



**Alamosa SD / San Luis Valley BOCES  
Individualized Education Program**

Carrie Practice	12/02/1998	7/31/2013
<b>Legal Name of Student</b>	<b>DOB</b>	<b>IEP Meeting Date</b>

**TYPE OF MEETING**

**Individualized Education Program**  
Annual Review - Transition

**DATES OF MEETINGS**

<b>Next eligibility meeting (on or before):</b> 9/4/2014	<b>Next review meeting (on or before):</b> 7/30/2014
<b>Initial eligibility:</b>	<b>Initial consent for evaluation:</b>
<b>Initial evaluation completed:</b> 9/5/2000	<b>Initial consent for service:</b> 8/1/2013

**STUDENT AND FAMILY INFORMATION**

	<b>Prior to Meeting</b>	<b>After Meeting</b>
<b>Home District</b>	Alamosa SD / San Luis Valley BOCES	Alamosa SD / San Luis Valley BOCES
<b>Home School</b>	ALAMOSA HIGH SCHOOL	ALAMOSA HIGH SCHOOL
<b>Service District</b>	Alamosa SD / San Luis Valley BOCES	Alamosa SD / San Luis Valley BOCES
<b>Service School</b>	ALAMOSA HIGH SCHOOL	ALAMOSA HIGH SCHOOL
<b>Primary Disability</b>	Multiple Disabilities	Multiple Disabilities
<b>Secondary Disability</b>	General education class 40% to 79% of the time Attending a regular early childhood program at least 10 hours per week AND receiving the majority of hours of special education and related services in the regular early childhood program.	
<b>Least Restrictive Environment</b>	General education class 40% to 79% of the time	General education class 40% to 79% of the time
<b>Grade:</b> 9th	<b>Age:</b> 15y 0m	<b>Gender:</b> Female
<b>Race:</b>	<b>Ethnicity:</b> Not Hispanic/Latino	
<b>Primary Language Spoken in the Home:</b>	<b>Student's Primary Language:</b>	
<b>Does the student have Limited English Proficiency?</b> No		

**Parent Contact Information**

**PROCEDURAL SAFEGUARDS**

I have been provided the special education procedural safeguards in my native language or other mode of communication on 8/1/2013.

\_\_\_\_\_  
Parent Signature **IDEA 300.504(a)**

\_\_\_\_\_  
Date

\_\_\_\_\_  
Parent Signature **IDEA 300.504(a)**

\_\_\_\_\_  
Date

**IEP PARTICIPANTS**

Carrie Practice  
\_\_\_\_\_  
**Student**  
**IDEA 300.321(a)(7) and 300.321(b)(1)**

\_\_\_\_\_  
**Parent**  
**IDEA 300.321(a)(1)**

\_\_\_\_\_  
**2nd Parent**  
**IDEA 300.321(a)(1)**

\_\_\_\_\_  
**Special Education Director or Designee**  
**IDEA 300.321(a)(4)(i)-(iii); ECEA 4.03(5)(a)**

\_\_\_\_\_  
**General Education Teacher**  
**IDEA 300.321(a)(2)**

\_\_\_\_\_  
**Special Education Teacher/Provider**  
**IDEA 300.321(a)(3)**

**The Following Persons Were Also In Attendance at the Meeting**

Name	Title	Area/Agency Represented
	Other	
	Other	
	Other	

## **PRESENT LEVELS OF ACADEMIC ACHIEVEMENT & FUNCTIONAL PERFORMANCE INCLUDING INPUT FROM PARENT & STUDENT**

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### **Student Strengths, Preferences, Interests**

What are the student's education/developmental strengths, interest areas, significant personal attributes and personal accomplishments as indicated by formal or informal assessment? Be sure to include specific feedback from the student.

IDEA 300.324(a)(i) strengths of child

IDEA 300.321(b)(2) preferences and interests

Using the BIG MAC switch, Carrie consistently greets people when the switch is present. She will hold her hands out for a hug, smiles and claps when familiar people are present. Carrie completes her job at school of pushing a switch to shred paper. Parents report Carrie is able to communicate her needs at home.

### **Present Levels of Educational Performance Summary**

Include results of initial or most recent evaluation, including, if appropriate, the results of any interventions, progress monitoring and gap analyses.

