

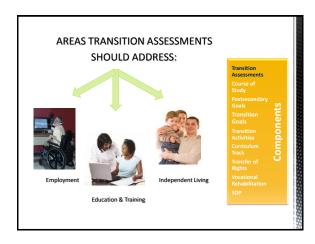
## The Richie Parker Story \*Scleatured \*\* \*Secondary Transition? Video UDEA-VS-Oklahoma UDEA-

## IDEA: The IEP must include secondary transition services for the child by age 16. What is Secondary Transition? Oklahoma State Policy: Secondary Transition services are to be in effect not later than the beginning of the student's ninth grade year or upon turning 16 years of age, whichever occurs first.

Transition Assessments should assist the student and the IEP team in making informed decisions regarding:

Postsecondary Goals
Interest
Ability

Transition
Assessments
Course of Study
Postsecondary
Goals
Transition
Goals
Transition
Activities
Curriculum
Track
Transition
Activities
On Transition



### EXAMPLES OF ASSESSMENTS Career Ability Placement Survey (CAPS) Career Occupational Preference System (COPS) Career Occupational Preference System (COPS) Career Orientation Placement Evaluation Survey (COPES) Career Orientation Placement Evaluation Survey (COPES) Career Maturity Inventory Choose & Take Action Software Career Cluster Interest Inventory PLAN EXPLORE American College Testing (ACT) Scholastic Aptitude Test (SAT) Choosing Employment Goals Independent Living Behavior Checklist Vocational Rehabilitation

The Course of Study should be specific to each student's desired postsecondary goals.

For example: Johnny's post secondary goal is to become a graphic designer.

Course of Study for Johnny: computer application courses; graphic design courses; Yearbook

Transition Ascessments
Course of Study
Postsecondary
Goals
Transition
Activities
Unraulum
Track
Transition
Rehabilitation
SOP

### Where do I want to live, learn, and work after high school?

Utilizing the transition assessments, each student must have a postsecondary goal/vision on the transition page of the IEP and it must include:

- = Education/Training
- Employment

The IEP team may also address the following if determined appropriate:

- = Community participation
- = Independent Living (option A or B)

The student should have input and assist in writing their postsecondary goal.

### How will I know if the Postsecondary Goal is measurable?

Your Postsecondary Goal is measurable if you can answer the following questions:

- Where will Ryan WORK?
   Where will Ryan LEARN?
- 3. Where will Ryan LIVE?

Independent living is optional, however it is very important to discuss with all students.



U.S. AIR FORCE

Ryan will join the Air Force and receive on-the-job training. He  $\,$ plans to live on base.

The postsecondary goal should drive the annual transition goal(s) and must demonstrate movement towards reaching the student's postsecondary goal.

The annual transition goals  $\boldsymbol{must\ include}:$ 

- Education/Training
- Employment

### as determined appropriate:

- Community Participation (as determined appropriate)
- Independent Living (option A or B)

Transition

### Transition Goals need to include the following: \* Condition \* The application of skills or knowledge \* Describe the materials/environment necessary to complete goal \* Behavior \* Identifies the performance being monitored \* Criterion \* How much? \* How often?

# Ryan's Postsecondary Goal: Ryan will join the Air Force and receive on-the-job training. He plans to live on base. Ryan's Transition Goals are: Education/Training: When asked, Ryan will identify the steps he must take to become accepted into the Air Force with 90% accuracy. Development of Employment: When asked, Ryan will report on 3 possible Air Force occupations as well as the salary for each. Community Participation: When asked, Ryan will determine transportation options available with 90% accuracy. Independent Living (Option A or B): When asked, Ryan will describe two housing options available to enlisted personnel.

