is making progress towards her postsecondary goal of managing her own hygiene. Using her AAC Device Sarah greets people when the switch is present. She will look at and touch pictures to request an item 70% of the time and match a picture to an object 60% of the time. She follows the direction "put in" 50% of the time and "give me" 40% of the time. Sarah is progressing towards her postsecondary goal of communicating and following directions in cooking courses at the local recreation center.

3. Additional Student Input

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

(Indicated by smiling and/or clapping) Sarah enjoys watching the Disney channel, cooking, watering plants and listening to One Direction. She enjoys art class, life skills class, and cooking class. Her favorite teacher is Mrs. Mackee. She also likes to look at teen boys at school and on the computer. Sarah's mom said that she often buys Sarah teen magazines and these make Sarah happy, but she needs assistance to turn the pages in the magazine. When asked who Sarah likes in the class, Sarah points to all students in the class, but she doesn't spend time out of school with her classmates. Her favorite person at school seems to be a general education 12th grade boy who pushes her in her wheelchair to US Government class each day.

Postsecondary Goals

Students Ages 15-21

Student's Name: Sarah Bain	District ID: 54321	State ID:12345	Grade:12	Sex: F
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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 exiting from the 18-21 year old program, Sarah will participate in cooking courses offered at the local recreations center with the assistance of an adult service provider. Within a year of exiting from the 18-21 year old program, with assistance Sarah will train on-the-job to volunteer at a greenhouse.
	Employment/Career:	Within a year of exiting from the 18-21 year old program, with assistance Sarah will participate in volunteer work at a greenhouse.
	Independent Living (When appropriate):	Within a year of exiting from the 18-21 year old program, Sarah will live at home where she will assist in meal preparation, and assist in managing her own hygiene and feeding.

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).

Life Skills Reading, Life Skills Math, Speech/Language, Adaptive Behavior

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:				
	9 th grade: SPED teacher will provide direct instruction in using eye-gaze to identify Sarah's postsecondary education preferences.	9 th grade Sarah and SPED teacher	4/21/10	In progress 4/15/11	Met 4/8/12
	10 th grade	10 th grade			
	1. SPED teacher will provide additional direct instruction in using eye-gaze to identify Sarah's postsecondary education preferences.	1. Sarah and special education teacher	4/13/11	Met	4/8/12
	2. Food and Nutrition teacher and para will provide instruction to Sarah in cooking class and rate her preference for cooking class.	2. Sarah, foods teacher, para	4/13/11	Met	1/16/12
	11 th grade	11 th grade			
	1. Sarah and her SPED teacher will research the skills needed to attend cooking courses in the community with assistance.	1. Sara and special education teacher	4/9/12	Met	10/25/12
	2. Sarah will work with her parents at home to learn how to assist cooking at home	2. Sarah and parents	4/9/12	Met	4/1/13
	12 th grade	12 th grade			
	1. Sarah and her SPED teacher will create a task analysis of cooking skills to assist Sarah in learning specific components of cooking.	1. Sarah and special education teacher	4/7/13		

