

MUST HAVES IN A SUBSEQUENT IEP

SPECIAL SERVICES DEPARTMENT 21-22



Oklahoma City
PUBLIC SCHOOLS

REMINDERS for all IEPs Written moving forward

- -You should be checking current MEEGS before every meeting for Educational Needs and Disability Category
- -A meeting invitation should be drafted for each meeting attempt
- -All contacts should be logged before finalizing the meeting
- -All Goals and objectives have been rewritten to reflect the new Edplan system
- -Drafts are being emailed and sent to Administrators and Parents before the meeting
- -You have reached out to Nicole or Doretha if you are going to be suggesting a BIP be included in the IEP
- -Use your Google Calendar to invite team members to IEP. This is a good tracking device.
- **-Please use the new Special Services Annual IEP Checklist for Compliance of your IEPs before they are finalized- REACH out to YOUR Coordinator with Questions.**

ADDENDUMS

When to use, and when Not to use and Move in Students to the district

- Addendums are used ONLY for minor clerical errors.
- If the document is requiring a date change the IEP needs to be rewritten.
- If moving to **E3** or out of **E3** a subsequent IEP needs to be done because it is a change of placement.
- If you have a middle school E3 lab student please contact **Mr. Lee Walker**
- If you have a high school E3 lab student please contact **Mrs. Loise Wilson**
- **When a student moves into the district** the case manager can either except the IEP as is (no changes are necessary, IEP is current, everything fits our school) OR a new subsequent IEP will need to be held within 10 days.



This form should be completed with every IEP moving forward

COMPLETE FOR EACH MEETING

OKCPS Special Services
Annual IEP Subsequent Checklist

Student: _____ DOB: _____ Grade: _____ ID# _____

Parents: _____ Phone#: _____ School: _____

Special Ed. Teacher: _____

Student's Disability Category: _____

-ALL CURRENT EDUCATIONAL NEEDS COME FROM THE MEEGS-

TO BE FINALIZED IN EDPLAN:

- ___ 1) Created Google calendar event and sent to all team members
- ___ 2) Meeting Invitation for each meeting attempt
- ___ 2) IEP dated from year _____ to year _____
- ___ 3) Written Notice to Parents with documentation of participation, if not held in person.
- ___ 4) Functional Behavioral Assessment-FBA (if applicable)
- ___ 5) Behavior Intervention Plan-BIP (if applicable)
- ___ 6) ESY Checklist with parent signature

TO DO LIST:

- ___ 7) Create "IEP-at-a-Glance"
- ___ 8) I checked to make sure Contingency and ESY are properly marked.
- ___ 9) Goals from the MEEGS-Educational needs & services are written for each need.
- ___ 10) Provider is written correctly.
- ___ 11) Specially Designed Instruction is listed correctly for all classes.
- ___ 12) Update to parent contact in Edplan for each attempt/contact made.
- ___ 13) ****MAKE SURE A DRAFT IS SENT TO BLDG ADMIN & PARENTS PRIOR TO MEETING.****

MIDDLE & HIGH SCHOOL ONLY

Ex: ELA or Eng.-reading comp, written exp., fluency.
SS or Hist.-reading comp, basic reading.

Science-reading comp, basic reading.
Math-calculation, problem solving.

Current Proposed Special Placement
(check one):

- ___ Regular class w/Accommodations
- ___ Special class Part-time
- ___ Special class full-time

Middle & High School Transition Components
(Check all that apply)

- ___ Transition-Assessment included
- ___ Transition-Education & Training included
- ___ Transition-Employment Goal included

*Please use check list to make sure each one is included in the Subsequent IEP before finalizing the document.

Change of Placement?

- When considering a change of placement, the following must be considered:
- CATEGORY does not drive placement, the least restrictive environment does!
- Examples: An outside diagnosis does not mean a student requires a specific program. Not all students with autism require an autism program. Students can be served in ANY program, regardless of category.
- Not all students “fit” neatly into the program. It is up to the program to adjust to the student needs, not for the student to adjust to the program.
- If team feels change of placement is still necessary then the following steps need to be followed.
- 1. Case manager needs to notify and schedule a meeting with their special services coordinator.
- 2. All data must be complete and current. Needs to include interventions that have been utilized with student, behavior intervention plan and increase in service times.
- 3. IEP meeting scheduled: Determinations are made on a number of different factors. Has the school exhausted all possible supports and does current school have sufficient data to support the change? For a student to be considered for ED program-current school must have developed and implemented BIP along with data. For a student to be considered for an ID/AU program, there must be evidence of cognitive deficits and adaptive/functional skill needs.