IDEA 300.320(a)(1) present levels of academic achievement and functional performance

IDEA 300.324(a)(iii) Results of initial or most recent evaluation

The Communication Matrix was used to assess Carrie's skills in Sept. 2011. The results indicate that she is currently communicating strongly at the Unconventional Communication level of competence with some skills developing in the Conventional Communication Level and the Concrete Level. AT the unconventional level, Carrie communicates by using facial expression, intoned vocalizations, hugging, kissing or patting. At the concrete symbol level she is working towards using pictures to request items and matching pictures to objects. Views through a transition lens, this assessment identified that Carrie is progressing towards her post secondary goal of communicating preferences in activities in her community. SHE WILL LOOK AT AND TOUCH PICTURES TO REQUEST AN ITEM 70% OF THE TIME. SHE IS ABLE TO MATCH A PICTURE TO AN OBJECT 60% OF THE TIME. SHE IS ABLE TO FOLLOW THE DIRECTION "PUT IN" 50% OF THE TIME AND "GIVE ME" 40% OF THE TIME. VIEWS THROUGH A TRANSITION LENS, THIS ASSESSMENT IDENTIFIED THAT CARRIE IS PROGRESSING TOWARD HER POSTSECONDARY GOAL OF COMMUNICATING PREFERENCES IN ACTIVITIES IN HER COMMUNITY BY USING PICTURES.

The School Function Assessment was completed in Oct. 2011. This assessment indicated strengths in the following areas: maintaining and changing position and travel. Carrie's scores indicate areas of need in the following physical areas: manipulation with movement, using materials, eating, drinking and hygiene. Carrie does not use school/office supplies or materials. She requires direct, full assistance with eating, drinking and hygiene. Viewed through a transition lens, this assessment identified that Carrie has a large gap between her current ability in managing her own hygiene and her post secondary goal of assisting in the care of her hygiene.

The Inventory of Gross Motor and Skills for Functional Independence was completed in October 2011. In postural control, Carrie is able to demonstrate head control against gravity and ability to support herself with upper extremities (as in a crawl position). While sitting she can actively move her arms to reach for items, but she cannot crawl. In the transitional movement area, Carrie is not able to transition from the floor to standing without maximum assistance. She is able to sit in a tall kneel with moderate assistance. For balance and mobility, she is able to reach for a ball and place it in a bucket when seated; she is not able to do this from a standing position.

Job experience shows that on 6 data days, Carrie was able to activate the shred switch 44 times. Carrie has been working on putting clothes in the washing machine and she needs an average of 6 verbal prompts and 11 physical prompts to load the machine. Viewed through a transition lens, this assessment identified that Carrie has a significant gap between her current skill and her post secondary goal of volunteering at a green house.

Prompt fading will be utilized to increase independent in Carrie's job related and independent skill related goals.

### **Describe the age appropriate transition assessment process used to develop the post school goals**

ECEA 4.03(6)(d)(ii)

This section is to be completed for each IEP, starting when the student is 15 (or earlier if appropriate), but not later than the end of 9<sup>th</sup> grade, and updated annually.

Assessment Strategy or Tool	Administered and/or Interpreted By	Date Completed
Choose and Take Action	Kathy Smith	9/12/2013
Finding the Right Job assessment	Kathy Smith	9/24/2013
Casey Life Skills Caregiver 1	Kathy Smith	9/24/2013

**Summary of Results** ECEA 4.03(6)(d)(ii)

This is a vocational assessment that helps determine vocational interests. The clip explains the job, setting and characteristics of the job. Carrie was offered rewards and breaks for completing the assessment. Carrie viewed 16 pairs of jobs and her interest was identified by her smiling at the job she preferred. The results of both assessments indicated that Carrie would like to work in a greenhouse taking care of plants.

The Casey Life Skills Caregiver 1 was completed by Carrie’s case manager and parents. The results indicated strengths in communicating her preferences and needs in daily living, home life and self care.

See strengths and needs section for additional Transition Summary Results.

**Student Needs and Impact of Disability**

How does the student’s disability affect her involvement and progress in the general curriculum and participation in appropriate activities?

For students of transition age, how does the student’s disability affect her attainment of the postsecondary goals?

IDEA 300.324(a)(ii) concerns of parent

IDEA 300.324(a)(iv) communication needs

IDEA 300.320(a)(1)(i) How the child’s disability affects the child’s involvement and progress—in the general curriculum and participation in appropriate activities

Carrie needs modified curriculum for academics and life skills and vocational curriculum/instruction for post secondary success. She needs alternative communication to make her needs and preferences known.

