

Indicator 13 File Compliance Changes

SDE

Post-TEST

Circle "Y" if the response meets compliance or "N" if the response does not meet compliance. If you circle "N" fix the statement to make it compliant.

Postsecondary Goals Question 1

IEP Content	Correction	
1. Within one year of graduation from high school, Teresa will seek employment in childcare.	Y N	Within one year of graduation from high school, Teresa will be working in childcare.
2. Within one year of graduation from high school, Madison wants to attend a four-year college in nursing.	Y N	Within one year of graduation from high school, Madison will attend ISU and study nursing.
3. Within one year of graduation from the district 18-21 program, Terrell will attend a community based employment program to participate in on-the-job training to work on his family farm.	Y N	
4. Within one year of graduation from the district 18-21 program, Chris will research apartments where he can live with his best friend.	Y N	Within one year of graduation from the district 18-21 program, Chris will live with his best friend in an apartment.



Age Appropriate Transition Assessment
Question 3

IEP Content	Correction
<p>1. TPI, Case Manager, 12/2011; Informal Inventory, Joe Smith, 2/2012, Review of ISAT, Sue Carr, 3/2012.</p> <p>Assessments indicate Erin is interested in a job working with her hands and tools. Cars are her primary interest and she wants to attend Idaho Auto Mechanics for Auto Tech. Her ISAT scores (203-below basic in reading) indicate reading is her area of need, but her other skills are at grade level. She is currently scoring below the reading requirements for Auto Tech. Erin also identified that she would like to live by herself in an apartment. She reports no interpersonal problems on these assessments. She is in the process of getting her driver's license.</p>	<p>Y</p> <p>N</p>
<p>2. Phone Interview with parents indicated the student would like to sell his artwork-quotes on tee-shirts-online.</p>	<p>Y</p> <p>N</p> <p>Informal Inventory, June Jones, 2/2012, Review of ISAT assessment, Lisa Clark, 3/2012; Situational Assessment of Life Skills (review of multiple assessments), June Jones, 5/2012</p> <p>Assessments indicate Paul is interested in creating his own on-line business selling t-shirts that contain his artwork and inspirational quotes. He has scored proficient on the ISAT-Alt his 10th grade year and is attending district's 18-21 program where he is learning how to create his own business and learning other independent living skills identified through his life skills assessment as needs that he will need to live semi-independently with his best friend.</p>
<p>3. School will provide vocational opportunities for student in the field of animal care as well as interest inventories to determine other strengths for consideration in her career choice.</p>	<p>Y</p> <p>N</p> <p>Interest Inventory, Jackie Small 3/2012 and review of work employment assessments, Jackie Small, 4/2012 shows that Laura is interested in a job in animal care. Her employment assessments show that she has the skills needed to obtain a job, but needs to increase her time on task, work related problem solving ability, and her ability to make changes based on supervisor feedback.</p>
<p>4. Because the student has decided to be an RN and has scored proficient on the ISAT, no other assessments were undertaken with the student.</p>	<p>Y</p> <p>N</p> <p>Informal Inventory, 4/2012, James Hunt, identifies that Chris still plans to attend ISU to become an RN. As a 10th grader Chris scored proficient on the ISAT and currently has a C in his English 11 and Algebra math class. He will still need to focus on improving his math ability and math score on the SAT to attend ISU.</p>



Transition Services
Question 4

IEP Content		Correction
1. The special education teacher will provide the student with support and access to the career access center.	Y N	The special education teacher will assist Brian in researching the eligibility requirements and services provided by the college disability access center.
2. Jason will job shadow.	Y N	Sue with help from the special education teacher and school trainer will participate in job shadow and will work after school with the school athletic trainer practicing the skills to be a trainer.
3. The special education teacher will teach Andrew how to utilize O*Net to research different employment options in the animal care field.	Y N	



Course of Study
Question 5

IEP Content	Correction
<p>1. Lisa needs 10 more credits to graduation (2 in English, 2 in Math, 2 in U.S. History, 1 in Science, 3 electives)</p>	<p>Y N</p> <p>Lisa, a junior, is currently enrolled in two special education core classes (U.S. History 1 and Elements of Geometry) and two general education classes (Biology and Weight Training). Because she continues to demonstrate below grade level reading and writing skills and difficulty with organization and self-determination skills needed to be successful in the pre-school training program, she is also enrolled in one intervention-based special education class (Elements of English 11). Next year, in addition to Elements of English 12 and Elements of Geometry 2 needed to meet graduation requirements, Lisa will take part in work experience at a local pre-school.</p>
<p>Grade 9- English 9, Social Studies 9, Physical Science, Resource Math 1, Physical Education, and Wood Shop to work to the postsecondary goal of working in Construction. Grade 10- English 10, Biology, Algebra 1/2, Geography, Health, and Wood Shop II to work to the postsecondary goal of working in Construction. Grade 11- English 11, Life Chemistry, Speech, Algebra 1/2, US History, Construction A and B. Grade 12- English 12, Geometry, Government, Consumer Math, and Construction Work Experience.</p>	<p>Y N</p>



Annual Goal Link to Transition Services/PSGs
Question 6

IEP Content		Correction
1. (Work Place Competencies) 1.1 Solve problems and make decisions in work-related situations Derek will follow classroom and school rules 95% of the time without a prompt and 100% of the time with a prompt as measure by his SWIS data.	Y N	
2. Paul will improve reading fluency by answering literal and inferential questions after reading a non-fiction passage with 85% accuracy.	Y N	(Common Core Standards) RI 9-10.10 By the end of grade 9 read and comprehends literary nonfiction in the grades 9-10 text complexity band proficiency. Paul will improve his reading comprehension to 18 responses correct or the 25 th percentile on 8 th grade level responses correct over 5 timed trials when given 8 th grade level MAZE probes.
3. Susan will complete two-step picture directions using a picture chart.	Y N	(Work Place Competencies) 2.5.5 Overcome communication barriers 4.4 Demonstrate work ethic Susan will follow two step picture directions using a picture chart 90% of the time without a prompt and 100% of the time with a prompt as measure by her communication data.

Student Invitation
Question 7

IEP Content		Correction
1. Invitation of Meeting is addressed to Dr. and Mr. Jackson and Bobbie.	Y N	
2. Inclusion of student's name on the Invitations to the meeting of who will be invited.	Y N	Address the invitation of the meeting to the student.
3. Student's signature on the participant's page.	Y N	Document that the student was verbally invited to the meeting prior to the date of the meeting.



Parental Consent for Agency Invitation
Question 8

IEP Content		Correction
1. Invitation to the meeting states VR <u>will</u> be invited to the IEP, but student's file does not contain a copy of parental consent to invite that agency.	Y N	Include a copy of the invitation to the agency and the date of the invitation. Include the signed permission to invite the agency that is dated prior to the date the agency was invited.
2. Invitation to the meeting states VR will be invited to the IEP. Student's file has copy of parental consent to invite VR and a copy of the invitation to that agency. Parental consent is dated prior to the agency invitation.	Y N	