# Transition Activities There are transition activities for each of the transition goals listed. These are the task/activities for the student to complete. They will assist the student in learning the skill/knowledge associated with the transition goal. They can take place at: • School • Home • The community The people responsible may include any of the following: • Educator • Parent • Student

# Ryan's Transition Activities are: Education/Training Develop questions to ask an Air Force recruiting officer. Interview local Air Force recruiting officer to gain an understanding of steps he must complete in order to be accepted into the Air Force. Development of Employment Ryan will research career options in the Air Force and narrow his interest to three. Organize the careers he is interested in along with job requirement of each into a chart, power point, or paper. Community Participation Research the geographic near the military base of interest, the transportation options available and select the one that is most appropriate. Using the community map, Ryan will map out shortest routes to businesses that meets his personal needs. Independent Living (Option A or B) Research housing options for military personnel. Ryan will determine the difference between the two regarding locations and cost, and will determine which he feels will be most

## College Preparatory/ Work Ready Curriculum Track versus Core Curriculum Track Students entering 9th grade are automatically enrolled in the College Preparatory/Work Ready Curriculum Track. Transition Assessments Course of Study Postsecondary Goals Transition Goals Transition Track for the Core Curriculum Track, parents must compete a form provided by the school. This form will be placed in the students cumulative folder. Transfer of Rights Vocational Rehabilitation SOP

### Children and parents must be informed about the age of majority and transfer of the parents rights to the student upon the student turning 18 years of age. When the student reaches the age of majority (age 18), the notification of meeting (Form 6) will be addressed to the student and a copy will be provided to the parent(s). Transition Goals Transition Assessments Course of Study Postsecondary Goals Transition Activities Course of Study Postsecondary Goals Transition Activities Transition Activities Transition Activities Course of Study Postsecondary Goals Transition Activities Transition Activities Course of Study Postsecondary Goals Transition Activities Course of Transition Activities Course of Transition Activities Course

### Vocational Education/Rehabilitation

### **Vocational Education**

Utilizing the students postsecondary goal, the IEP team must consider and provide information regarding vocational education, including:

- Career technology programs
- Work study programs
- School-based training
- · Community-based job experience
- High school vocational education courses

### Department of Vocational Rehabilitation Referral (DRS)

- A referral form for DRS should be completed for the student by the age of 16 and sent to the DRS office.
   Recommended that annually remind parents and student of
- Recommended that annually remind parents and student of DRS and the possible services available after graduation.

Transition
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Postsecondary
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Transfer of
Rights
Vocational
Rehabilitation
SOP

### Summary of Performance OSDE Form 11

### IDEA 2004

At the time of termination of eligibility under IDEA due to graduation with a high school diploma; or because the child exceeds the age of eligibility, the LEA must provide the child with a summary of performance to include:

- Academic achievement and Functional performance

   recent evaluation data, grades, GPA, progress made towards postsecondary goals
- Recommendations for assisting the student in meeting his/her postsecondary goals.
  - provide information about activities, accommodations, assistive technology, and strategies that will enable the student to be successful

### Transition Assessments Course of Study Postsecondary Goals Transition Goals Transition Activities Curriculum Track Ourracidum Track Vocational Rehabilitation SOP

### Student A: Jacob

Jacob is served on an IEP under the category of Specific Learning Disability for reading comprehension. He receives instruction in the general education setting for his entire school day. The special education teacher consults with his general education teachers to check on his progress and to see if any additional supports or services are warranted. Jacob is assessed through the OCCT without accommodations.

Jacob plans to attend college to earn a degree as a veterinarian.

### Student B: Suzie

Suzie requires direct assistance throughout her school day. She is served on an IEP under the category of Intellectually Disabled. She receives instruction in the special education setting for her entire school day. Suzie is assessed through the OAAP Portfolio assessment.

Suzie plans to become a veterinarian.

Sample Students	Ę
IEP Transition Service Plan	lication
Indicator 13 Checklist	Арр

### Postsecondary Goal

### <u>Jacob</u>

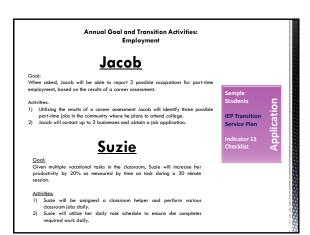
Jacob plans to work part-time while attending college. He plans to declare a major in veterinarian medicine to become a veterinarian. He plans to live in the dorms on campus.