Locate the Educational Needs on the Current MEEGS

Go to documents in Edplan and locate the most current MEEGS

EDUCATIONAL NEEDS:

Reading, Math Problem Solving, Written Expression, Math calculation-taken directly from MEEGS

IEP deficit areas need to match the educational needs on the MEEGS

Primary Disability
Specific Learning Disability

Secondary Disability

Deficit Areas

<input type="checkbox"/> Basic Reading Skills	<input type="checkbox"/> Listening Comprehension	<input checked="" type="checkbox"/> Math Calculation
<input checked="" type="checkbox"/> Math Problem Solving	<input type="checkbox"/> Oral Expression	<input checked="" type="checkbox"/> Reading Comprehension
<input checked="" type="checkbox"/> Reading Fluency	<input checked="" type="checkbox"/> Written Expression	

Educational Needs have to be included in the Objective Statement

Describe in detail-

- Valentine is an 11th grader at Sample High School who is having difficulty in the regular class with appropriate accommodations and modifications. She is currently being serviced in Special education under the classification of a Specific Learning Disability. Valentine's current Educational needs include written expression, reading comprehension, reading fluency, math calculation, math problem solving, speech and language. She is currently served in a co-taught math & Science and in a lab class for English and has supports and accommodations in Science and History. Valentine has ADHD and has a difficult time staying on task and maintaining her behavior in the classroom. Valentine has not shown proficiency in grade-level state standards even with interventions. On her most recent progress monitoring, Valentine obtained a scaled score of on the Easy CBM, AIMSWEB or WRAT. She also scored a---score on the Easy CBM Writing Probes assessment.

GRADES DO NOT COUNT AS A CURRENT ASSESSMENT

EDUCATIONAL NEEDS- CURRENT PROGRESS MONITORING AND SCORES ALSO HAVE TO BE INCLUDED IN THE OBJECTIVE STATEMENT

Describe in detail-

- Valentine is an 11th grader at Sample High School who is having difficulty in the regular class with appropriate accommodations and modifications. She is currently being serviced in Special education under the classification of a Specific Learning Disability. Valentine's current Educational needs include written expression, reading comprehension, reading fluency, math calculation, math problem solving, speech and language. She is currently served in a co-taught math & Science and in a lab class for English and has supports and accommodations in Science and History. Valentine has ADHD and has a difficult time staying on task and maintaining her behavior in the classroom. Valentine has not shown proficiency in grade-level state standards even with interventions. On her most recent progress monitoring, Valentine obtained a scaled score of on the Easy CBM, AIMSWEB or WRAT. She also scored a---score on the Easy CBM Writing Probes assessment.

GRADES DO NOT COUNT AS A CURRENT ASSESSMENT

Sample Overall Objective Statement with all the areas addressed appropriately

- Valentine is an 11th grader at Sample High School who is having difficulty in the regular class with appropriate accommodations and modifications. She is currently being serviced in Special education under the classification of a Specific Learning Disability. Valentine's current Educational needs include written expression, reading comprehension, reading fluency, math calculation, math problem solving, speech and language. She is currently served in a co-taught math & Science and in a lab class for English and has supports and accommodations in Science and History. Valentine has ADHD and has a difficult time staying on task and maintaining her behavior in the classroom. Valentine has not shown proficiency in grade-level state standards even with interventions. On her most recent progress monitoring, Valentine obtained a scaled score of on the Easy CBM, AIMSWEB or WRAT. She also scored a---score on the Easy CBM Writing Probes assessment.
- Valentine currently has all passing grades, but still needs direct instruction and a modified grading system to be successful. The team will address her current behavior issues within this IEP. Valentine is very social in class and has a difficult time with transitioning from class to class. She is progressing in all of her current IEP goals and objectives and has good attendance. ESY has been discussed with the team and deemed not necessary at this time.

All educational needs have to be check correctly to match what is on the MEEGS

Identify the educational needs resulting from the child's disability, which may require special education, related services, supplementary aids, supports for personnel, or modifications.

- | | | | |
|--|--|---|---|
| <input type="checkbox"/> Academic Readiness | <input type="checkbox"/> Academics - Oral Expression | <input type="checkbox"/> Academics-Basic Reading Skills | <input type="checkbox"/> Academics-Listening Comprehension |
| <input checked="" type="checkbox"/> Academics-Math Calculation | <input checked="" type="checkbox"/> Academics-Math Problem Solving | <input checked="" type="checkbox"/> Academics-Reading Comprehension | <input checked="" type="checkbox"/> Academics-Reading Fluency |
| <input checked="" type="checkbox"/> Academics-Written Expression | <input type="checkbox"/> Adaptive Behavior | <input type="checkbox"/> Cognitive Development | <input type="checkbox"/> Communication Development |
| <input type="checkbox"/> Fine Motor | <input type="checkbox"/> Gross Motor | <input type="checkbox"/> Hearing | <input type="checkbox"/> Medical/Physical Needs |
| <input type="checkbox"/> Sensory Processing | <input type="checkbox"/> Social/Emotional Behavior | <input checked="" type="checkbox"/> Speech/Language | <input type="checkbox"/> Vision |
| <input type="checkbox"/> Transition: Education/Training | <input type="checkbox"/> Transition: Employment | <input type="checkbox"/> Transition: Independent Living | <input type="checkbox"/> Transition: Community Participation |