**Parent/Student Input**

IDEA 300.324(a)(1)(ii) concerns of parent

Parents expressed the desire to continue to have Carrie live at home after high school. They are uncomfortable with the thought of Carrie working with support after high school. They are open to the skills agreed upon to work on at school for living as independently as possible at home and may consider possible future supported work employment when Carrie graduates. They are reluctant to utilize local services such as Blue Peaks at this point in time. The focus of the skill development will be for community volunteer experiences as agreed with parents.

**Measureable Post-School Goals**

This section is to be completed for each IEP, starting when the student is 15 (or earlier if appropriate), but not later than the end of 9<sup>th</sup> grade, and updated annually. ECEA 4.03(6)(d)

Measureable post-school goals must be based on current-age-appropriate transition assessments.

**Post-School Education/Training Goal**

After exit from 18-21 services, Carrie will participate in on the job training with assistance at a green house.

**Career Employment Goal**

After exit from 18-21 services, Carrie will volunteer at a greenhouse.

**Independent Living Skills Goal (when appropriate)**

After exit from 18 to 21 services, Carrie will live with her parents, utilizing pictures to access preferred activities and to assist in daily living skills.

**CONSIDERATION OF SPECIAL FACTORS**

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**The student needs Assistive Technology devices or services. 300.324(a)(2)(v)**

Carrie is gaining skills at using a switch to communicate greetings. The BIG MAC Switch will continue to be utilized to access 2 types of communication, greetings, responding with yes/no for making a choice. Carrie will continue to use pictures to make requests and make needs known while working on BIG MAC switch skills.

**The student does not exhibit behavior that requires a Behavior Intervention Plan. 300.324(1)(2)(i)**

**The student is not deaf-blind. 300.324(1)(2)(iii) & 300.324(a)(2)(iv)**

**The student is not deaf or hard of hearing. 300.324(a)(2)(iv)**

**The student is not blind or visually impaired. 300.324(1)(2)(iii)**

**The student does not require a Health Care Plan.**

**The student does not have Limited English Proficiency. 300.324(a)(2)(ii)**

**The student does not require Special Transportation. 300.34 Related Services (a); 300.34 (c)(16); 300.107(b)**

**POST-SECONDARY TRANSITION PLAN**

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This section to be completed for each IEP, starting when the student is 15 (or earlier if appropriate), but not later than the end of 9<sup>th</sup> grade, and updated annually. ECEA 4.03(6)(d)

**Projected date of graduation/program completion:** 5/27/2018 IDEA 300.102(a)(3)(i)-(iii) limitation to FAPE

**Projected type of completion document:** Standard High School Diploma

**Independent Living Skills Goal (when appropriate)**

After exit from 18 to 21 services, Carrie will live with her parents, utilizing pictures to access preferred activities and to assist in daily living skills.

**Post-School Education/Training Goal**

After exit from 18-21 services, Carrie will participate in on the job training with assistance at a green house.

**Career Employment Goal**

After exit from 18-21 services, Carrie will volunteer at a greenhouse.

**Planned Course of Study**

**The class schedule must be multi-year (through exit), specific and individualized, and directly linked to the postsecondary goals.**

Carrie will receive instruction in Life Skills courses, every year, a modified curriculum that focus on daily living, self-care (brushing teeth, hair, washing hands, table manners, feeding self), basic communication (needs/wants/interests) and job readiness (following directions, reducing need for adult prompting to complete tasks). IN addition, in order to become as independent as possible, Carrie will participate in Transitions SKills class, every year, to work on life skills such as being iwth others, learning to enjoy and entertain herself, communicate with pictures and assistive technology and develop physical skills to meet her individual physical needs for living with support (loading a washer, and dryer).

**Transition Services and Activities**

Describe the activities provided by the adults in the community that will enable and promote the student's progress toward meeting annual and postsecondary goals. Include special education, general education, related services, services from other agencies, and services provided by families, as appropriate for student's needs.

**Education/Instruction and Related Services**

ES Teacher and Speech Therapist provides direct instruction in communication at a concrete level to use pictures to be able to receive on the job training to complete directions and tasks.

**Career/Employment and other Post-School Adult Living Objectives**

Physical Therapist and ES teacher provide direct instruction in completing work tasks as related to her mobility and functional independence (put objects in, give me a requested object).

