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| **Document date Student Invitation to a Meeting** |

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| Dear | Johnny |

(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.

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| The meeting is scheduled for: | 10/12/13 | | | | |
| Time of the meeting: | 3:00 | | | | |
| The meeting will take place at: | Students services office | | | | |
| The following people have been invited to your meeting: | Jim |  | Lisa |  | Mandy |
| Karen |  | Patrick |  | Carrie |

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.

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| Document date: 10/15/2013 **Secondary IEP Cover** Page of \_ \_\_ | | | | | | | | |
| Students Ages 15-21 | | | | | | | | |
| This IEP is an: Initial Annual Review Amended | | | Projected Triennial Re-evaluation Date: | | | | | |
|  | | | | | | | | |
| Student’s Name: | District ID: | | | | State ID: | Grade: | | Sex: |
| Native Lang: | Ethnicity: White | | | | Birth Date: | | Age: 17 | |
| District: | | School: | | | | | | |
|  | |  | | | | | | |
| Parent/Guardian Name: | | | | Home Phone: | | | | |
| Address: | | | | | | | | |
| Native Language: | | | | Daytime Phone: | | | | |
|  | | | |  | | | | |
| Parent/Guardian Name: | | | | Home Phone: | | | | |
| Address: | | | | | | | | |
| Native Language: | | | | Daytime Phone: | | | | |

**IEP Information**

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| --- | --- | --- |
| Special Education Teacher Name: | | Telephone Number: |
| Eligibility Category: SLD | Medical Information: N/A | |

**IEP Team Information**

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| --- | --- | --- | --- |
| 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) |
| Johnny | | Student | [X] Yes [ ] No |
| Jim | | Father | [X] Yes [ ] No |
| Karen | | Mother | [X] Yes [ ] No |
| Lisa | | General Ed Math Teacher | [X] Yes [ ] No |
| Patrick | | Special Education Director | [X] Yes [ ] No |
| Mandy | | Vocational Rehabilitation Counselor | [X] Yes [ ] No |
| Carrie | | Special Education Teacher | [X] 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.) | | | |
|  | The student & parents have been informed that Special Education Rights **will** transfer to the student at age 18. | | |
|  | Special Education Rights **will not** transfer to the student at age 18 because: | | |
|  | The IEP Team has determined that the student is not able to provide informed consent. | | |
|  | A legal guardian has been appointed by the court. | | |

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| Document date: **Postsecondary Goals** Page \_\_\_ of \_\_\_ | | | | | | |
| Students Ages 15-21 | | | | | | |
| Student’s Name: | District ID: | | State ID: | Grade: | | Sex: |
| Native Lang: | Ethnicity: White | | Birth Date: | | Age: 17 | |
| District: | | School: | | | | |

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| 1. **Assessment Summary for Transition Services Planning** (maintain cumulative record of assessments)**:** | | | | |
| **Transition Assessment Tool:** | | **Date:** | | **Summary of Results:** |
| Career Goals | | 9/2/11 | | See report |
| Self-Directed Search | | 10/4/11 | | See report |
| Personal Interest Inventory | | 1/13/12 | | See report |
| Records review | | 2/4/12 | | See report |
|  | | | | |
| 1. **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.**  Student intends to attend college at either Boise State or the Univeristy of Idaho and pursue a degree in civics. He would like to work in the field of civics. | | | | |
|  | | | | |
| 1. **Additional Student Input** | | | | |
| **List additional student input. Be sure to include the preferences and interests of the student.**  I would like to attend college at either Boise State or the Univeristy of Idaho and pursue a degree in civics. I would like to work in the field of civics. | | | | |
|  | | | | |
| 1. **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, student wants to pursue a degree in history at Boise State or University of Idaho. | |
| **Employment/Career:** | | Within a year of graduation, student is interested in teaching civics at a college level | |
|  | **Independent Living** (When appropriate)**:** | |  | |
|  | | | | |
| 1. **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 and Math** | | | | |