There should be 1 goal and 2 objectives for each educational need

ANNUAL GOALS			
Annual Goal: Given instruction in Geometry Vanessa will apply the trigonometric functions as ratios (sine, cosine, and tangent) to find side lengths in right triangles in real-world and mathematical problems with 80% accuracy as measured by drill and practice by 11/15/2022.			1 of 5
Area of Need: Academics-Math Calculation	Person/Position Responsible: Special Education Teacher		ESY: No
How will progress be measured?	Evaluation Procedure	Score Type	Target Score
	Practice and Drill	With ____ % accuracy	80
	Worksheet	With ____ % accuracy	80
Overall Goal Comments:			
Informed Progress:		Frequency:	
Progress Monitoring		9 Week	
Objective:	How will progress be measured?		ESY
Given instruction in Geometry Vanessa will be able to define and identify sine, cosine, and tangent with 90% accuracy as measured by worksheets by 11/15/2022.	Evaluation Procedure	Score Type	Target Score
Given instruction in Geometry Vanessa will identify right triangles 100% accuracy as measured by drill and practice by 11/15/2022.	Evaluation Procedure	Score Type	Target Score
Overall Objective Comments:			
Annual Goal: Given instruction in Geometry Vanessa will apply the properties of circles to solve problems involving circumference and area, approximate values and in terms of using algebraic and logical reasoning with 75% accuracy as measured by daily assignments and tests by 11/15/2022.			2 of 5
Area of Need: Academics-Math Problem Solving	Person/Position Responsible: Special Education Teacher		ESY: No

Goals and Objectives Continued

Name of Student: Vanessa Valentine

OK IEP
Draft

Oklahoma City Schools

State Testing Number (STN):

From: 11/15/2021 To: 11/15/2022

	Evaluation Procedure	Score Type	Target Score
How will progress be measured?	Test	With ____ % accuracy	75
	Worksheet	With ____ % accuracy	75

Overall Goal Comments:

Informed Progress:

Frequency:

Progress Monitoring

9 Week

Objective:	How will progress be measured?	ESY						
Given instruction in Geometry Vanessa will name the properties of circles with 90% accuracy as measured by worksheets by 11/15/2022.	<table border="1"> <thead> <tr> <th>Evaluation Procedure</th> <th>Score Type</th> <th>Target Score</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Evaluation Procedure	Score Type	Target Score				No
Evaluation Procedure	Score Type	Target Score						
Given instruction in Geometry Vanessa will define circumference, area, and pi with 90% accuracy as measured by worksheets by 11/15/2022.	<table border="1"> <thead> <tr> <th>Evaluation Procedure</th> <th>Score Type</th> <th>Target Score</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Evaluation Procedure	Score Type	Target Score				No
Evaluation Procedure	Score Type	Target Score						

Overall Objective Comments:

Annual Goal: Given instruction in biology Vanessa will hierarchical organization of interacting systems that provide specific functions within multicellular organisms with 90% accuracy on teacher-made tests and assignments. by 11/15/2022.

3 of 5

Area of Need: Academics-Reading Comprehension

Person/Position Responsible: Special Education Teacher

ESY: No

	Evaluation Procedure	Score Type	Target Score
How will progress be measured?	Teacher Made Tests	With ____ % accuracy	90
	Work Samples	With ____ % accuracy	90

Overall Goal Comments:

Informed Progress:

Frequency:

Progress Report

9 Week

Goals and Objectives Continued

State Testing Number (STN):		From: 11/15/2021 To: 11/15/2022		
Objective: Given Instruction in Biology Vanessa will predict the relationships between systems or between components of a system with 90% accuracy on teacher-made tests and assignments. by 11/15/2022.	How will progress be measured?			ESY
	Evaluation Procedure	Score Type	Target Score	No
Overall Objective Comments:				
Annual Goal: Given explicit instruction using social stories Vanessa will use her safe spot when she needs a break 75% accuracy as measured by a daily log sheet by 11/15/2022.				4 of 5
Area of Need: Social/Emotional Behavior	Person/Position Responsible: Special Education Teacher			ESY: No
How will progress be measured?	Evaluation Procedure	Score Type	Target Score	
Overall Goal Comments:				
Informed Progress:			Frequency:	
Progress Notes			Weekly	
Objective: Given explicit instruction using social stories Vanessa will ask her teacher(s) for a break by using a thumbs up hand signal with 75% accuracy as measured by daily log sheets. by 11/15/2022.	How will progress be measured?			ESY
	Evaluation Procedure	Score Type	Target Score	No
Objective: Given explicit instruction Vanessa will use the word "fudge" in place of curse words with 75% accuracy as measured by daily log sheets by 11/15/2022.	How will progress be measured?			ESY
	Evaluation Procedure	Score Type	Target Score	No
Overall Objective Comments:				
Annual Goal: Given visual stimuli and opportunities to practice Vanessa will establish correct production of /r/ in all positions of words in conversation in the therapy setting with 80% accuracy. by 11/15/2022.				5 of 5
Area of Need: Speech/Language	Person/Position Responsible: Administrator of Speech/Language Services			ESY: No
How will progress be measured?	Evaluation Procedure	Score Type	Target Score	
	Response recording	percentage	80	

Name of Student: Vanessa Valentine		OK IEP		Oklahoma City Schools
State Testing Number (STN):		From: 11/15/2021 To: 11/15/2022		
Overall Goal Comments:				
Informed Progress:			Frequency:	
Progress Report			9 Week	
Objective: Given visual stimuli and opportunities to practice, Vanessa will establish correct production of /r/ in positions of words in unstructured sentences with 80% accuracy. by 03/07/2022.	How will progress be measured?			ESY
	Evaluation Procedure	Score Type	Target Score	No
	Response recording	percentage	80	
Objective: Given visual stimuli and opportunities to practice, Vanessa will carryover correct production of /r/ in all positions of words in all positions of sentences and conversation in all settings with 80% accuracy. by 11/15/2022.	How will progress be measured?			ESY
	Evaluation Procedure	Score Type	Target Score	No
	Response recording	percentage	65	
Overall Objective Comments:				