**Community Experiences**

**Daily Living Skills and/or Functional Vocational Evaluation**

The OT will provide modeling and direct instruction in self-help activities (teeth/hair brushig, self feeding) to facilitate semi-independent living. The EX teacher wil provide modeling and/or direct instrction in following a hygiene routine, table manners (feeding self) and home skills such as loading a washer and dryer to live in an assisted living environment.

**Agency Linkages**

Discussion of Blue Peaks registration due to waiting list. Parents want to wait to decide. They expressed they are uncomfortable with outside agency supports.

**ANNUAL GOALS** IDEA 300.320(a)(2)(i)

**Progress Report (Describe how parents will be informed of Carrie's progress towards goals and how frequently this will occur.)** IDEA 300.321(a)(3)(iii)

4 written progress reports will be sent home in aligment with the 4 quarters of the district.

**Goal 1**

**Area of Need:** Language

**Projected Achievement Date:** 7/30/2014

**ESY:** No

**Unit of Measurement:** requests made percent of time

**Baseline Data Point:** 60

**Evaluation Method:** Monitor and Chart Progress

**Measurable Goal:**

In preparation to participate in a supported volunteer or work setting, Carrie will increase communication skills through the use of assistive technology.

**Objectives:**

Carrie will look at and touch a picture to make requests to meet her needs 90% of the time.

**Standards:**

I Ask who, what, when or where questions related to a personal/shared experience

## Goal 2

**Area of Need:** Physical Therapy

**Projected Achievement Date:** 7/30/2014

**ESY:** No

**Unit of Measurement:** number of prompts

**Baseline Data Point:** 6 verbal and 11 physical prompts

**Evaluation Method:** Monitor and Chart Progress

**Measurable Goal:**

In preparation to live with support, Carrie will increase independent living skills.

**Objectives:**

Carrie will load clothes in washer with 1 verbal prompt and 3 physical prompts.

## Goal 3

**Area of Need:** Transition

**Projected Achievement Date:** 7/30/2014

**ESY:** No

**Unit of Measurement:** percent

**Baseline Data Point:** 50% put in and 40% give me

**Evaluation Method:** Monitor and Chart Progress

**Measurable Goal:**

IN preparation for supported work experience in a green house, Carrie will increase her ability to 9 times out of 10 (90%) follow the directions "put in" and "give me" by her next annual review.

**Standards:**

2 Maintaining attention to others during a discussion

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## ACCOMMODATIONS & MODIFICATIONS

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### Accommodations

**What type(s) of accommodations(s) if any is (are) necessary for the student to access the general curriculum and/or appropriate activities to make effective progress?**

IDEA 300.320(a)(4)(i)-(iii)

IDEA 300.320(a)(6)(i)

Use Assistive Technology and picture cards

Daily Visual Schedule

Step by Step Directions

Repetition of concepts and multiple representatons

### Modifications

**What standards, if any, need to be modified, expanded, and/or prioritized for the student to access the general curriculum and/or appropriate activities to ame effective progress?**

Alternative modified curriculum

Modified Grades

**EXTENDED SCHOOL YEAR DETERMINATION** IDEA 300.106

**Summarized findings based on completion of the ESY Predictive Factors.**

The student did not experience severe regression on her IEP goals and objectives.

The student did not require an unreasonably long period of time to relearn previously learned skills.

Predictive factors do not indicate the need for ESY services.

It has been determined that the student is not eligible for extended school year services.

**STATE AND DISTRICT ASSESSMENTS**

*Accommodations and modifications must reflect those used in daily classroom instruction*

**District Assessments**

Test	Participation	Accommodations 300.320(a)(6)(i)
Reading	Alternate	
Writing/LA	Alternate	
Math	Alternate	
Science	Alternate	
Social Studies	Alternate	
Other		



**State Assessment**

Test	Participation	Accommodations 300.320(a)(6)(i)
Reading	Alternate	
Writing/LA	Alternate	
Math	Alternate	
Science	Alternate	
Social Studies	Alternate	
11th Grade	N/A	

**Justification for alternate assesment: IDEA 300.320(a)(6)(ii)(A) and (B)**

- The student exhibits a significant cognitive disability as determined through empirical evidence
- The student is working on the Expanded Benchmarks
- The IEP team met to review annual assessment data and determined the student's eligibility for each content area

