**Updated 2-26-2010**

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REFER to spedforms.com for additional information (user guides/ etc.)

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| **FRONT PAGE** | | |
| **TOPIC** | **EXPLANATION** | **EXAMPLE** |
| IEP MEETING DATE/ IEP WRITTEN DATE | Meeting Date & Written Date **MUST** be the same (date of meeting) | IE: We met on 9/13/07. IEP was written on 9/13/07. |
| **STUDENT INFORMATION**  STUDENT NAME | NO NICK NAMES | Tyler James (not Ty) |
| MARSS NUMBER | Must have the entire Number NOT just the student ID number | 0241000001125 (13 digit number)  \*info found on transcript; under student name |
| PRIMARY HOME LANGUAGE | There is a drop down box.  If you are not sure the CUM folder has a language questionnaire in it. | ENGLISH |
| PRIMARY STUDENT LANGUAGE | This is the student; different than home | ENGLISH |
| INTERPRETER REQUIRED | \*If the student is MA and an interpreter is needed; we now have to put that in the IEP accommodations and can bill for it. | Click YES or NO  If MA, will check INTERPRETER on [Fax cover sheet](file:///\\Hsa\hspc\SPED_HS\NEW%20CHECKLIST%20AND%20SUPPORT%20DOCUMENTS\MA%20Third%20Party%20Billing\MA%20Fax%20cover%20letter%20PCA-Physican%2012%2009.doc) AND on Consent form (from SpED FORMS; [sample form](file:///\\hsa\hspc\SPED_HS\NEW%20CHECKLIST%20AND%20SUPPORT%20DOCUMENTS\MA%20Consent%20Form%20with%20IDEA%2012%2009.doc)) |
| RACE/ETHNICITY | If you are not sure the CUM folder has a language questionnaire in it. | **ASK staff in CRC** |
| RESIDENT DISTRICT / PROVIDING DISTRICT/  SCHOOL OF ENROLLMENT | 0241 if they are Albert Lea- If not, ask Julie or Heather for correct district number  **ASK** [**CF’s**](file:///\\hsa\hspc\SPED_HS\NEW%20CHECKLIST%20AND%20SUPPORT%20DOCUMENTS\hjj.jpg) **if you are not sure** | *Providing*: Albert Lea  *Resident:* Glenville-Emmons (2886)  CLICK on the link and scroll for the school and click on it. Will auto fill this area.  School of Enrollment: Albert Lea High School  Albert Lea Area Learning Center |
| **PARENT INFORMATION**  PARENT/GUARDIAN CONTACT INFO | Please make sure addresses and phones numbers are correct  \*This can be updated anytime during the year if address changes. | ADD Parent e-mail address here **and** under accommodations.  NO ABBREVIATIONS  Relationship to Child:  Parent/Foster/Self |
| **IEP INFORMATION**  SETTING | It is EXTREMELY important to make sure setting is correct for funding purposes | 1 class= setting 1 (0-20%)  2-4 classes= setting 2 (21-60%)  5-7 classes= setting 3 (61-100%) |
| PROGRESS REPORTING | Please use the example statement each time—This has been written to meet SPED law requirements.  Updated 2-2010 | Four progress reports will be completed.  Three of the progress reports will be in a written format and mailed home (concurrent with the issuance of the report cards) to parents/ guardians.  The annual IEP will count as the fourth progress report. |
| TEAM MEMBERS | Case manager required to complete this section. | Remove team members if **NOT** present at the meeting. |

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| **PRESENT LEVELS OF ACADEMIC ACHIEVEMENT and FUNCTIONAL PERFORMANCE** | |
| **EXPLANATION** | **EXAMPLE** |
| 1. MUST type all ***transition areas*** in top of PLEP box before PLEP begins | 1.“**Transition Areas: Employment, Post Secondary Transition, Home Living, Community Participation, & Recreation/Leisure”** |
| 2. Then this should come next:  ***MUST DESCRIBE HOW THE DISABILITY AFFECTS THE CHILD’S INVOLVEMENT & PROGRESS IN THE GEN. ED. CURRICULUM*** | 2. **How disability affects involvement in gen ed curriculum:**  If student has multiple or full-time special ed. classes, you will need to edit/ add to the following statements.  **SLD:** Due to Fred’s learning disability, he is reading at a 3rd grade level. Therefore, the gen. ed. curriculum is deemed inappropriate for full time inclusion in English.  **OHD:** Due to Fred’s inability to attend to tasks, organize him, and complete assignments, full-time inclusion was deemed inappropriate as Fred needs individualized instruction and practice in this area. Fred’s special education class will replace an elective class.  **EBD:** Due to Fred’s anger management struggles and/or mental health concerns, all mainstream classes are deemed inappropriate until Fred is able to manage his behavior/ mental health independently or will minimal support in the gen. ed. setting.  **ASD:** Due to Fred’s lack of social understanding and the inability to interpret social cues along with struggles with organization and work completion, full-time inclusion in the mainstream was deemed inappropriate. Fred’s social communication class will take the place of an elective.  **DCD (Func):** Due to Fred’s low cognitive functioning, all mainstreamed classes are not appropriate as Fred needs individualized instruction and practice in functional daily living skills. |