Educational Needs Continued

Name of Student: Vanessa Valentine

OK IEP
Draft

Oklahoma City Schools

State Testing Number (STN):

From: 11/15/2021 To: 11/15/2022

Objective:	How will progress be measured?			ESY
Given a story topic Vanessa will write a paragraph consisting of 8-10 sentences over the main idea of the story topic that supports Vanessa's opinion and reasoning on the topic, while using details, punctuation and correct spelling on 4/5 trials with 80% accuracy by 11/15/2022.	Evaluation Procedure	Score Type	Target Score	No
	Work Samples	___ of 5 trials	4	
	Teacher Made Tests	With ___ % accuracy	80	
Given a reading passage, or writing prompt Vanessa will build complete sentences to answer the topic prompts or questions which include subjects and verbs in order to write a paragraphs consisting of 8-10 sentence with transitional words, paragraph breaks, correct punctuation and spelling on 4/5 trials with 80% accuracy by 11/15/2022.	Evaluation Procedure	Score Type	Target Score	No
	Work Samples	___ of 5 trials	4	
	Teacher Made Tests	With ___ % accuracy	80	
Overall Objective Comments:				

Annual Goal: Given explicit instruction using social stories Vanessa will use her safe spot when she needs a break 75% accuracy as measured by a daily log sheet by 11/15/2022.			5 of 10
Area of Need: Social/Emotional Behavior	Person/Position Responsible: Special Education Teacher		ESY: No
How will progress be measured?	Evaluation Procedure	Score Type	Target Score
Overall Goal Comments:			
Informed Progress:		Frequency:	
Progress Notes		Weekly	

Educational Needs Continued

Name of Student: Vanessa Valentine

OK IEP

Oklahoma City Schools

State Testing Number (STN):

From: 11/15/2021 To: 11/15/2022

Objective:	How will progress be measured?	ESY
Given explicit instruction using social stories Vanessa will ask her teacher(s) for a break by using a thumbs up hand signal with 75% accuracy as measured by daily log sheets. by 11/15/2022.	Evaluation Procedure Score Type Target Score	No
Given explicit instruction Vanessa will use the word "fudge" in place of curse words with 75% accuracy as measured by daily log sheets by 11/15/2022.	Evaluation Procedure Score Type Target Score	No
Overall Objective Comments:		

Annual Goal: Given visual stimuli and opportunities to practice Vanessa will establish correct production of /r/ in all positions of words in conversation in the therapy setting with 80% accuracy. by 11/15/2022.		6 of 10
Area of Need: Speech/Language	Person/Position Responsible: Administrator of Speech/Language Services	ESY: No
How will progress be measured?	Evaluation Procedure Response recording	Score Type percentage
		Target Score 80
Overall Goal Comments:		
Informed Progress:	Frequency:	
Progress Report	9 Week	

Educational Needs Continued

Name of Student: Vanessa Valentine

OK IEP
Draft

Oklahoma City Schools

State Testing Number (STN):

From: 11/15/2021 To: 11/15/2022

Objective:	How will progress be measured?			ESY
Given visual stimuli and opportunities to practice, Vanessa will establish correct production of /r/ in positions of words in unstructured sentences with 80% accuracy. by 03/07/2022.	Evaluation Procedure	Score Type	Target Score	No
	Response recording	percentage	80	
Given visual stimuli and opportunities to practice, Vanessa will carryover correct production of /r/ in all positions of words in all positions of sentences and conversation in all settings with 80% accuracy. by 11/15/2022.	Evaluation Procedure	Score Type	Target Score	No
	Response recording	percentage	65	
Overall Objective Comments:				

Annual Goal: Given instruction in civics Vanessa will demonstrate the ability to balance a personal household budget to include car payment, fuel, bills, insurance, and monthly expenditures by reconciling a financial account record after practicing on teacher made worksheets and tests with 90% accuracy by 11/15/2022.			7 of 10
Area of Need: Transition: Community Participation	Person/Position Responsible: Special Education Teacher		ESY: No
How will progress be measured?	Evaluation Procedure	Score Type	Target Score
	Teacher Made Tests	Percentage	90%
Overall Goal Comments:			
Informed Progress:		Frequency:	
Progress Report		9 Week	

Educational Needs Continued

Name of Student: Vanessa Valentine

OK IEP

Oklahoma City Schools

State Testing Number (STN):

From: 11/15/2021 **To:** 11/15/2022

Objective:	How will progress be measured?	ESY						
Given instruction in civics Vanessa will be able to identify the steps necessary to open a checking account after practicing on sample applications with 90% accuracy by 11/15/2022.	<table border="1"> <thead> <tr> <th>Evaluation Procedure</th> <th>Score Type</th> <th>Target Score</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Evaluation Procedure	Score Type	Target Score				No
Evaluation Procedure	Score Type	Target Score						
Given instruction in civics Vanessa will be able to accurately complete a sample Credit Card application with 90% accuracy by 11/15/2022.	<table border="1"> <thead> <tr> <th>Evaluation Procedure</th> <th>Score Type</th> <th>Target Score</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Evaluation Procedure	Score Type	Target Score				No
Evaluation Procedure	Score Type	Target Score						
Overall Objective Comments:								

