

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

Document date 1/16/13

Student Invitation to a Meeting
Students Ages 15-21

Student's Name: Nate Potter	District ID:	State ID:	Grade: 9	Sex: M
Native Lang: English	Ethnicity: White	Birth Date: 1/2/1998		Age: 15
District: Amazing District		School: Terrific School		

Dear Nate Potter
(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>2/12/13</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:	<table border="0"> <tr> <td><u>Tim Potter</u></td> <td><u>Helen Potter</u></td> <td><u>Julie Cleaver</u></td> </tr> <tr> <td><u>Renee James</u></td> <td><u>Lucy Day</u></td> <td></td> </tr> </table>	<u>Tim Potter</u>	<u>Helen Potter</u>	<u>Julie Cleaver</u>	<u>Renee James</u>	<u>Lucy Day</u>	
<u>Tim Potter</u>	<u>Helen Potter</u>	<u>Julie Cleaver</u>					
<u>Renee James</u>	<u>Lucy Day</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: Nate Potter	District ID:	State ID:	Grade: 9	Sex: M
Native Lang: English	Ethnicity: White	Birth Date: 1/2/1998	Age: 15	
District: Amazing District		School: Terrific School		

Parent/Guardian Name: Tim and Helen Potter	Home Phone: 208-987-6543
Address: 123 Potter Dr.	
Native Language: English	Daytime Phone: 208-987-6543

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

IEP Information

Special Education Teacher Name: Lucy Day	Telephone Number: 208-387-0431
Eligibility Category: SLD	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)
Nate Potter	Student	[X] Yes [] No
Tim Potter	Father	[X] Yes [] No
Helen Potter	Mother	[X] Yes [] No
Julie Cleaver	General Ed Math Teacher	[X] Yes [] No
Renee James	Special Education Director	[X] Yes [] No
Lucy Day	Special Education Teacher	[X] Yes [] No
		[] Yes [] No
		[] Yes [] No
		[] Yes [] No
		[] Yes [] No
		[] Yes [] No
		[] Yes [] No
		[] Yes [] No
		[] Yes [] No
		[] Yes [] 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.

Postsecondary Goals

Students Ages 15-21

Student's Name: Nate Potter	District ID:	State ID:	Grade: 9	Sex: M
Native Lang: English	Ethnicity: White	Birth Date: 1/2/1998	Age: 15	
District: Amazing District	School: Terrific School			

1. Assessment Summary for Transition Services Planning (maintain cumulative record of assessments):

Transition Assessment Tool:	Date:	Summary of Results:
CIS Interest Inventory	9/2/12	Work in the medical field and that he enjoys sports
Self-Directed Search	10/4/12	Indicates the need to attend a college or community college for training in the medical field.
Transition Planning Inventory	1/13/13	Strengths are in the areas of community participation, independent living and interpersonal relations, an area of need is self-determination
Records review	2/4/13	His 8 th grade ISAT score in math was a 234, which put him at a proficient level. His 8 th grade ISAT score in reading was 203 (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.**

Nate spends his spare time playing soccer and hiking. He enjoys attending school sports events and plays. Nate enjoys science and does best with hands-on activities. All assessments point to his chosen occupation of medical assistant or nurse in the field of sports medicine. Nate completed Pre-Algebra during his 8th grade school year with a B-. He is enrolled in Algebra 1 and he currently is earning a B in that course. Nate has more difficulty in reading fluency and comprehension. His 8th grade ISAT score in reading was 203 (below basic) He needed to score 214 in 8th grade to be proficient on the ISAT Nate's parents indicate that at home he will read magazines, but fights them when they ask him to do his reading for school. Nate's special education teacher has also been concerned in Nate's ability to discuss his disability and explain why he needs accommodations when completing reading assignments. Nate currently has a gap between his reading fluency and comprehension and the ability to read college level texts.

3. Additional Student Input**List additional student input. Be sure to include the preferences and interests of the student.**

Nate wants a career as a college sports trainer/medical assistant. He believes his family supports him, but knows that they are worried about his reading and going to college. He plans to continue to work with the high school trainer and would like to do some job shadows with a college working as a trainer. Nate says he often has a difficult time talking about his disability and advocating for his needs.

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, Nate will be living independently and be attending Boise State's Kinesiology program to study to be an athletic trainer.
	Employment/Career:	Within a year of graduation, Nate will be employed part time in the athletic department to fund living expenses.
	Independent Living (When appropriate):	His IEP team did not think an independent living skills goal was appropriate for Nate.