| [3.Present Levels of Performance- MUST have data according disability and needs](#plep3) | 3. **Present Levels of Performance:**  **\*MUST CONTAIN DATA to support goals**  **IEP INTERVIEW GOES HERE….**  (ASD)- PLEP must address social communication progress.    (SLD-reading)- PLEP must address progress and data in reading.  (EBD)- PLEP must explain how or why the student became EBD and/or how they ended up needing Day Treatment services. |
| 4.MUST address the grade level [standards](#stands) in the PLEP whether the student is going to meet at state level or the standard is altered. | 4. **Standards:**  Fred doesn’t participate in classroom standards for English due to his learning disability. His reading goal and objectives will replace the English standards.  EXAMPLES:  EBD/OPT and/or FUNC:  Due to STUDENT's self contained program, STUDENT's goals and objective on his IEP will replace the standards offered in the all mainstream settings.  OTHER: Mention the grade level standards:  STUDENT is going to continue in all mainstream standards with the exception of MATH standards as his IEP goals/objectives will replace the standards in the Math Curriculum.  If in pull out READING: Due to STUDENT's disability in reading and the need for individualized instruction at his level, STUDENT's IEP will replace the standards offered in the mainstream ENGLISH setting.  STUDENT doesn’t participate in classroom standards for English due to his learning disability. His reading goal and objectives will replace the English standards. |
| 5.[ESY](#esy5) if appropriate. You must also include ESY for the Credit Recovery program if appropriate.  **2011 ESY Dates**  Grades K-12  Functional Skills I:  At Halverson Elementary Grades K-6 (including Options and Success Room):  At Lakeview Elementary Grades 7-12:  Albert Lea High School  June 20th thru July 21st.  Monday-Thursday  The times for these programs are 7:30-11:30 a.m. | 5.**ESY:**  Fred needs Extended School Year services as he will lose many of the skills which he currently possesses without continuous work and repetition in the following areas: Reading/Written Language, Math, Life skills, and Speech/Language.  \*[See attached ESY Determination Form](file:///\\Hsa\hspc\SPED_HS\NEW%20CHECKLIST%20AND%20SUPPORT%20DOCUMENTS\ESY\ESY%20Determination%20Form.docx)  **Community Enrichment Summer Program:**  Extended school year services are available to STUDENT through the high school summer school program that focuses on social and community skills for students with an ASD diagnosis. Given the unique qualities of STUDENT due to his diagnosis of Autism, there are social issues that need to be addressed in an ongoing manner.  An Extended School Year program will provide STUDENT with the opportunity to interact in the community setting and practice the social skills that are being addressed in class.  These needs will be met by the unique program that has been developed for the students with autism as an attribute for the ESY program over the summer.  **Credit Recovery Program (ALC) Example:**  Fred demonstrates a need for continued service beyond the instructional year because of significant difficulty with (organizational skills, work completion, behavior, etc.).  Fred will require **ie: assignment completion** assistance due to his low processing ability as well as **ie:** **behavioral supports** when he becomes frustrated.  When determining the most appropriate placement for him to receive services during the summer, it was determined that the least restrictive setting would be in the gen. ed. credit recovery program with support from a sp. ed. teacher and/or a para educator as he is in all gen. ed. classes during the school year.  **(NEEDS will be determined at IEP meeting—assignment completion/ organization/ social communication/ behavioral/ math/ reading)** |
| 6. [Secondary Transition Planning](#stp6) | 6. **Secondary Transition Planning:**  It is anticipated that Fred will need support from Rehabilitation Services as he moves into the world of work.  Examples   * It is anticipated that STUDENT will need support from Rehabilitation Services as he moves into the world of work. * It is anticipated that STUDENT will be able to obtain and maintain employment after high school. * It is anticipated that STUDENT will need supported employment with job coach assistance after graduating from high school. * It is anticipated at this time that STUDENT will have the skills necessary for competitive employment after graduating from high school. |