Annual Goal: Given Metro Technology Center information Vanessa will demonstrate knowledge of the technology centers admission requirements by verbally describing these requirements and identifying admission deadlines by reporting the information to her case manager once a quarter with 100% accuracy by 11/15/2022.		8 of 10						
Area of Need: Transition: Education/Training	Person/Position Responsible: Special Education Teacher	ESY: No						
How will progress be measured?	<table border="1"> <thead> <tr> <th>Evaluation Procedure</th> <th>Score Type</th> <th>Target Score</th> </tr> </thead> <tbody> <tr> <td>Verbal Response</td> <td>teacher check-in</td> <td>100%</td> </tr> </tbody> </table>	Evaluation Procedure	Score Type	Target Score	Verbal Response	teacher check-in	100%	
Evaluation Procedure	Score Type	Target Score						
Verbal Response	teacher check-in	100%						
Overall Goal Comments:								
Informed Progress:	Frequency:							
Progress Report	9 Week							

Educational Needs Continued

Name of Student: Vanessa Valentine

OK IEP
Draft

Oklahoma City Schools

State Testing Number (STN):

From: 11/15/2021 **To:** 11/15/2022

Objective:	How will progress be measured?			ESY
Given by the end of the IEP cycle 11/15/22 Vanessa will be able to tell the IEP team the steps necessary to get accepted into the program of choice with 100% accuracy through observation by 11/15/2022.	Evaluation Procedure	Score Type	Target Score	No
	Practice and Drill	With ____ % accuracy	100	
Given school tour of Metro Technology Center Vanessa will meet with a Vo-Tech recruiter and be able to tell the IEP team which program she is interested in and reference the materials needed to make application into the program with 100% accuracy by 11/15/2022.	Evaluation Procedure	Score Type	Target Score	No
	Observation	With ____ % accuracy	100	
Overall Objective Comments:				

Annual Goal: Given instruction Vanessa will demonstrate knowledge of how to properly fill out a job application, answer questions at a job interview, and how to dress appropriately for the interview by practicing with her case manager once a quarter with 100% accuracy by 11/15/2022.			9 of 10
Area of Need: Transition: Employment	Person/Position Responsible: Special Education Teacher		ESY: No
How will progress be measured?	Evaluation Procedure	Score Type	Target Score
	teacher check-in	teacher check-in	100%
Overall Goal Comments:			
Informed Progress:		Frequency:	
Progress Report		9 Week	

Educational Needs Continued

Name of Student: Vanessa Valentine

OK IEP
Draft

Oklahoma City Schools

State Testing Number (STN):

From: 11/15/2021 **To:** 11/15/2022

Objective:	How will progress be measured?			ESY
Given practice filling out a job application Vanessa will define references, and identify three references she will need to fill our a job application, and be able to give their names and numbers with 100% accuracy. by 11/15/2022.	Evaluation Procedure	Score Type	Target Score	No
	Observation	With ____ % accuracy	100	
	Practice and Drill	With ____ % accuracy	100	
Given practice Vanessa will will use appropriate social language skills to look into and ask questions about jobs she is interested in with 100% accuracy by 11/15/2022.	Evaluation Procedure	Score Type	Target Score	No
	Observation	With ____ % accuracy	100	
	Practice and Drill	With ____ % accuracy	100	
Overall Objective Comments:				

Annual Goal: Given instruction in technology on how to create a PowerPoint Vanessa will make a PowerPoint to introduce participants, explain the purpose of the meeting, present her present level of performance, and describe post-school transition goals and desired course of study with 100% accuracy as measured by teacher check in. by 11/15/2022. 10 of 10

Area of Need: Transition: Independent Living	Person/Position Responsible: Special Education Teacher		ESY: No
How will progress be measured?	Evaluation Procedure	Score Type	Target Score
	teacher check-in	teacher check-in	100%

Overall Goal Comments:

Informed Progress:	Frequency:
Progress Report	9 Week

Objective:	How will progress be measured?			ESY
Given training and practice on how to create a Power Point presentation Vanessa will create a Power Point that showcases her transition goals for the desired course of study using details and explains her goals and interests with 100% accuracy by 11/15/2022.	Evaluation Procedure	Score Type	Target Score	No
	Practice and Drill	With ____ % accuracy	100	
Overall Objective Comments:				

Educational Needs Continued

TRANSITION SERVICES PLAN

List of Needs, Preferences, Strengths, and Interests Based on Present Levels of Performance and Age Appropriate Transition Assessments.

<p>Transition Needs (specific needs based on results from transition assessments), Preferences, Strengths, Interests (this should include information not already documented in the Present Levels section):</p>	<p>Transition services are provided based on data. A minimum of two forms of assessment are required. A vocational interest inventory, self-determination, and a life skills inventory followed by a guided student interview is best practice.</p> <p>Example: Vanessa completed the three transition inventories – Air-Self-Determination Scale, Career Cluster Interest Survey and Washington State Life Skills Inventory. While talking with Vanessa she expressed interest in working in the field of ophthalmology. She is applying to metro technology center in hopes to be accepted in their eye care assistant program.</p> <p>Course of Study - This area will depend on the student's track to graduation (core curriculum or college preparatory/work ready) which will be determined by the students' needs and post-secondary plans. Best practice is to script out the student's classes for all four years of high school and adjust them as needed with each IEP. As the students finish each semester of their courses the grade they earned should be recorded in this section as well.</p>
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Desired Post-Secondary/Outcome Completion Goals