**If the IEP Team has determined that the student qualifies for alternate assessments, parents have been informed about the differences between regular and the alternate assessments (both state and district) and the effects of these, if any (including that, for students taking alternate assessments, achievement will be measured based on alternate achievement standards):** Yes

**Custom Accommodations**

- extended time, repetition, frequent breaks, all others that are allowed

**SERVICE DELIVERY STATEMENT**

**Statement of types and anticipated location of services to be provided to and on behalf of the student:**

Carrie will receive instruction outside of general education in the ES classroom by the ES teacher or paraprofessional under the direct supervision of ES teacher 4 hours a day. Speech services will be pull out, 3 times a month for 30 minutes a month and 30 minutes a month consutive. PT services will be in the ES classroom, 2 times a month for 30 minutes. OT services will be inthe ES classroom, 2 times a month for 3 minutes. OT and PT will provide 15 minutes a month of consultive services.

**Primary Service Provider:** Kathy Smith

Specialized Instruction Area and/or Related Services 300.320(a)(4) Include ESY if applicable	Location	Special Education or Related Services	Service Provider Role 300.18 & ECEA 3.04	Start Date 300.320 (a)(7)	End Date 300.320 (a)(7)	Frequency of Special Education/Related Services		
						Minutes	Frequency	Direct/ Indirect
Instruction-Direct Outside Gen Ed Class	Outside General Education Classroom	Special Education	Special Education Extended Services Teacher	8/2/13	7/30/14	240	daily	Direct
Speech/Language Services	Outside General Education Classroom	Special Education	Speech Language Pathologist	8/2/13	7/30/14	90	monthly	Direct
Speech/Language Services	Inside General Education Classroom	Special Education	Speech Language Pathologist	8/2/13	7/30/14	30	monthly	Indirect
Occupational Therapy	Outside General Education Classroom	Related	Occupational Therapist	8/2/13	7/30/14	60	monthly	Direct
Physical Therapy	Inside General Education Classroom	Related	Physical Therapist	8/2/13	7/30/14	60	monthly	Direct

**RECOMMENDED PLACEMENT IN THE LEAST RESTRICTIVE ENVIRONMENT (SPECIAL EDUCATION SETTING) IDEA 300.320(a)(5)**

*To the maximum extent appropriate, children with disabilities, including children in public or private institutions or other care facilities, are educated with children without disabilities; and special classes, separate schooling or other removal of children with disabilities from the regular education environment occurs only if the nature or severity of the disability is such that education in regular classes, with the use of supplementary aids and services, cannot be achieved satisfactorily.*

Placement Options Considered	Selected	Document the discussion regarding each placement option considered, including any advantages or potential harmful effects on the student or on the quality of services needed.
General education class 40% to 79% of the time	Yes	Discussion of Carrie attending more time in general ed with support. This option was not selected as IEP team agreed that Carrie benefits from the ongoing repetition in the ES classroom to gain skills for post secondary success. To gain confidence in picture and switch use, Speech services will be outside general education, with consultive time to support ES classroom in use of strategies. PT and OT will be in the ES setting, to model strategies for ES teaching staff to be incorporated into daily instructional routine.

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**Placement Date:** 08/02/2013      **Placement Type:** Ages 6-21

*LRE Setting: General education class 40% to 79% of the time*

- Time in general education environment: 44.0%
- Time outside general education environment: 56.0%

**PRIOR WRITTEN NOTICE** IDEA 300.503

The IEP includes services to be provided to assist your child to make progress. The Present Level of Academic Achievement and Functional Performance includes information about the data used as a basis for the decisions recorded in the IEP.

**Other options considered and reasons rejected:**

Less time in ES was considered. This option was rejected as the team agreed Carrie needs intensive supports to gain identified skills. Speech will be outside of general education and ES classroom to gain skills in use of pictures and switch. OT and PT will be provided in the ES classroom, to ensure continuity of strategies utilized.

**Other factors considered:**

Discussion of Carrie's post secondary work. Family wants time to think about work or volunteer options.

**Case Manager Contact Information**

Kathy Smith /

**Name/Title**

**Phone**

**Date**

**Parents of a child with a disability have protection under the procedural safeguards. For a copy of the Procedural Safeguards or assistance in understanding this information, please contact the person named above. IDEA 300.503(b)(4)**