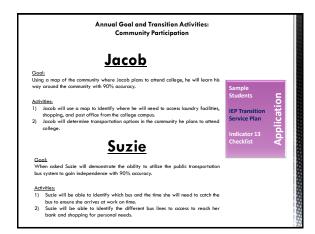
### Sample Students IEP Transition Service Plan Indicator 13 Checklist Checklist

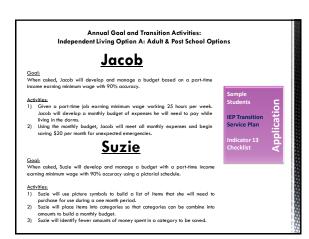
### <u>Suzie</u>

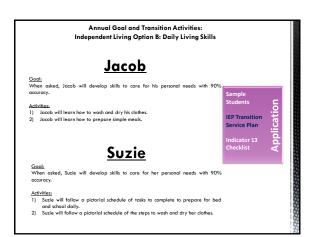
Suzie plans to work at a veterinarian clinic with animals while receiving on the job training. She will live at home with her parents.

# Annual Goal and Transition Activities: Education/Training Jacob Section When asked, Jocob will demonstrate knowledge of college admission requirements of 2 colleges/universities by verbally describing these requirements and identifying admission deadlines with 90% accuracy. Activities: 1) Jacob will research to determine two colleges that offer veterinarian degrees and obtain enrollment information. 2) Once Jacob has obtained this information and comidering his ACT score, he will determine the college that will best meet his needs. Suzie Goal: Go









# Indicator 13 Checklist This document is designed to assist educators in meeting IDEA compliance regulations as well as gaining knowledge of acceptable best practices for students of transition age. NATAC Indicator 12 Cardialit Fue M. NATAC Indicators 12 Cardialit Fue M. (Meet Mainism MP-A/R Reprisement) From of (which is 22) agel the down in a 27 for a the long propries acceptable points of the are smally related to the indicator of the in

## Resources Oklahoma State Department of Education Resources www.ok.gov/sde/special-education Secondary Transition Resources www.ok.gov/sde/secondary-transition NSTTAC Indicator 13 Checklist Timeline of Transition Activities Transition Handbook

### **Outside Resources**

Outside Resources

- Oklahoma Department of Rehabilitation Services
   http://okrehab.org
- Oklahoma ABLE Tech
   Web accessibility for higher education project
   Contact: Brenda Dawes, Project Manager
   800/257-1705 or <a href="https://www.oks.gov/cbletech/wah-">www.oks.gov/cbletech/wah-</a>

GOAL: To work directly with the Institutes of Higher Education to increase the accessibility and legal compliance for students needing accommodations.

### **Guardianship Resources**

Below are resources and information you can share with parents that are considering seeking legal council to retain full or partial guardianship of their child.

- esources This web site will provide you with information on Special Needs Trusts (SNT).
- ms/guardianship.asp The Oklahoma County Court Clerk has a Guardianship Handbook.

### **Secondary Transition Contacts**

Oklahoma State Department of Education Special Education Services 2500 North Lincoln Boulevard, Suite 412 Oklahoma City, OK 73105 405/521-3351

http://www.ok.gov/sde/special-education

Secondary Transition Specialist Tina Spence 405/521-4877

### <u>Transition Assessment Web Sites</u>

Education/Training: Goals based on academic, functional academics, life centered competencies, career/technical or agricultural training needs and job training.

Guide to Assessing College Readiness (free)

files/INSTRC/Webinars/CollegeReadiness A

O\*Net Interest Profiler <a href="http://www.onetcenter.org">http://www.onetcenter.org</a>