<p>Education/Training: Upon graduation from high school, I will</p>	<p>After completion of high school, Vanessa will continue to seek learning opportunities throughout her adult life to help her gain and maintain full time employment in the field of eye health.</p>
<p>Employment: Upon graduation from high school, I will</p>	<p>After completion of high school, Vanessa will continue with her education to reach her full-time employment goal of being a eye care technician.</p>
<p>Independent Living (if appropriate): Upon graduation from high school, I will</p>	<p>After completion of high school, Vanessa will continue to develop and improve her knowledge in the areas of housing and money management, work and social life, etc., and other adult responsibilities; also, she will need to demonstrate the ability to care for herself and increase daily living skills in order to decrease dependence on others.</p>
<p>Community Participation (if appropriate): Upon graduation from high school, I will</p>	<p>Vanessa will participate in community events, and research community service opportunities.</p>

OK Promise

Every Educational Need has to be addressed on the Services Page-They can be direct or monitor.

Contingency Services

have to be written on a separate line for **EVERY** direct or monitor service listed

Math Problem Solving				
Position	Service Type	Number Sessions/ Session Length	Start Date	End Date
1	Co-teaching	5 per week / 25 minute(s)	11/15/2021	11/15/2022
Provider Special Education Teacher		Location General/Regular Education Setting		Serving School * denotes external school Sample School
<input type="checkbox"/> ESY		<input type="checkbox"/> Contingency		

Math Problem Solving				
Position	Service Type	Number Sessions/ Session Length	Start Date	End Date
2	Co-teaching	1 per week / 15 minute(s)	11/15/2021	11/15/2022
Provider Special Education Teacher		Location General/Regular Education - Virtual		Serving School * denotes external school Sample School
<input type="checkbox"/> ESY		<input checked="" type="checkbox"/> Contingency		

Math Calculation				
Position	Service Type	Number Sessions/ Session Length	Start Date	End Date
3	Co-teaching	5 per week / 25 minute(s)	11/15/2021	11/15/2022
Provider Special Education Teacher		Location General/Regular Education Setting		Serving School * denotes external school Sample School
<input type="checkbox"/> ESY		<input type="checkbox"/> Contingency		

Educational Needs Continued

Math Calculation



Position: 4 Service Type: Co-teaching Number Sessions/ Session Length: 1 per week / 15 minute(s) Start Date: 11/15/2021 End Date: 11/15/2022

Provider: Special Education Teacher Location: General/Regular Education - Virtual Serving School * denotes external school: Sample School

ESY Contingency

Written Expression



Position: 5 Service Type: Direct instruction Number Sessions/ Session Length: 5 per week / 25 minute(s) Start Date: 11/15/2021 End Date: 11/15/2022

Provider: Special Education Teacher Location: Special Education Setting Serving School * denotes external school: Sample School

ESY Contingency

Written Expression



Position: 6 Service Type: Direct instruction Number Sessions/ Session Length: 1 per week / 15 minute(s) Start Date: 11/15/2021 End Date: 11/15/2022

Provider: Special Education Teacher Location: Special Education - Virtual Serving School * denotes external school: Sample School

ESY Contingency

Educational Needs Continued

Reading Fluency



Position 7 Service Type Direct instruction Number Sessions/ Session Length 5 per week / 25 minute(s) Start Date 11/15/2021 End Date 11/15/2022

Provider Special Education Teacher Location Special Education Setting Serving School * denotes external school Sample School

ESY Contingency

Reading Fluency



Position 8 Service Type Direct instruction Number Sessions/ Session Length 1 per week / 15 minute(s) Start Date 11/15/2021 End Date 11/15/2022

Provider Special Education Teacher Location Special Education - Virtual Serving School * denotes external school Sample School

ESY Contingency

Reading Comprehension/Science



Position 9 Service Type Co-teaching Number Sessions/ Session Length 5 per week / 50 minute(s) Start Date 11/15/2021 End Date 11/15/2022

Provider Special Education Teacher Location General/Regular Education Setting Serving School * denotes external school Sample School

ESY Contingency

Educational Needs Continued

Reading Comprehension/Science ✎ 🗑

Position 10 ▼	Service Type Co-teaching	Number Sessions/ Session Length 1 per week / 15 minute(s)	Start Date 11/15/2021	End Date 11/15/2022
Provider Special Education Teacher	Location General/Regular Education - Virtual	Serving School * denotes external school Sample School		
<input type="checkbox"/> ESY		<input checked="" type="checkbox"/> Contingency		

SAVE

▼ Related Services [ASSOCIATE WITH GOAL](#) [EDIT ALL SERVICES](#) [ADD RELATED SERVICES](#) [CLEAR ALL](#)

Speech-Language Pathology Services ✎ 🗑

Position 1 ▼	Service Type Direct instruction	Number Sessions/ Session Length 1 per week / 25 minute(s)	Start Date 11/15/2021	End Date 11/15/2022
Provider Roxanne C McKnight	Location Special Education Setting	Serving School * denotes external school Sample School		
<input type="checkbox"/> ESY		<input type="checkbox"/> Contingency		