| 7. [Student Needs](#st7) | 7. **Student Needs:**  Based on the above present levels of performance, Fred needs to improve on his reading, writing, and math skills. He also needs to improve on his organization and task management skills. |
| **If an EVALUATION:**  1. Transition Areas  2. How the disability affects the gen ed/ standards **(cut and paste from eval)**  3. Student interview and data (you can write… **See Current Evaluation dated xx/xx/xx for additional information on STUDENT’S present levels of performance.**  4. ESY justification  **cut and paste from eval**  5. Secondary Transition Planning STATEMENT  **cut and paste from eval**  6. Student Needs  **cut and paste from eva****l** | |

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| **GOAL AND OBJECTIVES** | | |
| **TOPIC** | **EXPLANATION** | **EXAMPLE** |
| Measurable Annual Goal | Refer to ***Goal*** ***Writing Tutorial*** Handout.   * Direction of Change (increase/ decrease/ maintain) * Academic Skill or Behavior * Present level (from) * Expected level of achievement (to)   Goals- MUST be measurable  MUST have a definite ending  No grade levels, # of lessons to do, pass classes  MUST be realistic for 1 year  MUST relate to NEEDS | Fred will improve his organizational skills from not always getting his daily assignments completed in a timely manner, and using organizational methods (agenda/folder) to doing both so he can successfully pass his classes with the support of general and special education staff.  *REFER to Tammy’s PowerPoint for further information on goal writing.* |
| Benchmarks or Short Term Objectives | MUST have 2-3 objectives for every goal.  Refer to ***Goal*** ***Writing Tutorial*** Handout.   * Conditions for evaluation (when in a group setting, after reading a story, when given 15 3-digit addition problems…) * Skill or behavior to be preformed (verbally participate, given an oral book report, will compute them…) * Evaluation criteria, procedures (9 out of 10 trials as measured by daily charts, summarizing the content of the story using teacher checklist, with no more than 3 errors in 2 out 3 trials…)   Criteria is logical for skill measured  Measurement tool is defined (length of time, frequency—NOT “as defined by teacher” | 1. Fred will complete assignments and turn them in on time 80% of the time as measured by weekly progress reports.  2. Fred will record his daily assignments in his agenda with 80% accuracy as measured by weekly task card. |
| How is progress towards meeting annual goal measured? **LEAVE BLANK; already in our goal** | | |

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| **TRANSITION SERVICES (PAGE 1)** | | |
| Measurable Post Secondary Goals  a.k.a- Future student goals | **Measurable Postsecondary Goals are not the same as Measurable Annual Goals** in a student’s IEP. This is a new requirement in IDEA 2004 that specifies that the IEP for every student who turns 14 years (or younger if appropriate) must include measurable postsecondary goals and the transition services needed to assist the student in reaching those goals. CFR 300.320 (a)(7)(b)(1)&(2).  Measurable postsecondary goals are statements of what a student wants to do post school. They are based on each student’s preferences, interests and needs. There should be a postsecondary goal in education/training, employment and independent living (if appropriate for that student).  It is important for parents and special education advocates to help a student to understand that even though he or she may not know what they might want to do in the future, it is still important to begin to figure out some goals and what needs and preferences they might have.  Career counseling, exploration and guidance can be written into the transition service section of the IEP and additional opportunities can be provided that will help a student develop a vision for what they want to do after high school. | Education/Training  * Following graduation, I will receive training while working at the Pine hardware store. * Following graduation, I will attend Northwest Technical Community College * After school completion, I will attend the Wood’s adult training program and receive vocational skills training.  Employment  * Following graduation, I will work full time at the Pine hardware store. * Following graduation, I will work full time as a computer technician. * After school completion, I will attend the Wood adult training program and receive vocational skills training.  Independent Living  * Following graduation, I will live in a group home with my friends. * Following graduation, I will live in a dorm or an apartment. * After completion of school, I will live at home while I receive vocational training.   **FOLLOWING HIGH SCHOOL GRADUATION, I WILL…….** |