Job Videos http://acinet.org/acinet/videos

Employability/Life Skill Assessment

Transition Planning Inventory (TPI) ProEd, Austin Texas

College View http://www.collegeview.com/collegesearch/index.jsp

C.I.T.E. Academic Learning Styles www.harding.edu/arc/PDF/CITE.pdf

Development of Employment: Goals based on occupational awareness, employment related	
knowledge and skills and specific career pathway knowledge and skills.	
OKCIS http://www.OKCIS.org	
O*Net Interest Profiler http://www.onetcenter.org/IP.html?p=3	
Self-Directed Search http://www4.parinc.com/Products/Product.aspx?ProductID=SDS-R-5	
Occupational Aptitude Survey and Interest Schedule (OASIS -3) http://www.proedinc.com/customer/productview.aspx?id=2297.	
Brigance Employability Skills Inventory https://www.curriculumassociates.com/products/detail.aspx?title=BrigESI#ordernow	
Career Decision-Making System – Revise	
http://psychcorp.pearsonassessments.com/HAIWEB/Cultures/enus/Productdetail.htm?Pid=P Aa12633	
Online Free Interest Inventories	
http://www.indianacareerexplorer.com/students.htm http://www.texascaresonline.com	
http://www.careertech.org/career-clusters/ccresources/interest-survey.html	
	_
Community Participation: Goals based on knowledge and demonstration of skills needed to	
participate in the community (e.g., tax forms, voter registration, social interactions, consumer activities, accessing and using various transportation modes).	
Personal Preference Indicators (free) <u>https://www.ou.edu/content/education/centers-and-partnerships/zarrow/preference-indicators/air-self-determination-assessment.html</u>	<u> </u>
Casey Life Skills (free) www.caseylifeskills.org	
Social Skills Rating System (SSRS) http://psychcorp.pearsonassessments.com/HAIWEB/Cultures/enus/Productdetail.htm?Pid=P	
Aassrs&Mode=summary	
Enderle-Severson Transition Rating Form http://www.estr.net/publications.cfm	
Life Skill Inventory (free – this address works in Chrome and Firefox, but not Safari) http://www.dshs.wa.gov/pdf/ms/forms/10_267.pdf	
Independent Living Option A: Adult Living Skills & Post School Options: Goals based	
on skills for self-determination, interpersonal interactions, communication, health/fitness and the knowledge needed to successfully participate in Adult Life and other Post School Activities	
(e.g. skills needed to manage a household, maintain a budget and other responsibilities of an adult.)	
	<u> </u>
Employability/Life Skill Assessment	
http://www.edresourcesohio.org/transition/docs/resources/assessment14-21.pdf	
Casey Life Skills (free) www.caseylifeskills.org	
ChoiceMaker Self-Determination Assessment [click on full program kits] https://store.cambiumlearning.com/choicemaker-self-determination-series/	
AIR Self-Determination Assessment (free) http://www.ou.edu/content/education/centers-	
$and-partnerships/zarrow/self-determination-assessment-tools/air-self-determination-assessment. \\ html \\$	
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	123

Independent Living Option B: Daily Living Skills: Goals based on adaptive behaviors related to personal care and well-being to decrease dependence on others.			
Vineland Adaptive Behavior Scales http://psychcorp.pearsonassessments.com/HAIWEB/Cultures/enus/Productdetail.htm?Pid=Vineland-ill	8		
Personal Preference Indicators (free) http://www.ou.edu/content/education/centers-and-			
partnerships/zarrow/preference-indicators/air-self-determination-assessment.html  Enderle-Severson Transition Rating Form http://www.estr.net/publications.cfm	7.7 7.7 7.7 7.7		
Life Skill Inventory (free – this address works in Chrome and Firefox, but not Safari)			
http://www.dshs.wa.gov/pdf/ms/forms/10_267.pdf			
Informal Assessments for Transition Planning ProEd, Austin Texas http://www.proedinc.com/customer/productview.aspx?id=5169			
Checklist of Adaptive Living Skills (CALS) http://www.riverpub.com/products/cals/pricing.html	8		
	50		
	_		
Transition Assessments for Elementary			
	\$5 88		
PAWS in Jobland http://paws.bridges.com/cfncl.htm	8		
Pennsylvania Career Zone http://www.pacareerzone.org/assessments			
Drive of Your Life https://www.driveofyourlife.org/main/index.html	8		
Career View http://www.vaview.vt.edu/			
	88		
	1720		
	100		
Transition Assessments for Students with Severe Disabilities			
2.0200	8		
Personal Preference Indicators (free) http://www.ou.edu/content/education/centers-			
and-partnerships/zarrow/preference-indicators/air-self-determination-assessment.html  Enderle-Severson Transition Rating Form http://www.estr.net/publications.cfm			
Life Skills Inventory http://www.dshs.wa.gov/pdf/ms/forms/10_267.pdf			
Parent Transition Survey www.transition.coalition.org			
Arc Self-Determination Scale <u>www.beachcenter.org</u>			
The Environmental Job Assessment Measure: E-JAM www.transitioncoalition.org			
Planning for the Future www.transition.coalition.org	8		
	\$5		