Educational Needs Continued

Speech-Language Pathology Services  

Position 2 	Service Type Direct instruction	Number Sessions/ Session Length 1 per week / 15 minute(s)	Start Date 11/15/2021	End Date 11/15/2022
Provider Roxanne C McKnight	Location Special Education - Virtual	Serving School * denotes external school Sample School		

ESY Contingency



OSDE and Classroom Accommodations Lists have to match-Classroom list may have additional items



- State/District Accommodations
 - High School ELA
 - Accommodation(s)
 - P6. Simplification/repetition/signage of directions.
 - S4. Separate location.
 - High School Math
 - Accommodation(s)
 - P6. Simplification/repetition/signage of directions.
 - S3. Preferential seating.
 - S4. Separate location.
- Class/Activity Accommodations
 - Reading
 - Accommodation(s)
 - P6. Simplification/repetition/signage of directions.
 - S4. Separate location.
 - S3. Preferential seating.



- English/Language Arts
 - Accommodation(s)
 - Provide assignment notebooks.
 - P6. Simplification/repetition/signage of directions.
 - Encourage classroom participation.
 - Explain directions in detail as needed.
 - Writing
 - Accommodation(s)
 - P6. Simplification/repetition/signage of directions.
 - S4. Separate location.
 - Math
 - Accommodation(s)
 - Provide assignment notebooks.
 - Provide Calculator.
 - P6. Simplification/repetition/signage of directions.
 - Encourage classroom participation.
 - Explain directions in detail as needed.
 - Other 1:
 - Accommodation(s)
 - All subject areas: Extra time on assignments and assessments.

Preparing for the IEP Transition Meeting

- Prior to the IEP meeting, information will need to be gathered in order to assist in making informed decisions. IEP teams will need to know and understand the following:

Results from age-appropriate transition assessments for the development of the goals, and transition services

- Courses available through graduation
- Strengths, preferences, interests and specific transition needs of the student
- If AT is being used by the student, how AT will continue to be used after graduation
- Different placement options for the student
- Options available at universities, colleges, Career Technology Centers
- Job opportunities that match the student's interests and abilities in the community



When to add TRANSITION ASSESSMENTS

- *Transition needs to be included in EVERY IEP starting in 8th grade year and will need to be added on every IEP from then on through their 12th grade year.
- *There should be a transition goal for Education & Training as well as Employment.
- *To address the transition services and the students interests after high school you will also need to include the results for two assessments. You can use O*Net, Career Cluster Inventory, AIRS, or the Washington Life Skills Inventory.
- *It is recommended that the students be given one of their transition assessments at the end of the school year to avoid it being missed on the IEP's that are due at the beginning of the next school year.

SAMPLE

TRANSITION INTERVIEW QUESTIONS

- **Education/Training:** Where will I learn after high school?
- **Employment:** Where will I work after high school?
- **Independent Living:** Where will I live after high school?
- **Community Participation:** How will I participate in the community after high school?
- **Postsecondary goals** must be realistic and attainable, especially for students with disabilities and should become more specific and individualized as students get closer to graduation.
- **All students must have postsecondary goals in the areas of Education/Training and Employment.** It is appropriate to develop Independent Living and Community Participation postsecondary goals when the student is participating in the alternate assessment due to significant deficits in adaptive behavior and the lifelong need for extensive family/community support and when results from assessments indicate student's needs in these areas.
- **It is also recommended that all students are assessed in all areas: Education/Training, Employment, Independent Living and Community Participation** to determine the need for goals and services. The student should have input and assist in writing their postsecondary goals.

Each IEP needs 2 Transition Assessments + a student interview

AIRS

<https://www.ou.edu/education/centers-and-partnerships/zarrow/self-determination-assessment-tools/air-self-determination-assessment>

Career Cluster Interest Inventory

<https://scholarmatch.org/wp-content/uploads/2016/05/Career-Interest-Survey.pdf>

O*Net Career Exploration Tools-online

<https://www.onetcenter.org/tools.html>

Washington Life Skills Inventory

https://www.washtenawisd.org/sites/default/files/life_skills_inventory.pdf

*Best practice-you should have a transition assessment for every area of transition.

TRANSITION SERVICES PLAN

List of Needs, Preferences, Strengths, and Interests Based on Present Levels of Performance and Age Appropriate Transition Assessments.

<p>Transition Needs (specific needs based on results from transition assessments), Preferences, Strengths, Interests (this should include information not already documented in the Present Levels section):</p>	<p>Transition services are provided based on data. A minimum of two forms of assessment are required. A vocational interest inventory, self-determination, and a life skills inventory followed by a guided student interview is best practice.</p> <p>Example: Vanessa completed the three transition inventories – Air-Self-Determination Scale, Career Cluster Interest Survey and Washington State Life Skills Inventory. While talking with Vanessa she expressed interest in working in the field of ophthalmology. She is applying to metro technology center in hopes to be accepted in their eye care assistant program.</p> <p>Course of Study - This area will depend on the student's track to graduation (core curriculum or college preparatory/work ready) which will be determined by the students' needs and post-secondary plans. Best practice is to script out the student's classes for all four years of high school and adjust them as needed with each IEP. As the students finish each semester of their courses the grade they earned should be recorded in this section as well.</p>
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Desired Post-Secondary/Outcome Completion Goals