| **Course of Study**:  Updated copy is in shared file-  **GO TO:**  My Computer  “W” drive  SPED\_HS  Course of Study 10-11 | We will continue using our own Course of Study template. This should be completed at IEP meetings. | Click under Course of Study and type:  **Examples**  The curriculum will focus on individual needs in the areas of independent living, community living, self-determination, money management, personal relationships, academic skills and vocational preparation.  Math needs will be focused on in the math improvement class. Additional instruction in budgeting and money management will be provided through the general education curriculum (On Your Own, Decisions For Living).  The curriculum will focus on general education requirements. Elective courses will focus on career exploration, work-based learning, budgeting and money management and independent living skills.  Written language needs will be focused on in the mainstream English classes.  Reading and written language needs will be focused on in the reading improvement class.  The curriculum will focus on individual needs in the areas of: daily living, communication, social interaction, community participation, work skills and recreation / leisure skills.  The curriculum will focus on functional skills that will lead to as much independence as is possible in adulthood. The areas covered include: activities for daily living, communication and social interaction, community participation, work skills and recreation/leisure skills.  \*”See Attached Course of Study “ |
| Anticipated Month of Graduation |  | June (year of expected graduation) |

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| **TRANSITION SERVICES (PAGE 2)** | |
| **INSTRUCTION** | **INSTRUCTION**  **Specialized Instruction:**  List special Ed. classes the student will take (PC/ Reading/ Math/ Transitions/ Case Management & Consultation/ Etc.), general education classes, career and technical education.   * Special education support will be provided by the special education staff in TARGET and through consultation with the general education teacher and case management with the student/parents/teachers. * Elective credits will focus on career exploration, work based learning, budgeting, and money management and independent living skills. |
| **RELATED SERVICES** | **RELATED SERVICES**  These are services which happen only in our building:  Nursing  Occupational Services  Occupational Consultant  Physical Therapy Services  Physical Therapy Consultant  Speech/Language  School Social Work  ASD Consultant  \*If a student does not have any related services; YOU MUST indicate so.  I.E. STUDENT does not require any related services at this time as there are currently no needs in this area. |
| **COMMUNITY EXPERIENCE** | **COMMUNITY EXPERIENCE**  IE: STUDENT will participate in community outings to experience real life skills.  PC Class/ Daily Living/ Social Skills/ ASD Summer Enrichment Program/ ESY services/ Day Treatment  **If no needs; indicate why** I.E. The team agreed there are no needs in this area as STUDENT is able to obtain and maintain competitive employment in the community. |
| **THE DEVELOPMENT OF EMPLOYMENT….** | **THE DEVELOPMENT OF EMPLOYMENT….**  Examples:  Vocational Rehabilitation Services (VRS) referral to determine eligibility for vocational counseling, job placement training, and supports. There is no expense to apply for VRS services.  At the STUDENT’S request, the case facilitator will send the latest IEP and evaluation report to the college support services department. Post secondary supports may be provided by the college. It is the student’s responsibility to meet with the college staff, disclose his/her disability (before each term) and arrange for the needed supports.  Career exploration experience will be coordinator by vocational work program staff, case manager and the student.  Job preparation skills and review will be coordinated by the vocational work program staff and student.  Starting 2nd semester, STUDENT will spend 2 hours per school day transitioning to Cedar Valley Services. This will continue until the end of the school year to assist STUDENT in learning job skills/ behaviors.  Part-time employment experience coordinated by vocational work program staff and student with the student and parent s being responsible for any expenses incurred with employment (uniforms/ etc.)  The student is recommended to take the Accuplacer test at Riverland college (the student/ parent will be responsible to make contact with Student Success Center at 379-3341 or get assistance fro the Case Facilitator to make arrangement.). There is no expense to take the test.  Job coach may be available to provide supervision and training on work skills and behavior.  School-based/ Community-based job  **If there are NO needs identified, state that there are no needs and WHY.**  Examples:  Employment: The team agreed there are no needs in this area because Fred is able to obtain and maintain competitive employment in the community.  Post-Secondary: There will probably always be needs in this area (organization/ academics/ self-advocacy/ social communication/ etc.)  Home Living: The team agreed there are no needs in this area because Fred will have the necessary skills and/or support from family to be able to live independently.  Community Participation: The team agreed there are no needs in this area because Fred is active in school and community activities at an independent level.  Recreation & Leisure: The team agreed there are no needs in this area because Fred is active in school and community activities at an independent level. |
| **IF APPRORIATE, ACQUISITION…** | **IF APPRORIATE, ACQUISITION…**  Examples:  Department of Human Services (DHS) referral to determine what support services, if any, a student may qualify for.  STUDENT will complete a vocational evaluation through Vocational Rehabilitation Services.  Crest Services  Elm Homes  Cedar House  Counseling/ Therapy  If NOT appropriate, state reason “why”… see examples under middle section. |
| **Transfer of Rights at Age of Majority** This MUST be addressed and completed at age 16. When discussed, put meeting date on this page. | CF will attach proper paperwork once IEP is complete. |
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| [**SERVICES & MODIFICATIONS**](#SM) | |
| **\*\*Complete ESY form first if appropriate. The services will then transfer on to your services page.** | |
| In “Other” box- type in student’s disability and sped class  Start Date- Clear this date out**- CF’s will put a new start date in UNLESS THE START DATE IS THE NEW SCHOOL YR. OR NEW SEMESTER/TERM.**  Leave the PROVIDER box empty!  DO NOT **put an END DATE UNLESS THE END DATE IS THE END OF A SEMESTER/TERM.** | |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | | **Special Education and Related Services (primarily direct instruction and services)** | | | | | | | | | Statements of special education and related services | Start Date | Frequency | Minutes per session | | Location | Anticipated Duration |  | | Indirect | Direct |  | | DCD-MM- Functional Academics | 9/7/2010 | 5/week |  | 96 | Special education room | 1/year |  | | AUT- Math | 9/7/2010 | 5/week |  | 48 | Special education room | 1/year |  | | AUT- Transitions | 9/7/2010 | 1/week |  | 48 | Special education room | 1/year |  | | AUT- Personal Communications | 9/7/2010 | 5/week |  | 48 | Special education room | 1/year |  | | AUT- Vocational Skills | 9/7/2010 | 5/week |  | 48 | Special education room | 1/year |  | | AUT- Case Management/ Consultation | 9/7/2010 | 1/week | 10 | 10 | Special education room | 1/year |  | | AUT- Speech | 9/7/2010 | 2/week |  | 20 | Special education room | 1/year |  | | AUT- LPN -or- Nursing | 9/7/2010 | 5/week |  | 30 | Special education room | 1/year |  | | EBD- (OPTIONS Teachers... keep doing what you're doing... :) | 9/7/2010 | /week |  |  |  | /years |  | | AUT- School Based Job (Cedar Valley Services) | 1/21/2011 | 5/week | 5 | 120 | Cedar Valley Services | 1/semesters |  | |
| **Child Specific Paraprofessional Support**  Check “yes” if student receives specialized para support for Academic/ behavior/ task management/ organization/ job coach/ PCA/ Nursing  This MUST also be filled out for all students receiving MA and/or LPN support  (NEW 3rd party billing requirement)  (No program paras unless  1-on-1 with a student.)  MA BILLING HELP SHEET | **Examples:**  *Wording should be similar to wording on the 3rd party fax sheet and specific as to what supports the student receives (toileting/ grooming/ etc.)*  STUDENT needs behavioral supports during class time to assist him with re-direction and intervention including behaviors that include self-injurious behaviors, physical injury to other, and destruction of property (I.e. throwing desks, slamming doors, tossing materials off desk, throwing materials, etc.)  STUDENT needs para support to aid in organizing his school work/ etc. to assist in being successful in the inclusive setting.  Job coach support is needed to assist STUDENT with appropriate work related behaviors and to help stay on task in the job setting. |
| **Adaptive Equipment** | ***If you check “NO” tweak the following blurb:***  Assistive technology was discussed for Fred. Currently, he utilizes the same pieces of technology as his peers.  ***If you check “YES” you MUST explain. This MUST relate to student’s disability.***  Fred may utilize a word processor and/or Alpha Smart to lengthy written assignments.  Other examples of AT:  Raised lined paper  Amplification system  Name stamp  Pencil grip  Special utensils |
| **Special Transportation** | ***If you check “YES” you MUST explain. This MUST relate to student’s disability.***  Fred requires special transportation which will be provided by the district to and from school due to Fred’s behavioral concerns. |
| **Extended School Year**  If you check “YES” or “More data needed” you MUST provide explanations.  An explanation of why ESY is needed (i.e. regression, etc) MUST also be addressed in the PLEP.  MUST complete if student needs to attend the Credit Recovery program. | |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | | **Extended School Year     No  Yes  More Data Needed** | | | | | | | | | Statements of special education and related services | Start Date | Frequency | Minutes per session | | Location | Anticipated Duration |  | | Indirect | Direct |  | | AUT- ASD Community Enrichment Program | 6/20/2011 | 2/week |  | 180 | Special education room | 5/weeks |  | | AUT- Extended School Year | 6/20/2011 | 4/week |  | 180 | Special education room | 5/weeks |  | | AUT- Credit Recovery (ALC) | 6/08/2011 | 5/week |  | 45 | Resource room | 6/weeks |  |   **ESY/ASD Community Enrichment Dates for 2011**:  June 20th thru July 21st Monday - Thursday    **ESY Credit Recovery Example:**  Start Date 6/08/2011  Monday –Friday  2 sessions at 3 weeks each |
| **Program Modifications, Supports, & Adaptations in Gen. and Spec. Ed.**  MUST update this information in CONFIDENTIAL FOLDERS  MA BLURB FOR THOSE WHO NEED INTERPRETER SERVICES | In 1st box type the following statement:  **In all educational settings and by education staff, the following will be implemented:**  2nd box- List all accommodations  ***D0 NOT*** use subjective words (as needed, when appropriate, etc.)  One example of how to write Other Language Interpreter Services (OLIS) into IEP:  Found in the adaptation page.  “A Spanish interpreter will be provided for \_\_\_\_\_\_\_\_\_ and her family during all special education meetings due to their primary language being Spanish.”    As Fred demonstrates success in day treatment, activities with mainstream peers will be added to the school day. If Fred continues to be successful in both settings, his special education team will meet to review his IEP and will rewrite it to include these mainstream activities. See Behavior Intervention Plan (BIP)  Starting 1/21/11, STUDENT will be transitioning to Cedar Valley Services (CVS) for 2 hours per school day. CVS will provide transportation from STUDENT's home in the morning and back to school.  MUST HAVE THIS BLURB IF PCA  PCA supervision will be provided by a qualified professional the responsible party is the classroom teacher. |
| **Program Supports for School Personnel** | **DROP DOWN BOXES:**   1. Special education support will be provided by the special education staff in TARGET and through consultation with the general education teacher and case management with the student/parents/teachers. 2. Classroom teachers will be given a copy of Fred's behavior plan/ health plan. 3. Classroom instructors will be provided a list of modifications, supports and adaptations required by STUDENT. |
| ***This MUST include what the student is MISSING from the mainstream when they are pulled and WHY.***  (Similar to “how disability affects the child’s involvement/progress in the gen. ed. curriculum” statement)  Be more specific about what classes the student will actually miss rather than gen. ed. curriculum or full time inclusion.  **Include what standards are missing** (example: IEP reading goals/objectives will replace the general ed. standards for English.) | If student has multiple or full-time special ed. classes, you will need to edit/ add to the following statements.  **SLD:** Due to Fred’s learning disability, he is reading at a 3rd grade level. Therefore, the gen. ed. curriculum is deemed inappropriate for full time inclusion in English. ***The special ed. reading class will replace the standards in the general ed. setting for English. (make sure to add a similar statement to each LRE)***  **OHD:** Due to Fred’s inability to attend to tasks, organize himself, and complete assignments, full-time inclusion was deemed inappropriate as Fred needs individualized instruction and practice in this area. Fred’s special education class will replace an elective class.  **EBD:** Due to Fred’s anger management struggles and/or mental health concerns, all mainstream classes are deemed inappropriate until Fred is able to manage his behavior/ mental health independently or will minimal support in the gen. ed. setting.  **ASD:** Due to Fred’s lack of social understanding and the inability to interpret social cues along with struggles with organization and work completion, full-time inclusion in the mainstream was deemed inappropriate. Fred’s social communication class will take the place of an elective.  **DCD (Func):** Due to Fred’s low cognitive functioning, all mainstreamed classes are not appropriate as Fred needs individualized instruction and practice in functional daily living skills. |

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| **STATE ASSESSMENTS** | | |
| 7.1  State Assessment for Accountability: Reading, Math, Science  Writing is also a state assessment but is not listed on this page. Address writing (9th grade test) on “Diploma Requirement” section | Accommodations are only allowed when they are based on the student’s disability. A student who has no services in reading **SHOULD NOT** have the math test read to them unless CD helps with on-task behavior. (ie: OHD, EBD)  **WRITE- 9th grade**  **READING and SCIENCE- 10th Grade**  **MATH- 11th Grade**  **MTAS-**  10th grade Reading/ Science  11th grade Math | Use the following **allowable** accommodations:  Presentation:  Large Print  CD (math)  Translated directions (into 1st language)  Timing:  1-on-1  Small Group  Response:  Transfer  Laptop (writing only)  MTAS- state rationale for needing this assessment over modified or general MCA assessment. |
| Limited English Proficient (LEP) State Assessments for Accountability | MUST be addressed for ELL students who are also Special ed. | Check with CF if you do not know who these students are or ask ELL Teacher. |

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| **STATE ASSESSMENTS** | | |
| 7.2  Diploma Requirements | Use this page for **9th grade** MCA-II writing tests **AND** students who need MTAS criteria **AND** for students who are re-taking tests. | Check “with or without accommodations” and list if have accommodations. |
| Record or Status of Proficiency in meeting Diploma Requirements | CM’s are responsible for getting correct dates and scores. This can be found on Viewpoint or ask Jen Zoller. | ENTER DATA ONLY IF THEY HAVE PASSED OR IF GIVEN A “PI” SCORE.  If you have questions about this section please see Julie or Heather. |

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| 7.3  District-Wide Assessments | Check box that says “District-wide Assessments **ARE** administered for **GRADES 9-11**.  Check box that says “District-wide Assessments **ARE NOT** administered for **Grade 12**. | There are 3 boxes you need to complete:  Box 1: **Drop down box:**  Measured Academic Progress (MAP Testing)  Box 2: Check appropriate box (yes/no)  Box 3: Yes: List accommodations  No: state the reason why it is not appropriate for the student to participate and indicate what alternative assessment the student will be administered |
| Parental Notification of Alternate Assessment | This box is only checked for MTAS eligible students | **MTAS criteria:**   * Students with a disability * Significant cognitive disability * Regular assessment not appropriate |

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| **NEW: PRIOR WRITTEN NOTICE for IEP’s**  \**This form MUST be filled out prior to giving CF completed IEP.* [*PWN Template*](file:///\\Hsa\hspc\SPED_HS\NEW%20CHECKLIST%20AND%20SUPPORT%20DOCUMENTS\PRIOR%20WRITTEN%20NOTICE%20FORMS\PRIOR%20WRITTEN%20NOTICE%20TEMPLATE.doc)  ***CLEAR out date****.* [*PWN Procedures*](file:///\\Hsa\hspc\SPED_HS\NEW%20CHECKLIST%20AND%20SUPPORT%20DOCUMENTS\PRIOR%20WRITTEN%20NOTICE%20FORMS\PRIOR%20WRITTEN%20NOTICE%20procedures.docx) | | |
| Description of action proposed or refused by the district | This is the content of the IEP. | **The district is proposing** a revised annual IEP for Fred in the following areas...ie: requires 50 minutes of reading instruction per day to increase his skills. (This will need to be tweaked if initial IEP.) |
| Explanation of why the district **PROPOSED TO TAKE OR REJECTED** to take the action.  **MUST mention WHY something was REJECTED.** |  | Fred is due for his annual IEP review as required by Special Ed. law.   * Fred is not making sufficient progress in the mainstream, therefore, his minutes for sped. services have increased in the area of transition to provide individualized instruction in organization and task management skills. * Fred is on track to reach his goals by the end of this year, so no additional services are necessary. Fred will continue to receive sped. services in the areas of reading and math. * The team discussed FRED graduating this year but rejected that idea as he still has vocational needs. * The team considered mainstream algebra but rejected that idea as FRED has unmet math goals on his IEP. * The team considered exiting FRED from services but rejected this proposal as FRED has unmet goals and a continuing need for services. |
| Description of each evaluation procedure |  | Previous evaluation report, current levels of performance, parent input, testing data (MAPs, MCA), progress on goals/objectives in IEP, teacher recommendations and observations were used as a basis for this proposal. |
| Description of other options | MUST document options considered.  This is the “discussion” that took place at the IEP meeting in determining services based on needs. | Examples:   * One option considered was to continue serving Fred on the IEP as stated. The team felt that change was needed to ensure Fred’s success. * Another option considered was letting Fred remain in the regular classroom with para support for reading and writing. The team felt that, at this time, individual instruction would be more beneficial to Fred. * Special transportation * Anticipated Graduation year |
| Description of other factors |  | Examples:   * There were no factors relevant to this proposal. * A factor relevant to this proposal was that if Fred begins to struggle in the classroom setting with social and organizational skills, another team meeting will be needed to discuss Fred's program to ensure his continued success. * Medications * Attendance |

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| **OTHER** | | |
| PARA NEEDS FORM | IF A STUDENT NEEDS ANY OF THESE, PLEASE REMEMBER TO COMPLETE AND GIVE TO CF WITH COMPLETED IEP/PRIOR WRITTEN NOTICE FORM. | |
| [FUNCTIONAL BEHAVIOR ASSESSMENT AND BEHAVIOR INTERVENTION PLAN **COMBINED FORM**](file:///\\Hsa\hspc\SPED_HS\NEW%20CHECKLIST%20AND%20SUPPORT%20DOCUMENTS\BEHAVIOR%20FORMS\FBA%20and%20BIP%20Combined%20Document.doc) |
| [3RD PARTY DOCUMENTS](file:///\\hsa\hspc\SPED_HS\NEW%20CHECKLIST%20AND%20SUPPORT%20DOCUMENTS\MA%20Third%20Party%20Billing\MA%20BILLING%20information.docx) |
| PROGRESS REPORTS | COMPLETED AS OFTEN AS GEN. ED. STUDENTS RECEIVE REPORT CARDS. | USE SPED FORMS DOCUMENTS |
| [CONFIDENTIAL IEP FORM](file:///\\hsa\hspc\SPED_HS\NEW%20CHECKLIST%20AND%20SUPPORT%20DOCUMENTS\CONFIDENTIAL%20IEP%20INFORMATION.doc) | COMPLETED AND SAVED TO EDLINE |  |
| [FUNCTIONAL COURSE OF STUDY](file:///\\hsa\hspc\SPED_HS\NEW%20CHECKLIST%20AND%20SUPPORT%20DOCUMENTS\COURSE%20OF%20STUDY\Course%20of%20Study-%20Functional%202.doc) |  |  |
| COURSE OF STUDY 10-11 |  |  |
| [IEP STUDENT INTERVIEW FORM FOR WRITING PLEP](file:///\\hsa\hspc\SPED_HS\NEW%20CHECKLIST%20AND%20SUPPORT%20DOCUMENTS\IEP%20Interview.doc) |  |  |
| [BEHAVIOR OBSERVATION FORM](file:///\\hsa\hspc\SPED_HS\NEW%20CHECKLIST%20AND%20SUPPORT%20DOCUMENTS\BEHAVIOR%20FORMS\Behavior%20Observation%20Form.doc) |  |  |
| [STUDENT LOG OF CONSULTATION TIME](file:///\\hsa\hspc\SPED_HS\NEW%20CHECKLIST%20AND%20SUPPORT%20DOCUMENTS\Student%20Log%20of%20Consultation%20Time.xls) | THIS IS NEEDED WHEN YOU HAVE A STUDENT IN YOUR CLASS OUTSIDE YOUR LICENSE AREA. | SUE V FROM SPECIAL SERVICES WILL BE LOOKING FOR THIS AT THE END OF EACH SCHOOL YEAR. |
| [SYSTEMATIC OBSERVATION/INTERVIEW](file:///\\hsa\hspc\SPED_HS\NEW%20CHECKLIST%20AND%20SUPPORT%20DOCUMENTS\Systematic%20Interview.doc) |  |  |
| [PARA NEEDS FORM](file:///\\hsa\hspc\SPED_HS\NEW%20CHECKLIST%20AND%20SUPPORT%20DOCUMENTS\Para%20Needs%20Form.doc) | THIS IS USED FOR JUSTIFICATION FOR A NEEDED 1 ON 1 PARA |  |
| [CHILD PROTECTION REPORTING FORM](file:///\\hsa\hspc\SPED_HS\NEW%20CHECKLIST%20AND%20SUPPORT%20DOCUMENTS\MANDATED%20REPORTING%20FORMS\Child%20Protection%20Reporting%20Form.docx) |  |  |
| [HOW TO FILL OUT THE MANDATED REPORTING FORM](file:///\\hsa\hspc\SPED_HS\NEW%20CHECKLIST%20AND%20SUPPORT%20DOCUMENTS\MANDATED%20REPORTING%20FORMS\Mandated%20Reporting%20Procedure.docx) |  |  |
| [Teachers Semester Schedule (template)](file:///\\hsa\hspc\SPED_HS\NEW%20CHECKLIST%20AND%20SUPPORT%20DOCUMENTS\HIGH%20SCHOOL%20SPECIAL%20EDUCATION%20STAFF%20SCHEDULE%20template.docx) | This is the 7 period day document that Keith often requests (EACH SEMESTER) |  |
| [Mental Health Blurbs](file:///\\Hsa\hspc\SPED_HS\NEW%20CHECKLIST%20AND%20SUPPORT%20DOCUMENTS\Mental%20Helath%20Summary%20Examples.docx) |  |  |

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