### Secondary Transition Pre & Post Assessment | OSDE-

1. wne	n must secondary transition services begin?
	A. By the time the student turns 16 years of age.
	B. By the first IEP in the student's 9 <sup>th</sup> grade year.
	C. Sometime prior to high school graduation.
	D. By the beginning of the 9 <sup>th</sup> grade year or upon turning age 16, whichever occurs first.
2. Are y school?	ou responsible for ensuring the postsecondary goals are achieved prior to graduating from higl
	A. Yes
	B. No
3. What	t must the secondary transition annual goals address?
	A. Employment
	B. Community participation
	C. Education/training
	D. Independent living
	E. A and C only
	F. A and D only
4. Trans	sition assessments are required to be completed once during high school.
	A. True
	B. False

### Secondary Transition Pre & Post Assessment

- 5. The Indicator 13 Checklist must be completed annually.
  - A. True
  - B. False

### INDIVIDUALIZED EDUCATION PROGRAM (IEP)

NAME OF CHILD:				STUDENT ID:	
BIRTHDATE:	FIRST/MIDDLE/LAST	GRAD	DE:	AGE:	
PARENT(S):	MONTH/DAY/YEAR				
PHONE: (WORK)		(HOME)		(OTHER)	
HOME ADDRESS:				DISTRICT/AGENCY:	
BUILDING:		CITY STATI E CODE		ACHER OF RECORD	
The following mem	ber of the IEP team is NOT	required to attend, i	n whole or par	t. Please describe the nature of in part:	
I agree this listed m	ember is not required to atte	end, in whole or part	. (Complete th	e Comment Form if needed).	
Parent Signature:		LEA	Representativ	e Signature:	
INITIAL IEP	INTERIM IEP	SUBSE	QUENT IEP	DATE AMENDED or MODIFIED:	
objective statement affects the child's is students of transition	ts, (may include most recent involvement and progress in	statewide and distr the general education assessment results	ictwide assess on curriculum as they relat	rmance: Document current evaluation data ments) to demonstrate how the child's disab and postsecondary transition, as appropriate to the postsecondary goal(s). For preschappriate activities.	ility te. For
	<b>Current Assessment Data</b>			Objective Statements	

OSDE Form 7 Page of

Subsequent IEP Date:

Interim IEP Date:

Initial IEP Date:

### IEP – Strength/Needs, Special Factors, and Parent Concerns Page

NAME OF CHILD: STUDENT ID:

FIRST/MIDDLE/LAST	
List <b>strengths of the child</b> and a statement of the <b>anticipated effects</b> on the child's participation in the general education curriculum or appropriate activities.	List the <b>educational needs</b> resulting from the child's disability, which may require special education, related services, supplementary aids, supports for personnel, or modifications.
Strengths:	
Anticipated Effects:	
or others  Language needs as related to the IEP for a child  Instruction and use of Braille if child is blind or evaluation.  Communication needs, and for child who is dea	supports, as appropriate, if behavior impedes learning of self with limited English proficiency (LEP) visually impaired, unless determined inappropriate based on of or hard of hearing, the language and communication needs etion in the child's native language and communication mode devices and service
Parent Concerns for Enhancing the Child's Education:	

Initial IEP Date: Subsequent IEP Date: Subsequent IEP Date:

OSDE Form 7 Page of

### IEP - Goals Page

NAME OF CHILD:			_STUDEN	T ID:		
FIRST MIDDLE	LAST					_
Annual Goals:  Provide measurable annual goals, including academic and functional education curriculum (for a preschool child in the appropriate activities)						
GOAL#						,
GOAL II						
Parents are to be informed of progress in annual goals, in addition to	Record the	extent of pro	gress toward	l achieving t	he annual go	oals by the end
general education academic performance reports. Describe <b>how often</b>						ades in general
this will occur and <b>what methods</b> will be utilized.	curriculum).		· · · · · · · · · · · · · · · · · · ·	· · · · · · · · · · · · · · · · · · ·		
	DATE	DATE	DATE	DATE	DATE	DATE (ESY)
How will the extent of progress toward annual goals be measured?						
How will the extent of progress toward annual goals be measured?						
GO 17 #						
GOAL #						
	D 1.1			1 1	1 1	1.1.1.1
Parents are to be informed of progress in annual goals, in addition to general education academic performance reports. Describe <b>how often</b>						oals by the end ades in general
this will occur and <b>what methods</b> will be utilized.	curriculum).		i, two-umus,	mity percen	t, passing gr	ades in general
	DATE	DATE	DATE	DATE	DATE	DATE (ESY)
How will the extent of progress toward annual goals be measured?						
GOAL #						
Parents are to be informed of progress in annual goals, in addition to						oals by the end
general education academic performance reports. Describe <b>how often</b> this will occur and <b>what methods</b> will be utilized.	of the year (curriculum).		t, two-thirds,	fifty percen	t, passing gr	ades in general
tins will occur and what inclinds will be utilized.	DATE	DATE	DATE	DATE	DATE	DATE (ESY)
How will the extent of progress toward annual goals be measured?						
COMMENTS:						
OSDE Form 7	oseguent IEP Date				Pag	e of

Initial IEP Date\_\_\_\_\_\_Interim IEP Date\_\_\_\_\_Subsequent IEP Date\_\_\_

### IEP – Goals and Short-Term Objective/Benchmark Page

NAME OF CHILD:			_STUDEN	T ID:		
FIRST MIDDLE	LAST					
Annual Goals:						
Provide measurable annual goals, including academic and functional education curriculum (for a preschool child in the appropriate activities)	goals to enable ), and to meet (	e the child to other educati	o be involve onal needs th	ed in and ma nat result fro	ake progress m the disabi	in the general lity.
<b>Short-term Objectives or Benchmarks:</b> In addition to Annual Goals, who take alternate assessments aligned to alternate achievement of the s		st two short-	term objecti	ves or bench	marks per g	oal for children
GOAL #						
GWODT TEDM OD HIGTHIT MENGYMADY !!						
SHORT-TERM OBJECTIVE/BENCHMARK #						
SHORT-TERM OBJECTIVE/BENCHMARK #						
SHORT-TERM OBJECTIVE/BENCHMARK #						
SHORT-TERM OBJECTIVE/BENCHMARK #						
Parents are to be informed of progress in annual goals, in addition to						oals by the end
general education academic performance reports. Describe <b>how often</b> this will occur and <b>what methods</b> will be utilized.	curriculum).					rades in general
	DATE	DATE	DATE	DATE	DATE	DATE (ESY)
How will the extent of progress toward annual goals be measured?						
COMMENTS:						
OSDE Form 7					I	Pageof

Initial IEP Date\_\_\_\_\_ Interim IEP Date\_\_\_\_\_ Subsequent IEP Date\_\_\_

### **IEP - Transition Services Plan**

(The IEP must include secondary transition services that are in effect not later than the beginning of the student's ninth grade year or upon turning 16 years of age, whichever comes first, or younger, if determined by the IEP team, and updated annually.)

NAME OF CHILD: STUDENT ID:

First, Middle, Last

Preferences, Strengths, Interests and Course of Study BASED ON Present Levels of Performance and Age Appropriate Transition Assessments (Areas for consideration include course of study, post-secondary education, vocational training, employment, continuing education, adult services and community participation)					
Desired Post-Secondary/Outcome Completion transition assessments related to training, education, employr					
Based on age appropriate transition assessments, in the space	ces below, include measurable Transition IEP G	Soals and Transition Activiti	es/Services		
appropriate for the student's post-secondary preferences, strethe desired Post-Secondary/Outcome Completion Goals. For objectives/benchmarks.	engths and needs. Note: There must be a Tran-	sition Goal to help the child	reach each of		
<b>Education/Training</b> (Goals based on academics, functineeds and job training.)	onal academics, life centered competencies or	career/technical or agricultu	ural training		
Transition IEP Goal(s)	Transition Activities/Services	Person/Agency Involved	Date of Completion		
<b>Development of Employment</b> (Goals based on occuknowledge and skills.)	upational awareness, employment related know	ledge and skills and specifi	c career pathway		
Transition IEP Goal(s)	Transition Activities/Services	Person/Agency Involved	Date of Completion		
Community Participation (Goals based on knowledge registration, social interactions, consumer activities, accessing		ate in the community (e.g.,	tax forms, voter		
Transition IEP Goal(s)	Transition Activities/Services	Person/Agency Involved	Date of Completion		
		l			