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| Document date: **Postsecondary Goals** Page \_\_\_ of \_\_\_ | | | | | | | | | | | | | | | | | | | |
| Students Ages 15-21 | | | | | | | | | | | | | | | | | | | |
| Student’s Name: | | | | | | District ID: | | | | State ID: | | | | | Grade: | | | Sex: | |
| Native Lang: | | | | | | Ethnicity: White | | | | Birth Date: | | | | | | | Age: 17 | | |
| District: | | | | | | | | | School: | | | | | | | | | | |
|  | | | | | | | | | | | | | | | | | | |
| 1. **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** | 1. **Postsecondary Education/Training:**   Research colleges and learn about the different college programs and complete scholarship and financial aid applications | | | | | Student | | | | 10/13/13 | | |  | |  | | | |
|  | 1. **Employment/Career:**   Research information regarding careers in the field of history using online resources. Look into VR and the services it provides for students. | | | | | Student | | | | 10/13/13 | | |  | |  | | | |
|  | 1. **Community Participation:**   Research community resources, healthcare providers, transportations, and recreations opportunities in the two towns where he would like to attend college and compare the services available to the student. | | | | | Student and special education teacher | | | | 10/13/13 | | |  | |  | | | |
| **IEP Team Must Consider** | 1. **Independent Living:**   Research the different housing arrangements at the two colleges. Plan a budget for freshman year and learn more about ways to manage his finances. | | | | | Student and family | | | | 10/13/13 | | |  | |  | | | |
|  | 1. **Adult Services:**   Research what IEP information is needed by the Disabilities services coordinator at each of the two colleges he is considering. Make sure he has this information to take with him to college. | | | | | Student, special education teacher, and parent. | | | | 10/13/13 | | |  | |  | | | |
|  | 1. **Related Services:** | | | | | N/A | | | |  | | |  | |  | | | |
|  | \*Status Code: | 1= Completed | | | | 3= Not Started…(why) | | | | | | | | | | | | |
|  | | 2= In Progress…(status) | | | | 4= No Longer Applicable… (why) | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | | | | | |
| 1. **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 | | | | 10/13/13 signed at meeting | | | Date of outside agency invitation | | | | | 9/16/13 | | | | | |  |
|  | | | | (Prior to Invitation) | | |  | | | | (Following consent) | | | | | | |  |
| No | | | | | | | | | | | | | | | | | | |
| If “No” specify reason: | | |  | | | | | | | | | | | | | | | |
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| (If verbal consent is given and documented in Parent Contact Log, IEP Team must obtain written consent by/on the date of the IEP Team Meeting.) | | | | | | | | | | | | | | | | | | |

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| Document date: **Postsecondary Goals** Page \_\_\_ of \_\_\_ | | | | | | |
| Students Ages 15-21 | | | | | | |
| Student’s Name: | District ID: | | State ID: | Grade: | | Sex: |
| Native Lang: | Ethnicity: White | | Birth Date: | | Age: 17 | |
| District: | | School: | | | | |

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| **8. High School Graduation Consideration** (must include credits, online courses, state assessments, college entrance exam, senior project)**:** | | | | | | | | |
|  | | | | | | | | |
| The student will meet regular high school graduation requirements.  The student will meet district alternate mechanism/plan requirements. | | | | | | | | |
| The student will meet high school graduation requirements with adaptations as determined by the IEP Team. | | | | | | | | |
| Describe: | | | |  | | | | |
| Anticipated graduation date: | | | | 6/2015 | | |  | |
| 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 9-12th grade). At least one course must be included to help reach Postsecondary Goals | | | | | Credits Earned |
|  | |  |  | | | | |  |
|  | | Grade 8 |  | | | | |  |
|  | | Grade 9 |  | | | | |  |
|  | | Grade 10 |  | | | | |  |
| 13/14 | | Grade 11 | World History, Astronomy, English, US. Government, Web Page Design, Resource Lab, Art, Algebra I (didn’t pass) | | | | |  |
| 14/15 | | Grade 12 | English IV, Civics, Government, Economics, Senior Project, Basic Geometry, Resource Lab, Basic Algebra I | | | | |  |
|  | | 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 | | | | | | | |

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| Document date: **Secondary IEP Goals** Page \_\_\_ of \_\_\_ | | | | | | |
| Students Ages 15-21 | | | | | | |
| Student’s Name: | District ID: | | State ID: | Grade: | | Sex: |
| Native Lang: | Ethnicity: White | | Birth Date: | | Age: 17 | |
| District: | | School: | | | | |