	B. Employment/Career: 9 th grade 1. Sarah and a SPED teacher will utilize COPS Picture Inventory of Careers to develop a transition portfolio. 2. Sarah, with assistance from her parents, will complete one chore each day at home. 10 th grade 1. SPED teacher will provide direct instruction to Sarah in helping to clean the kitchen. 11 th grade 1. Sarah and her special education teacher will research the skills needed to volunteer in her community. 2. Sarah and her parents generate a list of jobs Sarah could have in their home. 12 th grade 1. Sarah, with the help from her special education teacher, will set up and participate in a job tryout at a local greenhouse. 2. Sarah and her special education teacher will create a task analysis of watering plants in a greenhouse to assist Sarah in learning specific components of watering plants. 3. Sarah, with the help of a para-educator, will practice packing dirt in a pot, planting seeds, and watering plants.	9 th grade 1. Sarah and special education teacher 2. Sarah and parents 10 th grade 1. Sarah and special education teacher 11 th grade 1. Sarah and special education teacher 2. Sarah and parents 12 th grade 1. Sarah and special education teacher 2. Sarah and special education teacher 3. Sarah and para-educator	4/21/10 4/21/10 4/13/11 4/9/12 4/9/12 4/7/13 4/7/13 4/7/13	Met Met Met Met Met Met Met	4/2/11 4/1/11 4/2/12 9/25/12 3/3/13
	C. Community Participation: 9 th grade 1. Sarah will work with the speech pathologist and para-educator to learn how to use AAC device to communicate to people in her community. 2. Sarah will work with her special education teacher to communicate preference in recreation activities. 10 th grade 1. Sarah will continue to work with her speech pathologist and para-educator to learn how to use her AAC device to communicate to people in her community. 2. Sarah will continue to work with her special education teacher to learn how to communicate preference in recreation activities. 11 th grade 1. Sarah, with her special education teacher, will participate in curriculum based field trips for shopping. 2. Sarah will get a library card with her parents to check out movies and get magazines that she enjoys 12 th grade 1. Sarah with assistance from her special education teacher will research parks and recreation classes. 2. Sarah will work with parents to enroll in a self-selected recreation activity outside of school.	9 th grade 1. Sarah, speech/ language pathologist and para-educator 2. Sarah and special education teacher 10 th grade 1. Sarah, speech/ language pathologist and para-educator 2. Sarah and special education teacher 11 th grade 1. Sarah and special education teacher 2. Sarah and parents 12 th grade 1. Sarah and special education teacher 2. Sarah and parents	4/21/10 4/21/10 4/13/11 4/13/11 4/9/12 4/9/12 4/7/13 4/7/13	In progress In progress (Greets people) Met Met Met Met Met	Continued for further growth Continued for further growth 4/8/12 4/8/12 4/5/13 3/28/13

Postsecondary Goals

Students Ages 15-21

Student's Name: Sarah Bain	District ID: 54321	State ID:12345	Grade:12 th	Sex: F
Native Lang: English	Ethnicity: White	Birth Date: 07/13/1994	Age: 18	
District: Amazing District	School: Best School			

IEP Team Must Consider	D. Independent Living:				
	9 th grade	9 th grade			
	1. The special education teacher will provide direct instruction to Sarah in daily living skills (hygiene and eating skills).	1. Sarah and special education teacher	4/21/10	In progress	Continued for further growth
	10 th grade				
	1. The special education teacher will continue to provide direct instruction to Sarah in daily living skills (hygiene and eating skills).	10 th grade	4/13/11	In progress	Continued for further growth
		1. Sarah and special education teacher			
	11 th grade				
	1. The special education teacher will provide direct instruction to Sarah in daily living skills (grooming, hygiene, and eating skills).	11 th grade	4/9/12		
		1. Sarah and special education teacher			
	12 th grade				
	1. The special education teacher will continue to provide direct instruction to Sarah in daily living skills (grooming, hygiene, and eating skills).	12 th grade	4/7/13		
		1. Sarah and special education teacher			
	2. The special education teacher will provide direct instruction in how to communicate personal information using a printed card.	2. Sarah and special education teacher	4/7/13		
	E. Adult Services:				
	9 th grade	9 th grade			
	1. IEP team determined not needed at this time.	1. N/A			
	10 th grade	10 th grade			
	1. Sarah and her parents will obtain the Idaho State Bar Guardianship Booklet	1. Sarah and parents	4/13/11	Met	4/8/12
	2. The special education teacher will obtain signed releases needed to share information with other agencies.	Special education teacher	4/13/11	Met	4/8/12
	3. Sarah's family will work with her special education teacher and the ILC (Idaho Centers for Independent Living) to determine what in-home support services will be available to Sarah and her family.	3. Parents, special education teacher, and ILC staff	4/13/11	Met	4/8/12
	11 th grade				
	1. The special education teacher will gather information regarding how to apply for public assistance: SSI	11 th grade	4/9/12	Met	4/5/13
		1. Special education teacher			
	2. The special education teacher and parents will determine eligibility for community based adult services and home supports from Health and Welfare.	2. Special education teacher and parents	4/9/12	Met	4/5/13
	12 th grade				
	1. Special education teacher will obtain signed releases needed to share information with other agencies.	12 th grade	4/7/13	Met	
		1. Special education teacher			
	2. Family will apply for Targeted Service Coordination and the Self-Direction Waiver	2. Parents	4/7/13	Met	

	F. Related Services:	9 th grade			
	9 th grade				
	1. Sarah and her speech path will learn how to use assistive technology to access classes.	1. Sarah and speech pathologist	4/21/10	In progress	Continued for further growth
	2. The para-educator and physical therapist will provide direct instruction in holding a spoon.	2. Sarah, PT and para-educator	4/21/10	N/A	Modified to match skill level
	10 th grade	10 th grade			
	1. Sarah and her speech path will learn how to use assistive technology to access classes.	1. Sarah and speech path.	4/13/11	Met	4/1/12
	2. The para-educator and physical therapist will provide direct instruction in using the universal hand clip to move from a plate to her mouth	2. Sarah, PT, and para-educator	4/13/11	In progress	Continued for further growth
	11 th grade	11 th grade			
	1. The para-educator and physical therapist will provide direct instruction in using the universal hand clip to eat meals.	1. Sarah, PT and para-educator	4/9/12	In progress	Continued for further growth
	2. The speech pathologist and para-educator will provide direct instruction in how to communicate personal information using assistive technology.	2. Sarah, speech pathologist, and para-educator	4/9/12	In progress	Continued for further growth
	12 th grade	12 th grade			
	1. The para-educator and physical therapist will provide direct instruction in using the universal hand clip to eat meals.	1. Sarah, PT, and para	4/7/13		
	2. Sarah will work with her speech pathologist and para-educator to use her Big Mac switch to communicate personal and other information in her cooking class.	2. Sarah, speech pathologist, para	4/7/13		
*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 3/1/13

(Prior to Invitation)

Date of outside agency invitation 3/1/13

(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.)

Student's Name: Sarah Bain	District ID: 54321	State ID: 12345	Grade: 12 th	Sex: F
Native Lang: English	Ethnicity: White	Birth Date: 07/13/1994	Age: 18	
District: Amazing District		School: Best School		

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: Sarah will meet adapted graduation criteria established by the IEP team. Sarah will meet the high school graduation requirements with adaptations that the IEP team determines.
- Anticipated graduation date: 6/2016
- ☐ 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	Science, Art, Health, Consumer Studies, P.E. Language Arts, Math, and Life Skills	
10/11	Grade 9	Special Education Math, Special Education Language Arts, Life Skills, Physical Science, History, Consumer Studies 2, Art	7
11/12	Grade 10	Special Education Math, Special Education Language Arts, Life Skills, Technology, Health, Food and Nutrition, Biology	14
12/13	Grade 11	Special Education Math, Special Education Language Arts, Life Skills, US. History, Speech (to be completed with the speech pathologist), Work Experience	21
13/14	Grade 12	Special Education Math, Special Education Language Arts, Life Skills, US. Government, Transitions, Work Experience (cooking and greenhouse)	
	Ages 18-21	Community Transitions and Work Experience	

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

Student's Name: Sarah Bain	District ID: 54321	State ID:12345	Grade:12 th	Sex: F
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10. Document Evidence of Idaho 10 th Grade Achievement Standards Proficiency	
Reading	Document score and/or evidence of proficiency
<input type="checkbox"/> ISAT <input checked="" type="checkbox"/> ISAT-Alt <input type="checkbox"/> Alternate Rte. <input type="checkbox"/> IEP Rte.	Proficient on the ISAT-Alt 4/15/12
Math	Document score and/or evidence of proficiency
<input type="checkbox"/> ISAT <input checked="" type="checkbox"/> ISAT-Alt <input type="checkbox"/> Alternate Rte. <input type="checkbox"/> IEP Rte.	Proficient on the ISAT-Alt 4/15/12
Language Arts	Document score and/or evidence of proficiency
<input type="checkbox"/> ISAT <input checked="" type="checkbox"/> ISAT-Alt <input type="checkbox"/> Alternate Rte. <input type="checkbox"/> IEP Rte.	Proficient on the ISAT-Alt 4/15/12
Science	Proficient on the ISAT-Alt 4/15/12
<input type="checkbox"/> ISAT <input checked="" type="checkbox"/> ISAT-Alt <input type="checkbox"/> Alternate Rte. <input type="checkbox"/> IEP Rte.	

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:

- The student's demonstrated cognitive ability and adaptive behavior prevent completion of the general academic curriculum even with program accommodations and/or adaptations;
- The student's course of study is primarily functional-skill and living-skill oriented (typically not measured by state or district assessments); and
- 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.

Student's Name: Sarah Bain	District ID: 54321	State ID:12345	Grade:12 th	Sex: F
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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: Life Skills Reading

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).