OSDE Form 7 Initial IEP Date Interim IEP Date Subsequent IEP Date Page of

### **IEP - Transition Services Plan**

(The IEP must include secondary transition services that are in effect not later than the beginning of the student's ninth grade year or upon turning 16 years of age, whichever comes first, or younger, if determined by the IEP team, and updated annually.)

NAME OF CHILD: STUDENT ID:

First, Middle, Last

Independent Living Option A: Adult Living Skills & Post School Options (Goals based on skills for self-determination, interpersonal interactions, communication, health/fitness and the knowledge needed to successfully participate in Adult Life and other Post School Activities (e.g. skills needed to manage a household, maintain a budget and other responsibilities of an adult.)					
-	Transition IEP Goal(s)	Transition Activities/Services	Person/Agency Involved	Date of Completion	
				-	
	dent Living Option B: Daily Living Skependence on others.)	<b>ills</b> (Goals based on adaptive behaviors relate	I ed to personal care and well-b	eing to	
	Transition IEP Goal(s)	Transition Activities/Services	Person/Agency Involved	Date of Completion	
Curricului	m Participation				
	entering the 9th grade are automatically enro culum the parent or legal guardian must con				
below mus	t match the student's educational records in	their cumulative folder.			
Select Curriculum: ACE College Preparatory/Work Ready Core Curriculum					
Projected Date of Graduation/Program Completion and Type					
Date Standard Diploma General Educational Development (GED) Other					
Vocational Education/Rehabilitation					
Yes	In planning the course of study, is informat				
No vocational education courses, school-based training, work study programs, technology education, or area career technology center programs?					
If yes, document date(s) when information was provided to young adult and parent(s). Date:  Yes By age 16, the young adult has been referred to the vocational rehabilitation counselor in the young adult's school district					
No and the parent(s) and young adult were provided a copy.  Person responsible for the referral:  Date:					
Name of the Vocational Rehabilitation Counselor:					
_					
Transfer o	of Rights/Age of Majority  By age 17, have young adult and parent(s)	been informed of any transfer of rights at	age of maiority?		
No	If no explain why:	. 222	2.g. vjvty .		
	Comments:				
	Comments.				

OSDE Form 7 Initial IEP Date Interim IEP Date Subsequent IEP Date Page of

NAME OF CHILD:

STUDENT ID:

FIRST/MIDDL						
Special Education Services: L	Special Education Services: List each special education service.					
Type of Service(s)		Amount of Service and Frequen		Starting Date	Ending Date	Person Responsible (Title)
		1	•			,
Dalada J Carrella and Lind and the sale			1 C C		•	
Related Services: List each rela						D D:1-1-
Type of Service(s)	Location of Services	f Amount of Service and Frequence		Starting Date	Ending Date	Person Responsible (Title)
	Bervices	and Frequen	cy)			(Title)
Provide an explanation of the ex	tent, if any, to	which the child will no	t participat	e with nondisable	ed children in th	e general education
curriculum or age appropriate ac	ctivities:					
The <b>continuum of placements</b> for t	ha laast rastriati	vo anvironment (I DE) inc	dudos rogula	or alassas full tima	special alosses p	art time or full time
public/private separate day school fa						
placed in private schools. For presc						
residential facilities, home, service p					, , , , , , , , , , , , , , , , , , , ,	1 .8 ,
Continuum of Placement:						
Amount of time in general edu	cation setting	: of	per	or	% of	f instructional day.
If block schedule, describe:		• 01	Por	01	,, ,	insurational day.
,						
Is this child's instructional day t			Yes	No		
If no, describe the reason(s) for a	a shortened scl	nool day:				
	1	ist modifications necess	one for this	a shild to partiair	oto in rogular D	E
Regular PE Adapted P	L 1111   (s	ist modifications necess pecially designed adapted	PE. if need	s chiid to particit ed. must be address	sed on the IEP):	E
If not applicable provide justific	ation:	r		,	,.	
Supplementary aids and services	s, program mod	difications and/or suppo	rts for pers	sonnel in general	education or oth	ner education-related
settings not otherwise addressed	as special edu	cation or related service	es:			