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| **11. Annual Presentation Levels of Performance and Annual Goals** | | | | | | | | | | | | | | | | | | |
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| Annual Goals must link directly to Postsecondary Goals and to student’s transition service needs | | | | | | | | | | | | | | | | | | |
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| **A. Skill Area:** **Reading** | | | | | | | | | | | | | | | | | | |
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| 1. **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.)** | | | | | | | | | | | | | | | | | | |
| Student enjoys reading about government issues and civics. He can comprehend reading assignments, but needs additional time and is greatly assisted by the use of study guides and graphic organizers. He scored 91 on the WRAT-3 which places him at an 8th grade reading level. While his comprehension is good he will need to read at a higher level to teach civics at a University. | | | | | | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | | | | | |
| 1. **General Education Content Standard(s): (Idaho Content Standards, Common 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). | | | | | | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | | | | | |
| 1. **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 an assignment in English the student will complete the assignment with 90%accuracy. | | | | | | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | | | | | |
| 1. **Evaluation Method**: | | | | | | | | | | | | | | | | | |
| **Monitor/Chart Progress** | | **Specific Assessment** | | | | | **Rubric** | | | **Assessment Name** | | | | | **reports** | | |
|  | |  | | | | |  | | |  | | | | |  | | |
|  | | | | | | | | | | | | | | | | | |
| 1. **Schedule of Data Collection:** | | | | | | | | | | | | | | | | | |
| **Hourly** | **Daily** | | **Weekly** | | | | | **Bi-Weekly** | | | | **Other** | |  | | | |
|  |  | |  | | | | |  | | | |  | |  | | | |
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| 1. **Assistive Technology** (if needed): **N/A** | | | | | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | | | | |
| **H. How/when progress will be reported to the family:**  Report cards | | | |  |  | **Enter report card dates in the 1st line below.** | | | | | | | | | | | |
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| **\*Progress Codes:** |  | **Progress Projection Codes:** |
| 1 = Completed  2 = In progress | 3 = Not started  4 = Other: | A = Progress is adequate to meet target dates.  B = Progress is inadequate to meet target dates. |

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| Document date: **Secondary IEP Goals** Page \_\_\_ of \_\_\_ | | | | | | | |
| Students Ages 15-21 | | | | | | | |
| Student’s Name: | | District ID: | | State ID: | Grade: | | Sex: |
| Native Lang: | | Ethnicity: White | | Birth Date: | | Age: 17 | |
| District: | | | School: | | | | |
| |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | **11. Annual Presentation Levels of Performance and Annual Goals** | | | | | | | | | | | | | | | | | | | |  | | | | | | | | | | | | | | | | | | | | Annual Goals must link directly to Postsecondary Goals and to student’s transition service needs | | | | | | | | | | | | | | | | | | | |  | | | | | | | | | | | | | | | | | | | | **A. Skill Area:** **Math** | | | | | | | | | | | | | | | | | | | |  | | | | | | | | | | | | | | | | | | | | 1. **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.)** | | | | | | | | | | | | | | | | | | | | He scored 92 on the WRAT-3 which places him at an 8th grade math level. He needs to pass two math classes to graduate | | | | | | | | | | | | | | | | | | | |  | | | | | | | | | | | | | | | | | | | | **C. General Education Content Standard(s): (Idaho Content Standards, Common Core, Idaho Work Place Competencies, Idaho Extended Content Standards)** Math | | | | | | | | | | | | | | | | | | | |  | | | | | | | | | | | | | | | | | | | | **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 content level math work, the student will complete his assignments to show understanding and growth in his math abilities. | | | | | | | | | | | | | | | | | | | |  | | | | | | | | | | | | | | | | | | | | 1. **Evaluation Method**: | | | | | | | | | | | | | | | | | | | **Monitor/Chart Progress** | | **Specific Assessment** | | | | | **Rubric** | | | **Assessment Name** | | | | | **Homework 80%** | | | |  | |  | | | | |  | | |  | | | | |  | | | |  | | | | | | | | | | | | | | | | | | | 1. **Schedule of Data Collection:** | | | | | | | | | | | | | | | | | | | **Hourly** | **Daily** | | **Weekly** | | | | | **Bi-Weekly** | | | | **Other** | |  | | | | |  |  | |  | | | | |  | | | |  | |  | | | | |  | | | | | | | | | | | | | | | | | | | 1. **Assistive Technology** (if needed): **N/A** | | | | | | | | | | | | | | | | | | |  | | | | | | | | | | | | | | | | | | | **H. How/when progress will be reported to the family:**  Grades on homework | | | |  |  | **Enter report card dates in the 1st line below.** | | | | | | | | | | | | |  | | | |  |  |  | | |  | |  | |  | | |  |  | |  | | | |  |  |  | | |  | |  | |  | | |  |  |  |  |  |  | | --- | --- | --- | | **\*Progress Codes:** |  | **Progress Projection Codes:** | | 1 = Completed  2 = In progress | 3 = Not started  4 = Other: | A = Progress is adequate to meet target dates.  B = Progress is inadequate to meet target dates. | | | | | | | | |