Sarah is able to match the correct picture to the actual item, when given a 3 choice array, 1 out of 3 times measured by a teacher-developed probe. After selecting the correct picture, Sarah is able to hand that picture to the teacher to request an item 2 out of 3 times as measured by a teacher developed probe. This assessment identified that Sarah is progressing towards her postsecondary goal being able to match pictures to an item so she can request specific items while volunteering at a greenhouse. Sarah's general education peers do not require the use of pictures or assistive technology to correctly identify items.

C. General Education Content Standard(s): (Idaho Content Standards, Idaho Core, Idaho Work Place Competencies, Idaho Extended Content Standards) (Work Place Competencies) 2.5.5 Overcome communication barriers

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 variety of academic topics, Sarah will match the correct picture to an item and hand the picture to the teacher in class 3 out of 4 times over 2 consecutive trials when given a 3 choice array.

E. Evaluation Method:

☒ Monitor/Chart Progress ☐ Specific Assessment ☐ Rubric ☐ Assessment Name Teacher developed probes

F. Schedule of Data Collection:

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

G. Assistive Technology (if needed): Pictures on her AAC device

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

Sarah will assist her teacher in evaluating her work, by reporting her work on this goal using a picture symbol (either good or needs work) at the end of each week. Her reports and weekly probes will be shared with her family once a month 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.

Document date: 4/7/13

Secondary IEP Goals

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Students Ages 15-21

Student's Name: Sarah Bain	District ID: 54321	State ID:12345	Grade:12 th	Sex: F
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June 2013

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

Native Lang: English	Ethnicity: White	Birth Date: 07/13/1994	Age: 18
District: Amazing District	School: Best School		

I. Objective/Benchmark (required if student takes the ISAT-Alt):	Enter report card dates in the 1 st line below.					
A. Given 10 new pictures and symbols presented on the computer selected from content areas or at a jobsite, Sarah will select the correct picture or symbol named 4 out of 4 times over 2 consecutive trials when given a 3 choice array. Expected Progress: Target Date: 6/5/13						
B. Given 20 new pictures and symbols presented on the computer selected from content areas or at a jobsite, Sarah will select the correct picture or symbol named 4 out of 4 times over 2 consecutive trials when given a 3 choice array. Expected Progress: Target Date: 10/5/13						
C. Given a three-choice array of pictures that relate to the lesson or her work experience and asked, "give me ____" (e.g. "water hose") Sarah will select and hand the correct picture to the teacher that shows the concept for 2 new concepts/week 2 out of 3 times for 2 consecutive trials. Expected Progress: Target Date: 1/5/14						
D. Given a three-choice array of pictures that relate to the lesson or her work experience and asked, "give me ____" (e.g. "water hose") Sarah will select the correct picture that shows the concept for 2 new concepts/week 3 out of 3 times for 2 consecutive trials. Expected Progress: Target Date: 4/5/14						

Document date: 4/7/13

Secondary IEP Goals

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June 2013

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Native Lang: English	Ethnicity: White	Birth Date: 07/13/1994	Age: 18
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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: Life Skills 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).

On a life skills task assessment of 20 items, conducted over the months of February and March, of separating clothes by color, putting clothes in the washing machine, and measuring detergent while seated in her wheelchair, Sarah is able to complete 2 of the tasks correctly with a gestural prompt, 5 of the tasks correctly with a verbal prompt and the remaining tasks (13) correctly with either a verbal and physical prompt. She needs an average of 7 verbal prompts and 11 physical prompts to load the machine. Sarah's general education peers do not require assistance with sorting and measuring activities.

C. General Education Content Standard(s): (Idaho Content Standards, Idaho Core, Idaho Work Place Competencies, Idaho Extended Content Standards) (Idaho Core) H.S. N-G.2. Define appropriate quantities for the purpose of descriptive modeling.

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):

During life skills math instruction, Sarah will complete the 20 tasks (including defining one property (color) to an item and measuring detergent) to load a washing machine with 100% accuracy, with at most 3 verbal prompts and 7 physical prompts over 2 consecutive trials.

E. Evaluation Method:

☒ Monitor/Chart Progress ☐ Specific Assessment ☐ Rubric ☐ Assessment Name Teacher created life skills assessment

F. Schedule of Data Collection:

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

G. Assistive Technology (if needed): Pictures on her AAC device

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

Her reports and weekly probes on following directions will be shared with her family once a month 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.

Document date: 4/7/13

Secondary IEP Goals

Students Ages 15-21

Page of

Student's Name: Sarah Bain	District ID: 54321	State ID:12345	Grade:12 th	Sex: F
Native Lang: English	Ethnicity: White	Birth Date: 07/13/1994	Age: 18	

June 2013

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

District: Amazing District	School: Best School
----------------------------	---------------------

J. Objective/Benchmark (required if student takes the ISAT-Alt): I.	Enter report card dates in the 1 st line below.					
A. During life skills math instruction, Sarah will complete the 20 tasks to load a washing machine with 100% accuracy, with at most 5 verbal prompts and 10 physical prompts over 2 consecutive trials. Expected Progress: Target Date: 6/5/13						
B. During life skills math instruction, Sarah will complete the 20 tasks to load a washing machine with 100% accuracy, with at most 4 verbal prompts and 9 physical prompts over 2 consecutive trials. Expected Progress: Target Date: 10/5/13						
C. During life skills math instruction, Sarah will complete the 20 tasks to load a washing machine with 100% accuracy, with at most 3 verbal prompts and 8 physical prompts over 2 consecutive trials. Expected Progress: Target Date: 1/5/14						
D. During life skills math instruction, Sarah will complete the 20 tasks to load a washing machine with 100% accuracy, with at most 3 verbal prompts and 7 physical prompts over 2 consecutive trials. Expected Progress: Target Date: 4/5/14						

Document date: 4/7/13

Secondary IEP Goals

Students Ages 15-21

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Student's Name: Sarah Bain	District ID: 54321	State ID:12345	Grade:12 th	Sex: F
Native Lang: English	Ethnicity: White	Birth Date: 07/13/1994	Age: 18	

June 2013

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District: Amazing District	School: Best 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: Speech/Language

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).

Sarah's special education teacher indicated, through data collected on teacher developed probes for following directions, that Sarah is able to follow the direction "put in" 50% of the time and "give me" 40% of the time. This assessment identified that Sarah is progressing towards her postsecondary goal of being able to follow verbal directions while participating in cooking course at the local recreation center. Sarah's general education peers do not require assistance with following simple one step directions.

C. General Education Content Standard(s): (Idaho Content Standards, Idaho Core, Idaho Work Place Competencies, Idaho Extended Content Standards) (Work Place Competencies) 2.5.5 Overcome communication barriers

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):
--

During life skills instruction, Sarah will follow directions "put in" (e.g. put the cheese in the bowl) and "give me" (e.g. give me the spoon) in class 75% of the time over 2 consecutive trials.

E. Evaluation Method:

☒ Monitor/Chart Progress
 ☐ Specific Assessment
 ☐ Rubric
 ☐ Assessment Name
 Teacher developed probes

F. Schedule of Data Collection:
--

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

G. Assistive Technology (if needed): Pictures on her AAC device
--

H. How/when progress will be reported to the family: Her reports and weekly probes on following directions will be shared with her family once a month in writing.
--

Enter report card dates in the 1 st line below.					

*Progress Codes: 1 = Completed 2 = In progress	3 = Not started 4 = Other:	Progress Projection Codes: A = Progress is adequate to meet target dates. B = Progress is inadequate to meet target dates.
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Document date: 4/7/13

Secondary IEP Goals

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Students Ages 15-21

Student's Name: Sarah Bain	District ID: 54321	State ID:12345	Grade:12 th	Sex: F
Native Lang: English	Ethnicity: White	Birth Date: 07/13/1994	Age: 18	
District: Amazing District	School: Best School			

June 2013

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

K. Objective/Benchmark (required if student takes the ISAT-Alt):	Enter report card dates in the 1 st line below.					
A. During life skills instruction, Sarah will follow directions “put in” (e.g. put the cheese in the bowl) and “give me” (e.g. give me the spoon) in class 50% of the time over 2 consecutive trials. Expected Progress: Target Date: 6/5/13						
B. During life skills instruction, Sarah will follow directions “put in” (e.g. put the cheese in the bowl) and “give me” (e.g. give me the spoon) in class 60% of the time over 2 consecutive trials. Expected Progress: Target Date: 10/5/13						
B. During life skills instruction, Sarah will follow directions “put in” (e.g. put the cheese in the bowl) and “give me” (e.g. give me the spoon) in class 70% of the time over 2 consecutive trials. Expected Progress: Target Date: 1/5/14						
D. During life skills instruction, Sarah will follow directions “put in” (e.g. put the cheese in the bowl) and “give me” (e.g. give me the spoon) in class 75% of the time over 2 consecutive trials. Expected Progress: Target Date: 4/5/14						

Document date: 4/7/13

Secondary IEP Goals

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Students Ages 15-21

Student's Name: Sarah Bain					District ID: 54321		State ID:12345		Grade:12 th		Sex: F	
Native Lang: English					Ethnicity: White		Birth Date: 07/13/1994			Age: 18		
District: Amazing District					School: Best School							

June 2013

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

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: Adaptive 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).

She requires direct, full assistance with eating, drinking, and hygiene. She is making a little progress using utensil tools, but the teacher developed probe indicates that she still requires physical prompts when eating even with the use of the universal hand clip. Sarah is able to hold her hand level when a teacher or peer helps her to put on her universal hand clip 5 out of 5 trials. She is able to independently move the utensil towards the food, but she requires a partial physical prompt to pick up food and full physical prompt to move the food to her mouth without it falling off the utensil. She independently takes the food off the utensil with her mouth and eats the foods. Sarah is making progress towards her postsecondary goal of managing her own feeding. Sarah's general education peers do not require assistance eating.

General Education Content Standard(s): (Idaho Content Standards, Idaho Core, Idaho Work Place Competencies, Idaho Extended Content Standards) (Idaho Health Standards) 9-12.H.7.1.2 Demonstrate a variety of healthy practices and behaviors that will maintain or improve the health of self and others.

C. 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 eating lunch and using her universal hand clip to eat, Sarah will eat her lunch with only a partial physical prompt to assist her to move the food from the plate to her mouth for 5 consecutive trials.

D. Evaluation Method:

☒ Monitor/Chart Progress ☐ Specific Assessment ☐ Rubric ☐ Assessment Name Teacher developed probes

E. Schedule of Data Collection:

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

F. Assistive Technology (if needed): Universal hand clip

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

Her reports and weekly probes on eating will be shared with her family once a month 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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Secondary IEP Goals

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Students Ages 15-21

Student's Name: Sarah Bain	District ID: 54321	State ID:12345	Grade:12 th	Sex: F
Native Lang: English	Ethnicity: White	Birth Date: 07/13/1994	Age: 18	
District: Amazing District	School: Best School			

I. Objective/Benchmark (required if student takes the ISAT-Alt):	Enter report card dates in the 1 st line below.					
A. When eating lunch and using her universal hand clip to eat, Sarah will eat her lunch with a partial physical prompt to pick up food and a partial physical prompt to assist her to move the food from the plate to her mouth for 5 consecutive trials. Expected Progress: Target Date: 6/5/13						
B. When eating lunch and using her universal hand clip to eat, Sarah will eat her lunch with a gestural prompt to pick up her food and a partial physical prompt to assist her to move the food from the plate to her mouth for 5 consecutive trials. Expected Progress: Target Date: 10/5/13						
C. When eating lunch and using her universal hand clip to eat, Sarah will eat her lunch with only a partial physical prompt to assist her to move the food from the plate to her mouth for 2 consecutive trials. Expected Progress: Target Date: 1/5/14						
D. When eating lunch and using her universal hand clip to eat, Sarah will eat her lunch with only a partial physical prompt to assist her to move the food from the plate to her mouth for 5 consecutive trials. Expected Progress: Target Date: 4/5/14						

Document date: 4/7/13

Secondary IEP Goals

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Students Ages 15-21

Student's Name: Sarah Bain					District ID: 54321		State ID:12345		Grade:12 th		Sex: F	
Native Lang: English					Ethnicity: White		Birth Date: 07/13/1994			Age: 18		
District: Amazing District					School: Best 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: Adaptive 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).

Sarah uses a gait trainer daily. She has increased her time being able to stand in the gait trainer by 5 minutes since last year. She can now stand for 15 minutes. Sarah is not able to reach for objects (hair brush, tooth brush, etc.) when in a standing position, but can remove one hand from her gait trainer for 5 seconds when given a gestural prompt as measured by the daily PT developed Gait training data collection tool. Sarah is making progress towards her postsecondary goal of managing her own hygiene. Sarah's general education peers do not require assistance managing their hygiene.

C. General Education Content Standard(s): (Idaho Content Standards, Idaho Core, Idaho Work Place Competencies, Idaho Extended Content Standards) (Physical Education Standards) 9-12.PE.2.1.2 Utilize complex movement concepts and principles to independently refine skills and apply them to the learning of new skills.

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 assisting in managing her own hygiene, Sarah will increase her strength by standing in her gait trainer for 15 minutes and reach and grab an item (tooth brush, comb, etc.) placed within 1 foot of the end of her arm rest with a gestural prompt 2 out of 2 times over 3 consecutive trials.

E. Evaluation Method:

☒ **Monitor/Chart Progress** ☐ **Specific Assessment** ☐ **Rubric** ☐ **Assessment Name** PT developed Gait training data tool

F. Schedule of Data Collection:

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

G. Assistive Technology (if needed): Gait trainer**H. How/when progress will be reported to the family:**

Her reports and daily probes on managing her hygiene and gait trainer use will be shared with her family once a month 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: 4/7/13

Secondary IEP Goals

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Students Ages 15-21

Student's Name: Sarah Bain	District ID: 54321	State ID:12345	Grade:12 th	Sex: F
Native Lang: English	Ethnicity: White	Birth Date: 07/13/1994	Age: 18	
District: Amazing District	School: Best School			

L. Objective/Benchmark (required if student takes the ISAT-Alt):

Enter report card dates in the 1st line below.

<p>A. When assisting in managing her own hygiene, Sarah will increase her strength by standing in her gait trainer for 15 minutes and remove one hand for 10 seconds with a gestural prompt 2 out of 2 times over 3 consecutive trials.</p> <p>Expected Progress: Target Date: 6/5/13</p>						
<p>B. When assisting in managing her own hygiene, Sarah will increase her strength by standing in her gait trainer for 15 minutes and reach for an item placed within 6 inches of the end of her arm rest with a gestural prompt 2 out 2 times over 3 consecutive trials.</p> <p>Expected Progress: Target Date: 10/5/13</p>						
<p>C. When assisting in managing her own hygiene, Sarah will increase her strength by standing in her gait trainer for 15 minutes and reach for an item placed within 1 foot of the end of her arm rest with a gestural prompt 2 out 2 times over 3 consecutive trials.</p> <p>Expected Progress: Target Date: 1/5/14</p>						
<p>D. When assisting in managing her own hygiene, Sarah will increase her strength by standing in her gait trainer for 15 minutes and reach and grab an item (tooth brush, comb, etc.) placed within 1 foot of the end of her arm rest with a gestural prompt 2 out 2 times over 3 consecutive trials.</p> <p>Expected Progress: Target Date: 4/5/14</p>						

Document date: 4/7/13

Secondary IEP Services & Other Considerations

Page of

Students Ages 15-21

Student's Name: Sarah Bain	District ID: 54321	State ID:12345	Grade:12 th	Sex: F
Native Lang: English	Ethnicity: White	Birth Date: 07/13/1994	Age: 18	
District: Amazing District		School: Best 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							
SPED- Life Reading	SPED Teacher	SPED Teacher	02	HQ	570	4/7/13	4/7/14
SPED- Life Math	SPED Teacher	SPED Teacher	02	HQ	30	4/7/13	4/7/14
Related Services (i.e. speech, motor, counseling, vision/hearing, transportation, interpretative, orientation/mobility, etc.)							
Speech/Language	Speech Path	Speech Path	02	IN	30	4/7/13	4/7/14
Adaptive Behavior	Physical Therapist	Para	02	IN	90	4/7/13	4/7/14
Location Codes: 01 Gen Ed Classroom 02 Sp Ed Classroom 03 Home				Medicaid (M) Codes: IN = Individual HQ = Group HO = Professional			
04 Hospital 05 Community 06 Therapy Room				HM = Parapro TD = Reg. Nurse 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 – adaptive behavior	SPED Teacher	4/7/13	12 months

13. Optional Statement of Service Delivery

Describe how services will be provided to the student. Services may be provided by a paraprofessional under the direction of the special education teacher or other professionals.

14. Other Considerations

- A.** Special transportation is a related service. The student requires ☐ Regular ☒ Special ☐ No transportation. Describe if necessary: curb to curb transportation
- B.** Are extended school year (ESY) services required for this student? ☐ Yes ☒ No ☐ TBD. If TBD, when: _____. If Yes, complete 1 – 6 below.
1. 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?
 2. What skills are emerging that require ESY services in order to make reasonable gains?
 3. What acquisition of a critical life skill that aids the student's ability to function independently would be threatened by an interruption in services?
 4. In what way are the above skills critical to the overall progress of the student?
 5. Specify which goals and objectives/benchmarks should be part of the IEP for ESY services.
 6. 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:

Document date: 4/7/13

Secondary IEP Accommodations

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Students Ages 15-21

Students Ages 18-24				
Student's Name: Sarah Bain	District ID: 54321	State ID:12345	Grade:12 th	Sex: F
Native Lang: English	Ethnicity: White	Birth Date: 07/13/1994	Age: 18	
District: Amazing District	School: Best School			

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

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:
	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: Video Modeling	√	Other: Select from a 3 choice array
	Other:	√	Other: Picture responses
	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 Reading fluency		Provide homework lists
			Behavior plan/contract
			Provide daily assignment lists
			Adapted grading
	Modify student schedule (describe below)	√	Other: Adapted eating utensils
			Other:
			Other:
		√	Assistive Technology:
	Allow breaks (during work/tasks, etc.)	√	Describe: Big Mac Switch
√	Other: Toileting Schedule	√	Describe: Assistive Technology Device AAC
	Other:	√	Describe: Gait Trainer and wheel chair
	Other:		Describe

Document date: 4/7/13 **Secondary State/District Assessment Accommodations** Page
of
Students Ages 15-21

Student's Name: Sarah Bain	District ID: 54321	State ID:12345	Grade:12 th	Sex: F
Native Lang: English	Ethnicity: White	Birth Date: 07/13/1994	Age: 18	
District: Amazing District	School: Best School			

16. Participation in State/District Assessment

June 2013

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

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 type="checkbox"/> ISAT				Select from a 3 choice array, allow picture response to questions, and allow her to use her AAC device for response, small group administration, and video.
<input type="checkbox"/> DWA				
<input checked="" type="checkbox"/> ISAT-Alt-LA				
Reading				
<input type="checkbox"/> IRI				Select from a 3 choice array, allow picture response to questions, and allow her to use her AAC device for response, small group administration, and video.
<input type="checkbox"/> ISAT				
<input checked="" type="checkbox"/> ISAT-Alt-R				
Mathematics				
<input type="checkbox"/> IMI				Select from a 3 choice array, allow picture response to questions, and allow her to use her AAC device for response, small group administration, and video.
<input type="checkbox"/> ISAT				
<input type="checkbox"/> DMA				
<input checked="" type="checkbox"/> ISAT-Alt-M				
Science				
<input type="checkbox"/> ISI				Select from a 3 choice array, allow picture response to questions, and allow her to use her AAC device for response, small group administration, and video.
<input type="checkbox"/> ISAT				
<input checked="" 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: N/A

18. Behavior Intervention Planning

A. Does behavior impede the student's learning or that of others?.....	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
B. If yes, have positive behavior supports been considered?.....	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
C. The positive behavior supports, if needed, are incorporated in this IEP.....	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
D. A behavior intervention plan (BIP), including positive supports, is included or attached to this IEP..	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No

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Secondary IEP LRE Placement & Written Notice

Page of

Students Ages 15-21

Student's Name: Sarah Bain	District ID: 54321	State ID: 12345	Grade: 12 th	Sex: F
Native Lang: English	Ethnicity: White	Birth Date: 07/13/1994	Age: 18	
District: Amazing District		School: Best School		

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 Sarah's ability and achievement she requires small group instruction at her instructional level in functional math, reading, and life skills where she will focus on gaining the skills needed for her postsecondary goals. Sarah also requires small group instruction by a speech pathologist and physical therapist.



General education curriculum:

Sarah will attend the general education classroom for socialization and the curriculum when appropriate will be adapted and tailored to meet her needs.



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.

Document date: 4/7/13

Secondary IEP LRE Placement & Written Notice

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Students Ages 15-21

Student's Name: Sarah Bain	District ID: 54321	State ID: 12345	Grade: 12 th	Sex: F
Native Lang: English	Ethnicity: White	Birth Date: 07/13/1994	Age: 18	
District: Amazing District	School: Best School			

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:

Additional time in the general education classroom, but was rejected to allow Sarah a structured environment to work on functional life skills, and her physical and communication needs.

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

The ABAAS-II, the WISC- IV, Communication Matrix, School Function Assessment, Inventory of Gross Motor and Skills for Functional Independence, teacher input, and task analyzes of instructional activities.

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

The IEP team met and discussed the tests results and task analyzes of instructional activities, and the strengths and needs of Sarah to help develop the IEP.

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

Julie Emery 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