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). **Reading**

Postsecondary Goals

Students Ages 15-21

Student's Name: Nate Potter	District ID:	State ID:	Grade: 9	Sex: M
Native Lang: English	Ethnicity: White	Birth Date: 1/2/1998	Age: 15	
District: Amazing District	School: Terrific School			

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. The SPED teacher will assist Nate in researching the eligibility requirements and services provided by the college disability access center. 2. Nate and his SPED teacher will research the SAT scores necessary to be admitted to the Boise State Kinesiology program. 3. Nate's parents will take him to tour the college, including the access center. 4. The special education teacher will provide instruction and modeling in how to advocate for his learning needs in college courses.	Nate's Special Education Teacher, and parents.	2/12/13		
	B. Employment/Career: 1. Nate will participate in career planning activities with his counselor. 2. Nate and his special education teacher will research the skills needed to work in sports medicine and the skills to be an athletic trainer and complete a gap analysis of these skills and Nate's current abilities. 3. Nate and his school trainer will create a list of job duties Nate can complete and develop a job tryout in the school as an athletic trainer.	Nate, Counselor, Special Education Teacher, School Trainer.	2/12/13		
	C. Community Participation: 1. Nate will research volunteer activities through the YMCA.	Nate and Special Education Teacher.	2/12/13		
IEP Team Must Consider	D. Independent Living: 1. The special education teacher will teach Nate how to budget and plan his own finances.	Nate and Special Education Teacher.	2/12/13		
	E. Adult Services: 1. Nate will start the application process for vocational rehabilitation services.	Nate, Special Education Teacher, Parents	2/12/13		
	2. Related Services:	N/A			
*Status Code: 1= Completed 3= Not Started...(why) 2= In Progress...(status) 4= No Longer Applicable... (why)					

Postsecondary Goals
Students Ages 15-21

Student's Name: Nate Potter	District ID:	State ID:	Grade: 9	Sex: M
Native Lang: English	Ethnicity: White	Birth Date: 1/2/1998	Age: 15	
District: Amazing District		School: Terrific School		

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 _____

(Prior to Invitation)

Date of outside agency invitation _____

(Following consent)

☒ No

If "No" specify reason: Nate is 15 and at this time his IEP team doesn't think it is needed to invite an adult agency to his IEP meeting

(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: Nate Potter	District ID:	State ID:	Grade: 9	Sex: M
Native Lang: English	Ethnicity: White	Birth Date: 1/2/1998	Age: 15	
District: Amazing District		School: Terrific 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:

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		
12/13	Grade 9	English I, Physical Science, Algebra, Physical Education, Reading Intervention, Computers	
13/14	Grade 10	English II, Biology, Geometry, World History, Art I, Reading Intervention, Trainer Job Tryout	
14/15	Grade 11	English III, Speech, Algebra 2, U.S. History, Chemistry, Study Skills	
15/16	Grade 12	English IV, Government, Economics, Health, Anatomy and Physiology, Study Skills	
	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

Student's Name: Nate Potter	District ID:	State ID:	Grade: 9	Sex: M
Native Lang: English	Ethnicity: White	Birth Date: 1/2/1998	Age: 15	
District: Amazing District		School: Terrific School		

10. Document Evidence of Idaho 10 th 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 8 th grade ISAT score in reading was 203 (below basic) He needed to score 214 in 8 th grade to be proficient on the ISAT. He will need to score a 220 or higher on the 10 th grade to meet proficiency.
Math <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 8 th grade ISAT score in math was a 234, which put him at a proficient level. He will need to score a 238 or higher on the 10 th grade to meet proficiency.
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 8 th grade ISAT score in language usage was 218 (basic) He needed to score 220 in 8 th grade to be proficient on the ISAT. He will need to score a 226 or higher on the 10 th grade to meet proficiency.
Science <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

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.

Student's Name: Nate Potter	District ID:	State ID:	Grade: 9	Sex: M
Native Lang: English	Ethnicity: White	Birth Date: 1/2/1998	Age: 15	
District: Amazing District		School: Terrific 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: Reading Fluency**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).

Nate continues to make small gains in reading fluency. His AIMSweb CBM progress data indicate that he reads approximately 58 WPM at a 9th grade level which puts him below the 10th percentile of reading in his grade. He should be reading at 146 WPM to read at the 50th percentile. He can read a 6th grade level text, which is his identified grade level of reading, at 140 WPM, which puts at a 50th percentile for 6th grade. Nate has an 88 point gap between his current fluency levels and the fluency levels needed to read grade level texts. He will need to decrease this gap to be able to read college level texts in college.

C. General Education Content Standard(s): (Idaho Content Standards, Idaho Core, Idaho Work Place Competencies, Idaho Extended Content Standards) RL.9-10.4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).

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):

Nate will increase his reading fluency to 123 WPM, or 25th percentile on a 8th grade level over 5 timed trials when given an 8th grade reading probe.

E. Evaluation Method:

☒ Monitor/Chart Progress ☐ Specific Assessment ☐ Rubric ☐ Assessment Name AIMSweb CBM

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:**

Nate will graph his weekly reading 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
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.

Student's Name: Nate Potter	District ID:	State ID:	Grade: 9	Sex: M
Native Lang: English	Ethnicity: White	Birth Date: 1/2/1998	Age: 15	
District: Amazing District		School: Terrific 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: Reading Comprehension

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).

Nate continues to make small gains in reading comprehension. His AIMSweb MAZE data indicates that his baseline is 2 correct responses at a 9th grade level, which puts him below the 10th percentile in 9th grade. He needs 25 correct responses to be at the 50th percentile. When given a 6th grade text, Nate has 19 correct responses, which put him around a 40th percentile for 6th grade. Nate will need to increase his comprehension to be able to understand college texts. Nate has a 23-point gap between his comprehension levels and the comprehension levels needed to read grade level texts. He will need to decrease this gap to be able to read college level texts in college.

C. General Education Content Standard(s): (Idaho Content Standards, Idaho Core, Idaho Work Place Competencies, Idaho Extended Content Standards) RI.9-10.10. By the end of grade 9, read and comprehend literary nonfiction in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range.

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):

Nate will increase his reading comprehension to 18 correct responses or 25th percentile on 8th grade level responses correct over 5 timed trials when given 8th grade level MAZE probes.

H. Evaluation Method:

☒ Monitor/Chart Progress ☐ Specific Assessment ☐ Rubric ☐ Assessment Name AIMSweb MAZE

I. Schedule of Data Collection:

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

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

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

Nate will graph his weekly reading 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: Nate Potter	District ID:	State ID:	Grade: 9	Sex: M
Native Lang: English	Ethnicity: White	Birth Date: 1/2/1998	Age: 15	
District: Amazing District		School: Terrific 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: Self-Determination

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).

Nate continues to make gains in self-determination. When prompted, Nate will tell his teachers that he has reading difficulties. He does not inform his teachers what helps him with reading or why reading is difficult for him. Nate has participated in one student lead IEP when he was in 8th grade. Nate currently has a gap between his ability to discuss his disability and to advocate for his needs. On a teacher created task analysis of his self-determination needs, his special education teacher scored Nate as independent in 2 out of the 20 areas of self-determination in describing his disability and asking for needed accommodations. Nate has an 18-point gap in his current skills and the self-determination skills that will assist him in college and in his career. Nate will need to increase his self-determination skills to receive accommodations in college and in his career.

C. General Education Content Standard(s): (Idaho Content Standards, Idaho Core, Idaho Work Place Competencies, Idaho Extended Content Standards) 5.1.3 Identify impact of abilities and skills on career development 5.1.4 Identify how self-knowledge relates to making career choices

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):

Given assignments and assessments with reading, Nate will increase his self-determination/advocacy skills from 2 to 12 on the teacher developed task analysis of self-determination skills assessment in the areas of describing his disability and requesting accommodations.

E. Evaluation Method:

☐ Monitor and Chart Progress ☐ Specific Assessment ☒ Rubric ☐ Other Rubric for self determination

F. Schedule of Data Collection:

☐ Hourly ☐ Daily ☐ Weekly ☐ Bi-Weekly ☒ Other When given assignments/assessments

G. Assistive Technology (if needed): Audio

H. How/when progress will be reported to the family: Nate will graph his weekly self-determination 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: Nate Potter	District ID:	State ID:	Grade: 9	Sex: M
Native Lang: English	Ethnicity: White	Birth Date: 1/2/1998	Age: 15	
District: Amazing District	School: Terrific 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- Reading	SPED teacher	SPED teacher	02	HQ	240	2/12/13	2/12/14
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).			

13. Optional Statement of Service Delivery

Describe how services will be provided to the student. Nate will receive his specially designed instruction from the special education teacher in the special education classroom.

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:

Student's Name: Nate Potter	District ID:	State ID:	Grade: 9	Sex: M
Native Lang: English	Ethnicity: White	Birth Date: 1/2/1998		Age: 15
District: Amazing District		School: Terrific 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: Audio		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 Reading fluency		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:
	Other:		Describe:
	Other:		Describe:
	Other:		Describe

Student's Name: Nate Potter	District ID:	State ID:	Grade: 9	Sex: M
Native Lang: English	Ethnicity: White	Birth Date: 1/2/1998	Age: 15	
District: Amazing District	School: Terrific 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		√		Audio
<input type="checkbox"/> DWA				
<input type="checkbox"/> ISAT-Alt-LA				
Reading				
<input type="checkbox"/> IRI				Extended time
<input checked="" type="checkbox"/> ISAT		√		
<input type="checkbox"/> ISAT-Alt-R				
Mathematics				
<input type="checkbox"/> IMI				Audio
<input checked="" type="checkbox"/> ISAT		√		
<input type="checkbox"/> DMA				
<input type="checkbox"/> ISAT-Alt-M				
Science				
<input type="checkbox"/> ISI				Audio
<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 and audio

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

Students Ages 15-21

Student's Name: Nate Potter	District ID:	State ID:	Grade: 9	Sex: M
Native Lang: English	Ethnicity: White	Birth Date: 1/2/1998	Age: 15	
District: Amazing District		School: Terrific 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 Nate's ability and achievement in the area of reading, he requires small group instruction at his instructional level in resource setting at this time.

☒

General education curriculum:

Skill deficits in reading require that reading intervention be streamlined and intensified to cover fluency and comprehension.

☐

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.

Students Ages 15-21

Student's Name: Nate Potter	District ID:	State ID:	Grade: 9	Sex: M
Native Lang: English	Ethnicity: White	Birth Date: 1/2/1998	Age: 15	
District: Amazing District		School: Terrific 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:

Reading in the general education setting with supports was considered but rejected because Nate required adapted curriculum to be successful in his reading 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, reading probes, current IEP and MDT report.

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

Lucy Day at 208-555-1234 .
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