<p>Education/Training: Upon graduation from high school, I will</p>	<p>After completion of high school, Vanessa will continue to seek learning opportunities throughout her adult life to help her gain and maintain full time employment with 90% accuracy.</p>
<p>Employment: Upon graduation from high school, I will</p>	<p>After completion of high school, Vanessa will continue with her education to reach her full-time employment goal of being a eye care technician.</p>
<p>Independent Living (if appropriate): Upon graduation from high school, I will</p>	<p>After completion of high school, Vanessa will continue to develop and improve her knowledge in the areas of housing and money management, work and social life, etc., and other adult responsibilities; also, she will need to demonstrate the ability to care for herself and increase daily living skills in order to decrease dependence on others (all) with 75% accuracy.</p>
<p>Community Participation (if appropriate): Upon graduation from high school, I will</p>	<p>Vanessa will participate in community events, and research community service opportunities.</p>

OK Promise

TRANSITION SERVICES PLAN CONT.

Name of Student: Vanessa Valentine

OK IEP
Draft

Oklahoma City Schools

State Testing Number (STN):

From: 11/15/2021 To: 11/15/2022

Student plans on enrolling in the Oklahoma's Promise program.	Yes
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Curriculum Participation

Select Curriculum:	College Preparatory/Work Ready
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Course of Study

8th	9th	10th	11th	12th
	English I (C/B)	English II (B/C)	English III (C/)	English IV
	Civics/Oklahoma History (C/A)	Biology (C/B)	Chemistry (C/)	Government
	Algebra (D/B)	Geometry (B/B)	Algebra II (C/)	Art II
	Physical Science (A/B)	World History (B/C)	US History (C/)	Spanish III
	PE (A/A)	Health/Aerobics (A/A)	Business (B/)	Metro Tech - Eye Care Assistant
	Art I (B/A)	Computer Applications (B/A)	Human Body Systems (A/)	
	Computer Applications (A/B)	Spanish I (C/C)	Spanish II (A/)	

Transition Services and Coordinated Activities

Transition Area	Transition Service/Coordinated Activities	Person Responsible	Agency Responsible	Anticipated Completion Date	Contingency
Education	Vanessa will complete Metro Technology Center application before spring break of 2022. Learn and practice self-advocacy Demonstrate the skills necessary to perform successfully in a interview	Vanessa and Family	Metro Tech, DRS and Sample School	11/15/2022	<input type="checkbox"/>
Employment	Meet with adult workers in the career field of eye health Memorize your Social Security number Participate in job shadowing	Vanessa and Family	Sample School and DRS	11/15/2022	<input type="checkbox"/>

TRANSITION SERVICES PLAN CONT.

Name of Student: Vanessa Valentine

OK IEP

Oklahoma City Schools

State Testing Number (STN):

From: 11/15/2021 To: 11/15/2022

Draft

Vocational Education/Rehabilitation	
In planning the course of study, has information been provided regarding opportunities for vocational education (e.g. high school vocational education courses, school-based training, work study programs, technology education, area career technology center programs?)	Yes Date(s) information was provided to young adult and parent(s): Person responsible for referral: Kennda L Miller Date: 02/12/2019
By age 16, the young adult has been referred to the vocational rehabilitation counselor in the young adult's school district and the parent(s) and young adult were provided a copy.	Yes Person responsible for referral: Kennda L Miller Date: 02/12/2019 Name of the Vocational Rehabilitation Counselor (if known):
Invitation to Meetings	
Was the student invited to the meeting?	Yes
Were members of outside agency(ies) paying for or providing secondary transition services invited to attend the IEP meeting (if appropriate)?	Yes
If outside agency representatives were invited, was parent consent obtained?	Yes
Transfer of Rights/Age of Majority	
By age 17, have young adult and parent(s) been informed of transfer of rights at age of majority?	Yes If no, explain why:
Comments:	

TRANSITION SERVICES PLAN CONT.

Name of Student: Vanessa Valentine

OK IEP
Draft

Oklahoma City Schools

State Testing Number (STN):

From: 11/15/2021 To: 11/15/2022

Independent Living	Identify specific recreation/leisure activities of choice and participate independently Learn your strengths and skills Develop linkages to adult agencies or providers	Vanessa and Family	Sample School and DRS	11/15/2022	<input type="checkbox"/>
Community Participation	Knowledgeable about banking options: checking, savings, etc. Understand a paycheck Open a bank account and manage finances/budgets/bills	Vanessa and Family	Sample School and DRS	11/15/2022	<input type="checkbox"/>

List and describe any accommodations necessary for Transition Services and Coordinated Activities:

The team does not see the need for accommodations at this time for transition services and coordinated activities.

Projected Date of Graduation/Program Completion and Type

Date:	05/28/2023
Type:	Standard Diploma

Vocational Education/Rehabilitation

In planning the course of study, has information been provided regarding opportunities for vocational education (e.g. high school vocational education courses, school-based training, work study programs, technology education, area career technology center programs?)	Yes Date(s) information was provided to young adult and parent(s): Person responsible for referral: Kennda L Miller Date: 02/12/2020
By age 16, the young adult has been referred to the vocational rehabilitation counselor in the young adult's school district and the parent(s) and young adult were provided a copy.	Yes Person responsible for referral: Kennda L Miller Date: 02/12/2020 Name of the Vocational Rehabilitation Counselor (if known):

Invitation to Meetings

Was the student invited to the meeting?	Yes
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