OSDE Form 7 Page of Subsequent IEP Date: Initial IEP Date: Interim IEP Date:

**IEP - Assessment Page** 

NAME OF CHILD:

STUDENT ID:

FIRST/MIDDLE/LAST

Otata and Districturials	A 1 Dua
School Year:	Grade:

01-1	D'- (-'- ( '- (	A	D
State and	Districtwide	<b>Assessment</b>	Programs

Assessment decisions must be addressed on an annual basis. Participation in the OAAP must be determined utilizing the Criteria Checklist for Assessing Students with Disabilities on Alternate Assessments (attach OSDE Form 12).

Oklahoma Core Curriculum Test

Alternate Assessment OMAAP

Alternate Assessment OAAP

(OCCT) (EOI retesters only)

If the student will be participating in an alternate assessment, please explain why the child cannot participate in the regular assessment.

Select an appropriate assessment for each content area, and if appropriate, specify state approved accommodations: Language Arts Setting/Timing/Schedule Response/Presentation English II English III Mathematics Setting/Timing/Schedule Response/Presentation Algebra I Algebra II Geometry Setting/Timing/Schedule Response/Presentation Science Biology Social Studies Setting/Timing/Schedule Response/Presentation U.S. History

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### IEP – Signature Page

Initial IEP Date:

NAME OF CHILD:	STUDENT ID:				
FIRST/MIDDLE/LAST					
Extended School Year (ESY) Services					
ESY Services: Requires further data; will reconvene by If necessary, describe services provided:	are necessary	are i	not necessary		
Documentation of LRE Placement Considerations					
Describe continuum of placements considered and reasons determined no	ot appropriate:				
Is this placement in the school the child would normally attend if nondisation, is the placement as close as possible to the child's home? Yes If no, explain why the IEP requires other arrangements:	bled? Yes No No				
Explain considerations of potential harmful effects on the child or the qua	ality of services needed:				
When special classes, separate schools/facilities, or other removal from the general education environment occurs, describe how the nature and severity of the disability is such that education in general education classes, with the use of supplementary aids and services, cannot be achieved satisfactorily:					
Date of next IEP Date of	of next 3 year reevaluation				
FROM INITIAL / FROM INTERIM / FROM SUBSEQUENT		AL / FROM RE	EEVALUATION		
Team Participant Signatures:  Parent(s)	Date	Agree	*Disagree		
	Date	Agree	*Disagree		
	Date	Agree	*Disagree		
	Date	Agree	*Disagree		
_	Date	Agree	*Disagree		
Other	Date	Agree	*Disagree		
*Team members who disagree may submit separate statements presenting the	neir conclusions. (Complete Comme	nt Form as	necessary.)		
If parent(s) did not attend the IEP meeting, explain other methods to ensu (e.g., Conference call, videoconference, home visit)	re parent participation (and/or chil	d as approp	priate):		
Parent(s) received Parents Rights in Special Education: Notice of Procedural Safeguards Yes No	Translation/Interpretation needed If yes, specify how provided.	<u>:</u>	Yes No		
Parent(s) received Parent Survey brochure:					
Yes No					
Parent(s) have received information regarding the <i>Lindsey Nicole Henry</i> Yes No	Scholarship:				
Parent(s) of children with an auditory or visual impairment have received	written information concerning				
the availability of programs at the Oklahoma School for the Deaf and the					
Yes No NA		Parent	Initial:		
Parent consent for initial placement (consent is voluntary and may be	revoked at any time) Yes	No			
Parent Signature:	Date:				

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Subsequent IEP Date:

Interim IEP Date: