IEP GOAL PROGRESS REPORT

Student Name: Exemplar Imagreat Aasample
BirthDate: 07/04/1996
School Year: 2013/14
Grade: 10
IEP Conference Date: 08/14/2013

IEP goals are usually designed for a one year period. This progress report will be distributed with the District Report Cards. The purpose is to inform you of progress toward completion of annual goals.

Date of Progress Report: __

<table>
<thead>
<tr>
<th>Annual Goal: 1</th>
<th>ESPED SCREEN 32</th>
</tr>
</thead>
<tbody>
<tr>
<td>** FOCUS ON SKILL BUILDING **</td>
<td></td>
</tr>
<tr>
<td>** DATA COLLECTIONS STRATEGIES ARE LINKED TO THE GOALS **</td>
<td></td>
</tr>
<tr>
<td>** GOALS ORIGINATE FROM THE PRESENT LEVELS AND ADDRESS STUDENT NEEDS **</td>
<td></td>
</tr>
<tr>
<td>** GOALS CONTAIN STUDENT NAME, TARGET BEHAVIOR, CONDITIONS CRITERIA AND MASTERY EXPECTATIONS ARE LINKED TO PRESENT LEVELS AND ARE ATTAINABLE IN ONE YEAR **</td>
<td></td>
</tr>
<tr>
<td>** IMPLEMENTOR(S) ARE IDENTIFIED **</td>
<td></td>
</tr>
</tbody>
</table>

Goal Code Information:
Writing a Goal Code

1. Label goals as they appear on E-Sped: 1, 2, 3, 4 …

2. Then add the skill area:
   MA = Math, RD = Reading, WR = Writing, BEH = Behavior, SW = Social Work, SP = Speech

3. Then add the month that the IEP occurs:

4. Finally, add the year the IEP Goal should be met. For example, if the IEP meeting is occurring in 2013, the end date should be 2014.

SAMPLE GOAL CODES:
1MAAug2014
2RDAug2014
3WRAug2014

Objective Codes that may follow may be labeled:
1.1Obj.
1.2 Obj.
1.3 Obj.
1.4 Obj.

<table>
<thead>
<tr>
<th>Code Number of Objectives</th>
<th>Progress Toward Goal</th>
<th>Is Progress sufficient at this time for student to achieve the goal by the end of the year?</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>No</td>
<td></td>
</tr>
</tbody>
</table>

Comments:

Annual Goal: 2
Exemplar will improve vocabulary/semantic development with 80% accuracy given minimal verbal support.

<table>
<thead>
<tr>
<th>Code Number of Objectives</th>
<th>Progress Toward Goal</th>
<th>Is Progress sufficient at this time for student to achieve the goal by the end of the year?</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>No</td>
<td></td>
</tr>
</tbody>
</table>
### Student Name: Exemplar

**Exemplar Imagreat Aasample**  
**BirthDate:** 07/04/1996  
**School Year:** 2013/14  
**Grade:** 10  
**IEP Conference Date:** 08/14/2013

**Comments:**

<table>
<thead>
<tr>
<th>Annual Goal:</th>
<th><strong>3</strong></th>
<th>Use algebraic and analytical methods to identify and describe patterns and relationships in data, solve problems, and predict results with 75 percent accuracy.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Code Number of Objectives</td>
<td>Progress Toward Goal</td>
<td>Is Progress sufficient at this time for student to achieve the goal by the end of the year?</td>
</tr>
<tr>
<td>No</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>Comments:</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Annual Goal:</th>
<th><strong>4</strong></th>
<th>By the completion of this IEP, Exemplar will independently implement one or more strategies to improve his social emotional functioning with respect to relationship skills with 85 percent accuracy.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Code Number of Objectives</td>
<td>Progress Toward Goal</td>
<td>Is Progress sufficient at this time for student to achieve the goal by the end of the year?</td>
</tr>
<tr>
<td>No</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>Comments:</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Annual Goal:</th>
<th><strong>5</strong></th>
<th>Exemplar will develop reading study skills for use in the content areas, and as would be applied to a career in computer network management, with 85 percent accuracy. (education)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Code Number of Objectives</td>
<td>Progress Toward Goal</td>
<td>Is Progress sufficient at this time for student to achieve the goal by the end of the year?</td>
</tr>
<tr>
<td>No</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>Comments:</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Annual Goal:</th>
<th><strong>6</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Code Number of Objectives</td>
<td>Progress Toward Goal</td>
</tr>
<tr>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Comments:</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Annual Goal:</th>
<th><strong>7</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Code Number of Objectives</td>
<td>Progress Toward Goal</td>
</tr>
<tr>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Comments:</td>
<td></td>
</tr>
</tbody>
</table>
# IEP GOAL PROGRESS REPORT

**Student Name:** Exemplar Imagreat Assistant  
**Birth Date:** 07/04/1996  
**Grade:** 10  
**School Year:** 2013/14  
**IEP Conference Date:** 08/14/2013

<table>
<thead>
<tr>
<th>Annual Goal: 8</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Code Number of Objectives</td>
<td>Progress Toward Goal</td>
</tr>
<tr>
<td>No</td>
<td>No</td>
</tr>
</tbody>
</table>

**Comments:**

<table>
<thead>
<tr>
<th>Annual Goal: 9</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Code Number of Objectives</td>
<td>Progress Toward Goal</td>
</tr>
<tr>
<td>No</td>
<td>No</td>
</tr>
</tbody>
</table>

**Comments:**
FACTS FORM

School Year: 2013/14  Purpose of Form:  Trans. Change:  Tuition:  ISP:  At Risk:

Today's Date: 07/11/2013  Local ID#: 150000  SIS ID#: 123456789  Medicaid #:

Initial Referral Date:  Enrollment Date:  Initial IEP Start Date:

Legal Name: Aasample, Exemplar Imagreat  NMN:  Gender: M  Grade: 10  DOB: 07/04/1996  Age: 17 Years 0 Mos.
Ethnicity: White  Language: Russian  LEP:  Bilingual Severity:  Military:  ESY:

Ethnicity/Hispanic or Latino:  ☐

Parent/Guardian Name: Anita Aasample  Relationship: A - Parent(s)
Address: 123 Happy Street Mundelein, Illinois 60060  Phone: 847-949-9999

Parent/Guardian Name: Getmee Aasample  Relationship: A - Parent(s)
Address: 123 Happy Street Mundelein, Illinois 60060  Phone: 847-949-9999

SPP11: Initial Parental Consent for Evaluation:  Initial Eligibility Determination Completed:

Evaluating District:
Reason SPP11 is not applicable: ()
Reason 60 day timeline not met: ()

FUND Code:  Term:  Reason student not receiving services: ()

Resident District: Mundelein Consolidated High School District #120  Resident School: Mundelein High School
Serving District: Mundelein Consolidated High School District #120  Serving School: Mundelein High School

Private School Attending:

Disability: Primary: (D) Specific Learning Disability

<table>
<thead>
<tr>
<th>Related Services, Inside General Ed</th>
<th>min/wk</th>
<th>Related Services, Outside General Ed</th>
<th>min/wk</th>
<th>Related Services, Not Entered on Grid</th>
</tr>
</thead>
<tbody>
<tr>
<td>24 - Social Work Services</td>
<td>20</td>
<td>23 - Speech/Language Services</td>
<td>30</td>
<td></td>
</tr>
</tbody>
</table>

Exit Date:  Reason for Exit: ()

Date of Change (code 20):

EE Code: 02  % Time Inside Gen Ed Class: 100 % in Special Ed: 0 Bell to Bell min.: 2275 Total Min. Outside: 0

IEP Start Date: 08/14/2013  IEP End Date: 08/13/2014

Date of IEP Meeting: 08/14/2013  Next Annual Review Date: 08/13/2014  Next 3Yr Reevaluation Due Date: 08/14/2016

Case Manager: Ima Sped  Placement: 02 - Inside general education classroom 40% to 79%

TESTING  ☐ ISAT/PSAE (No Accommodations)  ☒ ISAT/PSAE (With Accommodations)  ☐ IAA  ☐ None

Transportation:
☐ Yes ☒ No  Special transportation is required to and from schools.
☐ Yes ☒ No  Specialized equipment (such as special or adapted buses, lifts, and ramps) is required.
  ☐ Lift Bus  ☐ Assistant  ☐ Safety Vest  ☐ A/C  ☐ Car Seat  ☐ Other:

Different Pick-up/Drop-Off Address:

For Private Placement
Private Facility Code:  Type of Residence:  Placing Agent:  Guardian:  Room/Board Payer:

Form completed by:  

Page 4 of 56

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Illinois State Performance Plan Indicator 13
Checklist to Meet SPP/APR Requirements

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student’s transition services needs. There also must be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority. [20 U.S.C. 1416(a)(3)(B)]

In Illinois transition planning begins at age 14 ½. Districts must enter Indicator 13 data for all students who have an IEP and are aged 14 ½ and above.

**Answer Key:** Yes = the requirement is completed   No = the requirement is missing   N/A = the requirement is not applicable

**Postsecondary Goal**

<table>
<thead>
<tr>
<th>Employment</th>
<th>Education and/or Training</th>
<th>Independent Living</th>
</tr>
</thead>
<tbody>
<tr>
<td>YES</td>
<td>YES</td>
<td>N/A</td>
</tr>
<tr>
<td></td>
<td></td>
<td>N/A (if appropriate)</td>
</tr>
</tbody>
</table>

1. Is a measurable postsecondary goal stated in this area?

Can the goal(s) be counted (e.g., is it measurable)? Will the goal(s) occur after the student graduates from school?

Note: Independent Living post-school goals are "if appropriate" based on age-appropriate assessment.

Note: A minimum of one post-school goal is required for employment and for education and/or training.

2. For each post-secondary goal, is the post-secondary goal updated annually?

Was the post-secondary goal(s) addressed/updated in conjunction with the development of the current IEP?

3. For each measurable post-secondary goal, is there evidence that the goal was based on age-appropriate transition assessments?

Is there evidence that the measurable postsecondary goal(s) were based on age-appropriate transition assessments?

Is the use of a transition assessment(s) for the postsecondary goals mentioned in the IEP or evident in the student's file?

4. Enter the transition services listed in each post-secondary goal area.

<table>
<thead>
<tr>
<th>Employment</th>
<th>Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>01 - Vocational Assessment</td>
<td></td>
</tr>
<tr>
<td>02 - Counseling and Guidance</td>
<td></td>
</tr>
<tr>
<td>17 - Case Management</td>
<td></td>
</tr>
<tr>
<td>02 - Counseling and Guidance</td>
<td></td>
</tr>
<tr>
<td>17 - Case Management</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Training</th>
<th>Independent Living</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Are there transition services in the IEP that will reasonably enable the student to meet his or her post-secondary goals?

Is a type of instruction, related services, community experience, development of employment and other post-school adult living objectives, and if appropriate, acquisition of daily living skills and provision of a functional vocational evaluation listed in association with meeting the post-secondary goal?

5. Is a course of study that is aligned to ALL the student’s post-secondary goals indicated?

Does the transition plan include documentation of a course of study (a long-range educational plan or multi-year description of the educational program) that aligns with the student's post-secondary goals (e.g., course of study reflects the needed and beneficial course work to facilitate the student’s movement toward the stated post-school goals)?

6. For each post-secondary goal is (are) there annual goal(s) included in the IEP that is/are related to the student’s transition services needs?

Does the transition plan include documentation that the student was invited to attend the IEP Team meeting?

7. Is there evidence that the student was invited to the IEP Team meeting where transition services were discussed?

For the current year, is there documented evidence in the IEP or cumulative folder that the student was invited to attend the IEP Team meeting?

8. If appropriate, is there evidence that a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority?

For the current year, is there evidence in the IEP that representatives of any of the following agencies/services were invited to participate in the IEP development including but not limited to: post-secondary education, vocational education, integrated employment (including supported employment), continuing and adult education, adult services, independent living or community participation for this postsecondary goal? Was consent obtained from the parent (or student, for a student the age of majority)?

- If yes to both questions, select ‘yes’. If either question is a ‘no’ then select ‘no’.
- If it is too early to determine if a student will need outside agency involvement, or no agency is likely to provide or pay for transition services, select ‘N/A’.

**Does the IEP meet the requirement of Indicator 13?**

YES = Data for this student, who is 14 ½ or above and has an IEP, has been entered correctly as directed in the FACTS Instructions Manual for Indicator 13.

NO = One or more of the requirements does not meet the criteria for Indicator 13 as described in this checklist and the FACTS Instructions Manual for Indicator 13.

Prepared by the Illinois State Board of Education, Division Special Education Services, Sue Walter. August 2009. This checklist is adapted from the NSTTAC Indicator 13 Checklist prepared by the National Secondary Transition Technical Assistance Center (NSTTAC), September 13, 2006 and updated July, 2009.
PARENT/GUARDIAN NOTIFICATION OF CONFERENCE

Date: 04/13/2013  STUDENT’S NAME: Exemplar Imagreat Aasample  STUDENT’S DATE OF BIRTH: 07/04/1996

Dear Anita Aasample, Getmee Aasample

(Parent(s)/Guardian(s) Name)

The parent waives the 10 calendar day notification requirement (parent initials)

In order to discuss the educational needs of your child, you are invited to attend an IEP conference meeting to be held:

Mundelein High School - Conference room 109, 1350 W. Hawley

Date: 08/14/2013  Time: 1 PM  Location: Mundelein, Illinois 60060

You are a participant on the IEP Team which will meet to address the purpose as indicated in the next section. You have the right to bring other individuals who have knowledge or special expertise regarding your child. If you plan to bring other individuals, please notify the individual indicated below prior to the meeting so arrangements and accommodations for participants can be made. If these meeting arrangements are not agreeable and/or you require an interpreter or translator, please contact the individual indicated below.

The purpose of this conference is to:

☒ Review your child’s educational status and determine what additional data, if any, are needed to complete your child’s evaluation.
☒ Review your child’s recent evaluation to determine, reconsider, or change your child’s eligibility for special education and related services.
☒ Review your child’s eligibility and needs for special education and related services.
☒ Review and/or develop your child’s Individualized Education Program (IEP) and determine the child’s educational placement.
☒ Consider postsecondary goals and transition services (beginning at age 14½).
☐ Consider relatedness of disability to disciplinary code violation(s).
☒ Consider the need for a functional behavioral assessment for your child.
☒ Review a need to create or revise a behavior intervention plan for your child.
☐ Review your child’s recent change of placement due to suspension
☐ Determine the location of the interim alternative educational setting.
☐ Review anticipated date of graduation.
☒ Other DOMAIN - OR- RE-EVALUATION/ANNUAL REVIEW

The invited individuals and/or their titles are listed below. If one of the required individuals listed below is unable to attend due to unforeseen circumstances, the district should designate an appropriate and suitable replacement to attend the IEP meeting. Any student, age 14 1/2 and older must be invited to any meeting if the purpose of the meeting is to consider transition service needs.

REQUIRED PARTICIPANTS *:

Exemplar Aasample / Student*
Anita Aasample / Parent*
Getmee Aasample / Parent*
Ms. Credits / Counselor
Mrs. Illhelp-Ewe / Social Worker
Dr. Money Galore / LEA Representative*
Mrs. Chatter Box / Speech & Language Pathologist
James Ongtengco / Bilingual Specialist

You and your child have protection under the procedural safeguards of special education regulations. The school district must provide you a copy of Explanation of Procedural Safeguards once a year. Please contact the district if you need a copy of Explanation of Procedural Safeguards.

Name: Steve Castle  Title: Director of Special Education  Phone: 847-949-2200 ex 1414

Sincerely,

(Signature)

Georgina Mendez, Administrative Assistant

Name / Title
Dear: Anita Aasample, Getmee Aasample

(Parent(s)/Guardian(s) Name)

The purpose of this letter is to provide you with notification of the educational recommendation developed for your child at the conference held on 08/15/2013 at Mundelein High School - Conference room 109.

At this conference it was determined that your child:

☐ Is eligible or continues to be eligible for special education and related services as listed on the IEP.

☐ Is not eligible for special education and related services.

☐ Requires a change in eligibility, as listed in the IEP conference summary report.

☒ Will receive the special education and related services as listed in the IEP.

☐ Requires a change of special education and/or related services/educational placement as indicated in the IEP.

☐ Requires a placement in an alternative education setting as documented in the IEP.

☐ Will be discontinued from special education and related services due to determination of ineligibility or reaching the age of 22.

☐ Is recommended for graduation.

☐ Will be assessed with the Illinois Alternate Assessment (IAA). The IAA is aligned with the Illinois Learning Standards (grade level academic content) and scored against alternate achievement standards.

☐ Other (specify) __

CHECK ONE, when applicable: I understand that as soon as possible following development of the IEP, but not more than ten (10) calendar days, special education and related services will be provided to my child in accordance with the IEP, and

☐ I agree to waive the requirement of a ten calendar day interval before an initial or change of placement occurs.

☐ I do not agree to waive the requirement of a ten calendar day interval before an initial or change of placement occurs.

Date (Parent/Guardian Signature)

Please refer to your copy of the IEP conference summary report which contains the information used in making these recommendations. Please review the parental rights information in the Explanation of Procedural Safeguards. If you wish to discuss any concerns or have questions regarding your rights or this information, please contact:

Name: Steve Castle  Title: Director of Special Education  Phone: 847-949-2200 ex 1414

Sincerely,

Ima Sped, Case Manager  Name / Title
### INDIVIDUALIZED EDUCATION PROGRAM (CONFERENCE SUMMARY REPORT)

**Student:** Exemplar Ima Great Aasample  
**Local ID:** 150000  
**Date Of Meeting:** 08/14/2013

<table>
<thead>
<tr>
<th><strong>Annual Review Date:</strong></th>
<th>08/14/2013</th>
<th><strong>Next Annual Review Due Before:</strong></th>
<th>08/13/2014</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Date Of Most Recent Evaluation:</strong></td>
<td>08/15/2013</td>
<td><strong>Date of Next Reevaluation:</strong></td>
<td>08/14/2016</td>
</tr>
</tbody>
</table>

#### PURPOSE OF CONFERENCE

- [ ] Review of Existing Data  
- [ ] Reevaluation  
- [ ] IEP Review/Revision  
- [ ] Manifestation Determination  
- [ ] Termination of Placement  
- [ ] Initial Eligibility  
- [ ] Transition  
- [ ] Graduation  
- [ ] Other (e.g. FBA/BIP) BIP

#### STUDENT IDENTIFICATION INFORMATION

- **Student's Address:** 123 Happy Street, Mundelein, Illinois 60060  
- **Date of Birth:** 07/04/1996  
- **SIS ID Number:** 123456789  
- **Gender:** ☒ Male  
- **Ethnicity:** White  
- **Language/Mode of Communication Used by Student:** Russian  
- **Current Grade Level:** 10  
- **Anticipated Date of HS Graduation:** May 2016

#### Placement

- **Resident District:** Mundelein Consolidated High School District #120  
- **Resident School:** Mundelein High School  
- **Serving District:** Mundelein Consolidated High School District #120  
- **Serving School:** Mundelein High School

#### Parent/Guardian Information

1. **Parent's Name:** Anita Aasample  
2. **Parent's Name:** Getmee Aasample  
3. **Parent's Address:** 123 Happy Street, Mundelein, Illinois 60060  
4. **Parent's Address:** 123 Happy Street, Mundelein, Illinois 60060  
5. **Parent's Telephone Number:** 847-949-9999  
6. **Parent's Telephone Number:** 242-222-2222  
7. **Email:** indeedsample@yabbadabba.com  
8. **Email:** sampleshelp@yahooza.com  
9. **Language/Mode of Communication Used by Parent(s):** English  
10. **Language/Mode of Communication Used by Parent(s):** Interpreter ☐ Yes ☒ No

#### Participants

- Elig. IEP  
- ☐ Required Participants*:  
  - Mrs. Ima Sped / Case Manager*  
  - Mrs. Ido Assess / School Psychologist/LEA Rep  
  - Mr. Mitochondria / General Education Teacher*  
  - Dr. Money Galore / LEA Representative*  
  - Mrs. Chatter Box / Speech & Language Pathologist  
  - James Ongtengco / Bilingual Specialist

If the parent(s) did not attend the IEP meeting, document the attempts to contact the parent(s) prior to the IEP meeting. **MUST Document at least 3 attempts to contact parent/guardian if they are not attending the meeting.**

#### PROCEDURAL SAFEGUARDS

- Explanation of Procedural Safeguards were provided to/reviewed with the parent(s) on 08/10/2013  
- Transfer of Rights - Seventeen-year old student informed of his/her rights that will transfer to the student upon reaching age 18. ☒ Yes ☐ NA  

Parent(s) were given a copy of the:

- ☒ Evaluation report and eligibility determination  
- ☐ District's behavioral intervention policies  
- ☒ IEP  
- ☐ District's behavioral intervention procedures (initial IEP only)
## ADDITIONAL NOTES/INFORMATION

### ESPED SCREEN 1 (Text Box)

**NOTE:** This section can be used to document threads of discussion that take place during the IEP meeting. This section can also be used to describe areas of the student's program that are not specifically addressed in other areas of the IEP. Enter the most recent information on top, so that as you read through the notes it starts with the most current information from the most current meeting.

**NOTE:** This additional information might include issues or topics the parent/guardian brings up for discussion during the meeting. This is a good place to document that you listened to the parent, you considered what they offered and you:

1. agree with the parent,
2. disagree with the parent even though you have considered what they said, or
3. disagree with some of what the parent is saying, but you agree with other information and you are willing to make changes accordingly.

**NOTE:** Multiple staff members may assist in note taking while someone else is presenting information to the team. Names of each person taking notes should be listed at the end of the meeting notes.

**EXAMPLE:** Notes MAY look like the following (start with the date & type of meeting at top of notes):

- **09/21/11 Reevaluation/Annual Review Meeting**
  
  **Reevaluation Meeting:**

  Mrs. Aasample and Exemplar were both in attendance.

  Mrs. Sped, Case Manager, began meeting with introductions. Once completed, she asked Mrs. Aasample if there were specific educational concerns she would like addressed during this meeting. Mrs. Aasample said that she's been very pleased with her son's adjustment to high school and the team's willingness to support him in his classes. She is concerned about his missing assignments in Biology.

  Mrs. Assess, School Psychologist, reviewed Exemplar’s educational history with IEP team. Then she went over the tests she administered to Exemplar for his 3 year reevaluation and shared results.

  Document any parent/team response, if applicable.

  Mrs. Illhelp-Ewe, Social Worker, reported results of an organization survey sent out to 4 different teachers. Areas of concern were organization and work skills, following daily class schedule, organizing materials, and using assignment notebook. Mrs. Illhelpyou shared comments from teachers that Exemplar is very likeable and has a great personality. He's articulate and easy to engage in conversation.

  Document any parent/team response, if applicable.

  Mrs. Assess took the team through the eligibility piece to determine whether or not Exemplar continues to be eligible for services under the category of Specific Learning Disability (SLD). After discussion, team agreed that Exemplar meets the eligibility criteria in the areas of written expression and math problem solving. There are also great concerns with his attention skills/ability to focus.

  **Annual Review Meeting:**

  Mrs. Illhelp-Ewe brought up whether to continue with social work services or not. Team agreed for Exemplar to continue meeting with social worker for 15 minutes per week to address personal issues which interfere with...
his ability to focus.

Mrs. Credits, Guidance Counselor, noted that Exemplar currently has 6.5 credits with a GPA of 1.6. She reviewed his schedule for next year; team agreed to add Advanced Strategies for all year to aid in organizational support.

Mrs. Aasample brought up that Exemplar is planning to take Driver’s Education privately this summer. Mrs. Credits noted that he will still be required to take Safety Education course as a high school requirement.

Mr. Mitochondria, Biology General Education Teacher, communicated that Exemplar has been catching up on his missing work this past week. However, he said that he continually needs to prompt Exemplar to get his work done and turned in. He has Exemplar seated close to him; Exemplar’s been late to class several times in the past few months. He’s earned 2 detentions and has only served one, which was rescheduled from one he missed.

Mrs. Sped reviewed other classroom teacher feedback/IA forms, current data (PLAAFP), IEP goals, accommodations, minutes, placement and transition plan. The team discussed Exemplar’s overall difficulty with focus during the school day. The team does not feel Exemplar is purposely not giving his best; it seems that his efforts to focus are beyond his ability to manage successfully in school at this time. She also noted that Exemplar has been given the opportunity to checkout a school netbook for the school year. He needs a parent signature in order to receive the netbook, which has not been submitted as of this meeting.

Mrs. Aasample was given a new parent permission slip for the netbook. She said she would review it with her husband and get back to Mrs. Sped. She is concerned about the replacement fee should he lose it, which is highly likely.

Mrs. Sped brought up the need to waive Exemplar’s high school requirements in the area of math due to his math disability. Algebra 2 will be waived. Exemplar’s math requirements will be fulfilled by taking Principles of Math, Intro to Algebra, Algebra 1 and Geometry.

Submitted by,
Mrs. Ima Sped, Case Manager
&
Mrs. Ido Assess, School Psychologist
DOCUMNTATION OF EVALUATION RESULTS

Complete for initial evaluations, reevaluations, or a review of an independent or outside evaluation.

Considering all available evaluation data, record the team's analyses of the student's functioning levels. Only those areas which were identified as relevant to the current evaluation must be completed. All other areas should be noted as "Not Applicable". Evaluation data may include: parental input, teacher recommendations, physical condition, social or cultural background, adaptive behavior, record reviews, interviews, observations, testing etc. Describe the observed strengths and/or deficits in the student's functioning in the following domains.

Academic Achievement (Current or past academic achievement data pertinent to current educational performance)

<table>
<thead>
<tr>
<th>Date: 08/14/2013</th>
<th>Conducted By: Mrs. Ido Assess / School Psychologist</th>
</tr>
</thead>
<tbody>
<tr>
<td>Please refer to the assessment grid below.</td>
<td></td>
</tr>
</tbody>
</table>

Psychoeducational Evaluation

Exemplar is currently a 10th grade student at Mundelein High School. To date, he has 14.00 credits out of 25.00 credits required for high school graduation. His cumulative GPA is 2.00. All of Exemplar's core academic classes are at the instructional level in the special education environment.

Exemplar is receiving special education services under the primary category of Specific Learning Disability. For the purpose of the current re-evaluation, he was administered selected subtests of the Wechsler Individual Achievement Test-Third Edition (WIAT-III) in order to assess his academic achievement in the areas of reading, mathematics, and written expression. Exemplar's evaluation reveals that he has difficulty reading single words as well as decoding nonsense or unfamiliar words. His reading comprehension skills are better-developed than his decoding of individual words. Exemplar's oral reading of passages was labored and resulted in many inaccuracies. He experienced difficulty reading small "function" words, such as that, is, an, for. His reading is slow and his spelling is poor. Difficulties with sound/letter relationships are observed in Exemplar's spelling and writing as well. In the area of written expression, Exemplar demonstrates difficulty with organization, mechanics, and generating ideas as measured via the WIAT-III. In the area of mathematics, Exemplar has difficulty with math calculation and problem solving, as evident by his below average scores on the WIAT-III.

Please refer to the grid below for Exemplar's performance on the WIAT-III. Please also refer to the full psychoeducational evaluation report for further information, including definitions of types of scores used.

<table>
<thead>
<tr>
<th>WIAT-III Subtest</th>
<th>Standard Score</th>
<th>Percentile Rank</th>
<th>90% Confidence Interval</th>
<th>Qualitative Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading Comprehension</td>
<td>86</td>
<td>18</td>
<td>76-96</td>
<td>Average</td>
</tr>
<tr>
<td>Math Problem Solving</td>
<td>78</td>
<td>7</td>
<td>72-84</td>
<td>Below Average</td>
</tr>
<tr>
<td>Sentence Composition</td>
<td>73</td>
<td>4</td>
<td>64-82</td>
<td>Below Average</td>
</tr>
<tr>
<td>Word Reading</td>
<td>52</td>
<td>0.1</td>
<td>46-58</td>
<td>Very Low</td>
</tr>
<tr>
<td>Essay Composition</td>
<td>73</td>
<td>4</td>
<td>64-82</td>
<td>Below Average</td>
</tr>
<tr>
<td>Pseudoword Decoding</td>
<td>59</td>
<td>0.3</td>
<td>53-65</td>
<td>Very Low</td>
</tr>
<tr>
<td>Numerical Operations</td>
<td>75</td>
<td>5</td>
<td>69-81</td>
<td>Below Average</td>
</tr>
<tr>
<td>Oral Reading Fluency</td>
<td>59</td>
<td>0.3</td>
<td>53-65</td>
<td>Very Low</td>
</tr>
</tbody>
</table>

Spelling

<table>
<thead>
<tr>
<th>Standard Score</th>
<th>Percentile Rank</th>
<th>90% Confidence Interval</th>
<th>Qualitative Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>67</td>
<td>1</td>
<td>62-72</td>
<td>Very Low</td>
</tr>
</tbody>
</table>

Functional Performance (Current or past functional performance data pertinent to current functional performance)

<table>
<thead>
<tr>
<th>Date: 08/14/2013</th>
<th>Conducted By: Mrs. Ido Assess / School Psychologist</th>
</tr>
</thead>
</table>

Exemplar demonstrates age-appropriate functional skills. There are no significant concerns regarding Exemplar's functional performance.

Cognitive Functioning (Data and other information regarding intellectual ability; how the student takes in information, understands information, and expresses information)
Psycoducation Evaluation

Exemplar was administered the Wechsler Intelligence Scale for Children - Fourth Edition (WISC-IV) as a measure of his current intellectual functioning. The WISC-IV is a norm-referenced test that compares Exemplar's cognitive abilities to a national sample of children his age. Exemplar's Full Scale IQ score of 99 falls in the average range and at the 47th percentile compared to his same-age mates. He obtained a Verbal Comprehension Index score of 95 (average range, 37th percentile) and a Perceptual Reasoning Index score of 102 (average range, 55th percentile). There is not a statistically significant difference between Exemplar's verbal and nonverbal abilities, suggesting that his abilities to use/understand language and to solve problems nonverbally are equally developed. Exemplar's Working Memory Index score also falls within the average range, at the 27th percentile, while his Processing Speed Index score falls within the high average range, at the 79th percentile. Exemplar's processing speed abilities are significantly better developed than his working memory and verbal comprehension abilities. At the individual subtest level, Exemplar demonstrated one relative strength on the WISC-IV, on the Picture Concepts subtest. He demonstrated one weakness on the WISC-IV, on the Comprehension subtest. If Exemplar were to re-take the test, nine times out of ten his Full Scale IQ score would fall within the range of 95 to 103.

<table>
<thead>
<tr>
<th>WISC-IV</th>
<th>Composite Score</th>
<th>Percentile Rank</th>
<th>90% Confidence Interval</th>
<th>Qualitative Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Verbal Comprehension</td>
<td>95</td>
<td>37</td>
<td>90-101</td>
<td>Average</td>
</tr>
<tr>
<td>Perceptual Reasoning</td>
<td>102</td>
<td>55</td>
<td>98-108</td>
<td>Average</td>
</tr>
<tr>
<td>Working Memory</td>
<td>91</td>
<td>27</td>
<td>85-98</td>
<td>Average</td>
</tr>
<tr>
<td>Processing Speed</td>
<td>112</td>
<td>79</td>
<td>103-118</td>
<td>High Average</td>
</tr>
<tr>
<td>Full Scale I.Q.</td>
<td>99</td>
<td>47</td>
<td>95-103</td>
<td>Average</td>
</tr>
</tbody>
</table>

Communicative Status (Information regarding communicative abilities (language, articulation, voice, fluency) affecting educational performance)

NOTES: A summary is completed by the speech-language pathologist (if applicable). If there are no concerns in this area, the school psychologist will note:

There are no significant speech/language concerns. Exemplar's communication skills do not negatively impact his educational performance.

For ELL students explain ELL STATUS: Has Linguistic status Changed ☐ Yes ☐ No

Speech-Language Evaluation

Date: 08/27/2012
DOCUMENTATION OF EVALUATION RESULTS

Formal and informal testing revealed Exemplar presents moderate to severe deficits in receptive and expressive language skills. Exemplar has made most progress in the area of articulation. With the exception of reduced vocal intensity and syllable deletions in a minimal number of multi-syllabic words, Exemplar’s overall speech intelligibility was found adequate to serve his needs in a small academic setting. Exemplar continues to require additional support in the classroom setting to aid in comprehension and understanding of new concepts and vocabulary. Exemplar’s auditory comprehension was found to be adequate but highly dependent on the context and familiarity of a given passage. Exemplar has grown in the area of formulating complete grammatically and syntactically correct simple sentences. He continues to require additional support in formulating compound sentences using subordinate conjunctions and conjunctive adverbs in written and verbal form. Exemplar demonstrates adequate knowledge of categories, however continues to need support in utilizing strategies to understand and use academic-related vocabulary. He will benefit from making associations among given words and improving semantic skills. Exemplar is a motivated student and very persistent in utilizing hearing resources to assist his hearing needs in the learning environment. He will be most successful understanding new concepts using a multi-modal approach that includes maximal visual support (i.e. exemplars, pictures), verbal support, and tactile input. Speech-language services are recommended at this time targeting semantic development and formulating compound sentences in the classroom setting.

The Peabody Picture Vocabulary Test, Fourth Edition (PPVT-4), and Expressive Vocabulary Test, Second Edition (EVT-2) reveal the following standard scores and percentile ranks. Please refer to speech-language report for suggested treatment goals and definitions of testing scores used.

* denotes a standard score that is below the average range (Mean=100; SD=15)

<table>
<thead>
<tr>
<th>Test Given</th>
<th>Standard Score</th>
<th>Percentile Rank</th>
</tr>
</thead>
<tbody>
<tr>
<td>PPVT-4</td>
<td>50*</td>
<td>&lt;0.1%</td>
</tr>
<tr>
<td>EVT-2</td>
<td>70*</td>
<td>2%</td>
</tr>
</tbody>
</table>

Health (Current or past medical difficulties affecting educational performance)

Date: 08/14/2013 Conducted By: Mrs. Givyu A. Shot / School Nurse

Exemplar had a 9th grade school physical on 7/5/13. There are no significant health concerns at this time.

Vision (Visual problems that would interfere with testing or educational performance. Include dates and results of last vision test)

Date: 08/14/2013 Conducted By: Mrs. Givyu A. Shot / School Nurse

EXAMPLE 1:
Exemplar passed a school based vision screening on 3/15/13 by the school nurse.

EXAMPLE 2:
Exemplar did not pass a school based vision screening on 3/15/13 by the school nurse. A letter was sent home on 3/16/13 to his parents that he failed his vision exam and needs an eye exam from a doctor. Ms. Shot determined that a referral to Lion’s Club was appropriate and a call had been placed on 3/22/13.

Hearing (Auditory problems that would interfere with testing or educational performance. Include dates and results of last hearing test)

Date: 08/14/2013 Conducted By: Mrs. Givyu A. Shot / School Nurse

EXAMPLE 1:
Exemplar passed a school based hearing screening on 3/15/13 by the school nurse.

EXAMPLE 2:
Exemplar has cochlear implants. His hearing is assessed via SEDOL personnel (please see attached report).

Motor Abilities (Fine and gross motor coordination difficulties, functional mobility, or strength and endurance issues affecting educational performance)

Date: 08/14/2013 Conducted By: Mrs. Ido Assess / School Psychologist

NOTE: If there is a need for additional evaluation data from an occupational therapist/physical therapist, the
DOCUMENTATION OF EVALUATION RESULTS

school psychologist will obtain this information from the outside professional (SEDOL, etc.) and insert it in this area.

There are no significant concerns regarding Exemplar’s motor abilities. Exemplar’s fine and gross motor abilities do not negatively impact his educational performance.

Social/Emotional Status/Social Functioning (Information regarding how the environment affects educational performance (life history,adaptive behavior,independent functioning, personal and social responsibility, cultural background)

Date: 08/14/2013 Conducted By: Mrs. Ilhelp-Ewe / Social Worker

Exemplar is a fifteen year-old male. He is in his second year at Mundelein High School. There are no cultural issues that are impacting his educational progress. Exemplar currently has diagnoses of Attention Deficit Hyperactivity Disorder and Bipolar Disorder. He currently takes medication to treat both.

Formal behavioral rating scales (BASC-2) completed by Exemplar, Ms. Aasample, and three of Examplar?s teachers, indicate that social/emotional concerns are showing mostly in the home setting. Examplar?s social/emotional functioning has impacted his education in the past. All scaled scores fell in the Average range by all teachers, except for Social Skills and Leadership, in which one teacher?s scaled scores fell in the At-Risk range. However, there were many At-Risk and Clinically Significant scale scores rated by Examplar?s mother. There was an Extreme Caution rating for validity on the F index. High scores can result when the respondent has attempted to present problems as worse than they actually are; however it is possible for high scores to represent a child?s many serious behavioral or emotional problems. Exemplar reported the following scale scores in the At-Risk range; Attitude towards Teachers, and Emotional Symptoms Index Composite. On the Adaptive Scales, the following fell in the At-Risk range: Relationship with Parents, Self-Reliance, and Personal Adjustment. The following scaled scores fell in the Clinically Significant range: Locus of Control and Sense of Inadequacy.

Refer to the Social/Emotional Assessment for further information.

8/02/2012

Ms. Ilhelp-Ewe, Social Worker
DOCUMENTATION OF INTERVENTION/EVALUATION RESULTS  
(SPECIFIC LEARNING DISABILITY)  
(Required as of the 2010-2011 School Year)

Complete for initial evaluations, reevaluations, or a review of an independent or outside evaluation when a specific learning disability is suspected.

As part of the evaluation process, relevant behavior noted during observation in the child's age-appropriate learning environment, including the general education classroom setting for school-age children, and the relationship of that behavior to the child's academic functioning and educationally relevant medical findings, if any, must be documented.

PROBLEM IDENTIFICATION / STATEMENT OF PROBLEM:

Using baseline data, please provide an initial performance discrepancy statement for all identified areas of concern in the relevant domains (academic performance; functional performance; cognitive functioning, communicative status (for ELL students includes an explanation of ELL status and any change in linguistic status); social/emotional status/functioning, motor abilities, health, hearing and vision) including information about the student's performance discrepancy prior to intervention. Attach evidence.

Exemplar is currently eligible for special education services under the primary category of Specific Learning Disability in the areas of reading, mathematics, and written expression. Exemplar had an initial case study evaluation in May of his first grade school year, and was found eligible for special education services under the primary category of Specific Learning Disability. At the time of Exemplar’s last re-evaluation for special education services, in May of 2010 during his seventh grade year, his performance on the Wechsler Individual Achievement Test-Second Edition (WIAT-II) indicated below average achievement in the areas of basic reading skills, reading comprehension, math calculation, math problem solving, and written expression as compared to national peers. He achieved the following standard scores on the WIAT-II (5/08): Word Reading=64, 1st percentile; Reading Comprehension=81, 10th percentile; Pseudoword Decoding=67, 1st percentile; Numerical Operations=85, 16th percentile; Math Reasoning=81, 10th percentile; Written Expression=76, 5th percentile. On the Illinois State Achievement Test (ISAT) administered in seventh and eighth grade, Exemplar’s performance fell in the "Below Standards" range in Reading and Mathematics. His performance in Writing on the ISAT in eighth grade fell in the "Academic Warning" range.

Upon entering high school, Exemplar received instructional support for reading through the Read 180 program, as well as instructional support for all core academic classes at the instructional level in the special education environment. Read 180 data provided by Exemplar’s teacher, Mrs. Ima Sped, reveals that while Exemplar’s lexile scores improved between August (Basic Reading 0) to October 2012 (490), there was a decrease between October to December 2012 (338). Exemplar’s performance in October and December fell in the far below range/below basic performance standard.

For the purpose of the current re-evaluation, Exemplar was administered selected subtests of the Wechsler Individual Achievement Test-Third Edition (WIAT-III) in order to assess his academic achievement in the areas of reading, mathematics, and written expression. He achieved the following standard scores compared to same-grade peers: Reading Comprehension=86, 18th percentile, average range; Math Problem Solving=78, 7th percentile, below average range; Sentence Composition=73, 4th percentile, below average range; Word Reading=52, 0.1 percentile, very low range; Essay Composition=73, 4th percentile, below average range; Pseudoword Decoding=59, 0.3 percentile, very low range; Numerical Operations=75, 5th percentile, below average range; Oral Reading Fluency=59, 0.3 percentile, very low range; Spelling=67, 1st percentile, very low range.

PROBLEM ANALYSIS / STRENGTHS AND WEAKNESSES:

Describe student's skill strengths and weaknesses in the identified area(s) of concern within the relevant domains. Attach evidence, including evidence of skills deficit versus performance deficit.

Exemplar continues to demonstrate skill deficits in the areas of reading, written expression, and math. Exemplar's performance on oral reading fluency measures of the WIAT-III indicates that his fluency and decoding skills are significantly below average. His performance on the reading comprehension subtest of the WIAT-III fell just in the average range. Exemplar's reading comprehension skills were assessed as significantly better developed than his basic reading skills. His evaluation reveals that he has difficulty reading single words as well as decoding nonsense or unfamiliar words. Exemplar's reading comprehension skills are better-developed than his decoding of individual words. His oral reading of passages was labored and resulted in many inaccuracies. He experienced difficulty reading small "function" words, such as that, is, an, for. His reading is slow and his spelling is poor. Difficulties with sound/letter
relationships are observed in Exemplar's spelling and writing as well, as evidenced on the WIAT-III and from teacher reports.

In the area of mathematics, Exemplar has difficulty with math calculation and reasoning, as evident by his below average scores on the WIAT-III. In the area of written expression, Exemplar demonstrates difficulty with organization, mechanics, and generating ideas, as measured by his performance on the WIAT-III.

**PLAN DEVELOPMENT / INTERVENTION(S):**

Describe the previous and current intervention plans (core/Tier1, supplemental/Tier2, and intensive/Tier 3) including evidence that the intervention is scientifically based and was implemented with integrity. Attach plan/evidence.

During 9th grade, Exemplar received instructional support for reading in the Read 180 program, which is a research-based reading program that addresses comprehension, vocabulary, fluency, and decoding.

In the areas of reading, math, and written expression, Exemplar continues to receive instructional support in all of his core academic classes.

**PLAN EVALUATION / EDUCATIONAL PROGRESS:**

Provide documentation of student progress over time as a result of the intervention. Attach evidence/graphs.

Exemplar was administered MAP testing in the areas of Mathematics, Reading, and Language Usage in the Fall of 2009, Fall of 2010, and Spring of 2011. Exemplar has demonstrated insufficient progress, although he has has made gains from the Fall of 2010 to Spring of 2011on the MAP testing (please see attached report).

**PLAN EVALUATION / DISCREPANCY:**

State the current performance discrepancy after intervention, i.e., the difference between a student's level of performance compared to the performance of peers or scientifically-based standards of expected performance. Attach evidence.

Exemplar's MAP testing scores and performance on the WIAT-III indicate that his performance in basic reading skills, reading fluency skills, math calculation, math problem solving, and written expression is well below the national average. Despite intervention, Exemplar continues to demonstrate a significant discrepancy between himself and peers.

**PLAN EVALUATION / INSTRUCTIONAL NEEDS:**

Summarize the student's needs in the areas of curriculum, instruction and environment. Include a statement of whether the student's needs in terms of materials, planning and personnel required for intervention implementation are significantly different from those of general education peers. Attach evidence.

Exemplar's insufficient progress in the areas of basic reading skills, reading fluency skills, math calculation, math problem solving, and written expression indicate that Exemplar continues to need skill and strategy support outside of general education supports in order to reduce the discrepancy between himself and peers and make sufficient progress. Exemplar also requires classes at the instructional level in the special education environment for his core academics in order to maintain his current progress.

**ADDITIONAL INFORMATION NECESSARY FOR DECISION-MAKING (INCLUDE AS APPROPRIATE):**

Report any educationally relevant information necessary for decision-making, including information regarding eligibility exclusionary and inclusionary criteria. Attach evidence.
ELIGIBILITY DETERMINATION CRITERIA
ELIGIBILITY DETERMINATION
(SPECIFIC LEARNING DISABILITY)
(Required as of the 2007-2008 School Year)

Complete for initial evaluations, reevaluations, or a review of an independent or outside evaluation when a specific learning disability is suspected.

### DETERMINANT FACTORS

The determinant factor for the student's suspected disability is:

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐</td>
<td>☒</td>
<td></td>
</tr>
<tr>
<td>Lack of appropriate instruction in reading, including the essential components of reading instruction (Evidence Provided)</td>
<td>Consistent schooling experience with high quality instruction in the area of reading</td>
<td></td>
</tr>
<tr>
<td>☐</td>
<td>☒</td>
<td></td>
</tr>
<tr>
<td>Lack of appropriate instruction in math (Evidence Provided)</td>
<td>Consistent schooling experience with high quality instruction in the area of mathematics</td>
<td></td>
</tr>
<tr>
<td>☐</td>
<td>☒</td>
<td></td>
</tr>
<tr>
<td>Limited English Proficiency (Evidence Provided):</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Exemplar's native language is English.</td>
<td></td>
<td></td>
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<tr>
<td>-OR-</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Exemplar is a bilingual student. Based upon IMAGE testing scores in fifth grade, he was exited from the ESL (English as a Second Language) program. All of Exemplar's classes have been taught in English since that point.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>-OR-</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Exemplar is a bilingual student. His language needs were considered and addressed via an evaluation in his native language of Spanish (or other native language).</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

If any of the above answers is "yes," the student is not eligible for services under IDEA and the team must complete the Eligibility Determination section accordingly. If all of the answers are "no," complete the following sections.

### EXCLUSIONARY CRITERIA

The team determined that the following factors are the primary basis for the student's learning difficulties. Document the source of evidence in each area:

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐</td>
<td>☒</td>
<td></td>
</tr>
<tr>
<td>A visual, hearing or motor disability:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>☐</td>
<td>☒</td>
<td></td>
</tr>
<tr>
<td>Intellectual Disability:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Exemplar was administered the <em>Wechsler Intelligence Scale for Children-Fourth Edition (WISC-IV)</em> in July of 2012. He obtained the following standard scores compared to same-aged peers based upon national norms: Verbal Comprehension Index=95, 37th percentile, average range; Perceptual Reasoning Index=102, 55th percentile, average range; Working Memory Index=91, 27th percentile, average range; Processing Speed Index=112, high average range; Full Scale I.Q.=99, 47th percentile, average range.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>☐</td>
<td>☒</td>
<td></td>
</tr>
<tr>
<td>Emotional disability:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>There are no significant social/emotional concerns.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>☐</td>
<td>☒</td>
<td></td>
</tr>
<tr>
<td>Cultural factors:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>There are no known factors that would negatively impact Exemplar's learning.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>☐</td>
<td>☒</td>
<td></td>
</tr>
<tr>
<td>Environmental or economic disadvantage:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>No known factors/concerns -OR- The team does not deem environmental or economic disadvantage as the primary determinant for Exemplar's learning difficulties.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

If any of the boxes immediately above is checked "yes," the student cannot have a primary eligibility of specific learning disability and the team must complete the Eligibility Determination section accordingly.
STUDENT NAME: Exemplar Imagreat Aasample  DATE OF MEETING: 08/14/2013

ELIGIBILITY DETERMINATION
(SPECIFIC LEARNING DISABILITY)
(Required as of the 2007-2008 School Year)

<table>
<thead>
<tr>
<th>INCLUSIONARY CRITERIA</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Educational Progress (Over Time)</strong></td>
</tr>
<tr>
<td><em>Evidence in the Documentation of Evaluation Results should support the team's answer to this question.</em></td>
</tr>
<tr>
<td>Is the student progressing at a significantly slower rate than is expected in any areas of concern?</td>
</tr>
<tr>
<td><em>(Select One)</em></td>
</tr>
<tr>
<td>☐ No</td>
</tr>
<tr>
<td>☒ Yes - The student is progressing at a significantly slower rate than expected</td>
</tr>
<tr>
<td>☐ Yes - The student is currently making an acceptable rate of progress but only because of the intensity of the intervention that is being provided.</td>
</tr>
<tr>
<td>If yes, in which area(s)?</td>
</tr>
<tr>
<td><strong>Basic reading skills, Reading fluency skills, Reading comprehension, Mathematical calculation, Mathematical problem solving, Written expression</strong></td>
</tr>
</tbody>
</table>

| **Discrepancy (At One Point in Time)** |
| *Evidence in the Documentation of Evaluation Results should support the team's answer to this question.* |
| Is the student’s performance significantly below performance of peers or expected standards in any areas of concern? |
| *(Select One)* |
| ☐ No |
| ☒ Yes - The student's performance is significantly discrepant. |
| ☐ Yes - The student's performance is not currently discrepant but only because of the intensity of the intervention that is being provided. |
| If yes, in which area(s)? |
| **Basic reading skills, Reading fluency skills, Reading comprehension, Mathematical calculation, Mathematical problem solving, Written expression** |

| **Instructional Need** |
| *Evidence in the Documentation of Evaluation Results should support the team's answer to this question.* |
| Are this student's needs in any areas of concern significantly different from the needs of typical peers and of an intensity or type that exceeds general education resources? |
| *(Select One)* |
| ☐ No |
| ☒ Yes - The student's instructional needs are significantly different and exceed general education resources. |
| If yes, in which area(s)? |
| **Basic reading skills, Reading fluency skills, Reading comprehension, Mathematical calculation, Mathematical problem solving, Written expression** |

If any of the boxes in Inclusionary Criteria are marked "No", the student does not have a Specific Learning Disability and the team must complete the Eligibility Determination section accordingly.

**Optional Criteria**
After determining that the criteria in the preceding section are met, the district may choose to use an IQ-achievement discrepancy model. If using this model, complete this section.

<table>
<thead>
<tr>
<th>IQ-Achievement Discrepancy:</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ Yes ☐ No ☒ NA</td>
</tr>
<tr>
<td>Does a severe discrepancy exist between achievement and ability that is not correctable without special education and related services? <em>(Please refer to evidence in Documentation of Evaluation Results)</em></td>
</tr>
<tr>
<td>If yes, in which area(s)?</td>
</tr>
</tbody>
</table>

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ELIGIBILITY DETERMINATION
(SPECIFIC LEARNING DISABILITY)
(Required as of the 2007-2008 School Year)

Step 1: Disability Adversely Affecting Educational Performance
☒ Yes ☐ No

Based on the answers to the questions in the "Determinant Factors, Exclusionary Criteria," and "Inclusionary Criteria," sections, does the student have a specific learning disability?

If the answer is "no" the student is not eligible for special education services under the category of Specific Learning Disability and the team must complete Step 2 below.

If the answer is "yes," indicate the area below and complete Step 2.

☒ Basic reading skills
☒ Reading fluency skills
☒ Reading comprehension
☒ Mathematical calculation
☒ Mathematical problem solving
☐ Oral expression
☐ Listening comprehension
☐ Written expression

Step 2: Special Education and Related Services
☒ Specialized instruction is required in order for the student to make progress and reduce discrepancy (Eligible)
☐ Specialized instruction is not required in order for the student to make progress and reduce discrepancy (Not Eligible)

Each team member must sign below to certify that the report reflects his/her conclusions for specific learning disability. Any participant who disagrees with the team’s decision must submit a separate statement presenting her/his conclusions.

☐ Yes ☐ No

☐ Yes ☐ No

☐ Yes ☐ No

☐ Yes ☐ No

☐ Yes ☐ No

☐ Yes ☐ No

☐ Yes ☐ No

☐ Yes ☐ No

☐ Yes ☐ No

☐ Yes ☐ No

☐ Yes ☐ No

☐ Yes ☐ No

☐ Yes ☐ No
Complete for initial IEPs and annual reviews.
When completing this page, include all areas from the following list that are impacted by the student’s disability: academic performance, social/emotional status, independent functioning, vocational, motor skills, and speech and language/communication. This may include strengths/weaknesses identified in the most recent evaluation.

Student’s Strengths

**ESPED SCREEN 10 (1st Text Box)**

NOTE: When possible, information in this section should be OBSERVABLE/MEASURABLE. Should be in bullet form that will transfer to the IEP at-a-glance form as distributed to general education staff. As these sections are filled in, the date of the meeting, relevant information, and the name of the staff person supplying the information is documented.

**EXAMPLE:**
- Exemplar is very social and demonstrates leadership ability. He has a consistent group of 5 other male students with whom he “hangs out” at lunch and in the halls before and after school. More specifically, in Chemistry class he has been chosen by his peers to be a participant in group activities on 5 out of 7 possible times.
- In the classroom Exemplar will offer to assist his fellow students who might be struggling and need extra assistance. During the past term, Exemplar offered such help to classmates on 7 occasions.
- Exemplar is very generous, as evidenced by his willingness to share his supplies with his fellow classmates at times when they may have come to class unprepared.

08/14/13
Ima Sped, Case Manager

Parental Educational Concerns/Input

**ESPED SCREEN 10 (2nd Text Box)**

NOTE: This section is used to document parent concerns, information, or specific points that parents/guardians want to make sure to be covered during the meeting. This is usually discussed early in the IEP meeting and documented. It should also be addressed at the end of the meeting by saying to the parent/guardian, for example,

“Have we adequately covered the issues you brought up at the beginning of the meeting?” and/or “Do you have any other comments or concerns that we haven’t covered to this point in the meeting?”

If the parent has no concerns, offers no comments, or asks no questions you still MUST document

**EXAMPLE:**
Mr. Aasample states that he has no concerns or comments for the meeting today.

08/14/13
Ima Sped, Case Manager

Student’s Present Level of Academic Achievement (Include strengths and areas needing improvement)

**ESPED SCREEN 10 (3rd Text Box)**

NOTE: To a great extent the information in this section, as with all other areas in the statement of Present Levels of Academic Achievement and Functional Performance (PLAAFP) should be OBSERVABLE/MEASURABLE. The information in this section should provide a baseline against which the student progress can be measured from year-to-year. While it is very appropriate to provide some anecdotal information in this section, the information provided here should also included, for example:

- Percentage correct on assignments
- Percentage of homework completed
- Average unit test scores
- Results of any standardized tests (standard scores, percentile ranks and/or grade equivalents)
NOTE: It is also important to remember that the information included here MUST be understandable to parents/guardians. If you report scores you MUST explain what they mean and why/how the scores are relevant to the student’s classroom performance and progress in the curriculum. Again, the information should primarily be OBSERVABLE/MEASURABLE. It should also provide a comparison of the student’s academic performance to that of his/her typical peers in general education. This is also the area in which the student’s academic achievement can be related to the Illinois State Learning Standards.

NOTE: The information in this section MUST also relate directly to the placement option chosen by the IEP team. There MUST be a direct link between the needs described here and the Educational Environment (EE) in which the student is going to be educated. For example, if the student is placed primarily in instructional classes and is recommended for a placement of more than 80% of the school day outside of general education, and IF the statement of PLAAFP indicates the student is functioning near grade level with satisfactory grades, and he/she is NOT using accommodations, there is NOT a direct link between the student’s present levels and placement.

NOTE: There MUST be a link between the needs, the goals, and the placement. If a student demonstrates need in a particular area, eg. math, there should NOT be goals related to reading and/or writing unless they are also listed as areas of need. This would be considered a violation of student’s right to receive a FAPE, and is NOT ACCEPTABLE.

EXAMPLE 1:
Measures of Academic Performance (MAP): For the MAP testing, the average percentile is 50 and the average range is considered to be between 25 and 75. Descriptors for subtests are Low ( < 21 percentile); LoAvg (21-40 percentile); Avg (41-60 percentile); HiAvg (61-80 percentile); and High ( > 80 percentile).

March 2013 MAP Mathematics RIT score of 205 (6th percentile) with low scores in Number Sense, Measurement, Algebra, Geometry, & Data Analysis & Probability subtests. This means that out of 100 students taking this test, Exemplar's score was equal to or better than 6 of students tested.

March 2013 MAP Language Usage RIT score of 197 (4th percentile) with subtests in Grammar & Spelling, Punctuation/Capitalization/Structure, Compose Writing and Writing for a Variety of Purposes in the low range of ability. This means that out of 100 students taking this test, Exemplar's score was equal to or better than 4 of students tested.

March 2013 MAP Reading RIT score of 193 (3rd percentile) with subtest scores in Word Analysis Vocabulary, Reading Strategies/Comprehension, Literature and Literary Works in the low range of ability. This means that out of 100 students taking this test, Exemplar’s score was equal to or better than 3 of students tested.

As of 08/14/13, Exemplar has earned 4.0 credits and has a GPA of 1.8462. Current grades are: Biology- B (83%), Algebra 1 Essentials-B (86%), English 1 Essentials (77%), and PE-A (91%)

Exemplar has been in the instructional setting this past school year and has earned grades of C or above. Due to the fact that Exemplar's MAP scores fall below the 10th percentile in math, reading and language usage, he continues to need a smaller, structured environment where material is presented at a different pace with greater support in all core subject areas.

08/14/13
Ima Sped, Case Manager

EXAMPLE 2:
Measures of Academic Performance (MAP): For the MAP testing, the average percentile is 50 and...
the average range is considered to be between 25 and 75. March 2013 MAP RIT score in Reading is 224, 46th percentile. This is 20 points growth since November 2012 when Exemplar’s Reading RIT score was at the 26th percentile! Typical growth ranges from 3-5 points. Subtest scores were low average in Reading Strategies/Comprehension, average in Word Analysis Vocabulary and Literary Works, and high average in Literature. MAP RIT score in Language Usage is 210, 17th percentile. This is a 10 point drop from November 2012; Exemplar feels like he did his best on the testing yet his scores indicate he’s more capable than what he demonstrated on his most recent testing. Subtest scores fall in the low to low average range of ability with Composition Writing being the highest.

Exemplar has been in the general education setting this year with supports and accommodations as listed in his IEP and has earned passing grades. Due to the fact that Exemplar’s MAP scores fall above the 25th percentile in reading and above the 16th percentile in language usage, he continues to need support with the general education curriculum in all core subject areas.

08/14/13
Ima Sped, IEP Case Manager

EXAMPLE 3 (Supported Learning Program):
The Illinois Alternate Assessment (IAA) is the yardstick the state uses to measure the learning of students with the most significant cognitive disabilities. Students take the IAA if participation in the state’s regular assessments - Illinois Standards Achievement Test (ISAT) or the Prairie State Achievement Examination (PSAE) - is not appropriate, even with accommodations. The IAA is a performance-based assessment that uses on demand tasks, which are aligned to the Illinois Learning Standards. The IAA is based on alternate achievement standards in reading, mathematics, science and writing at the grades corresponding to ISAT and PSAE.

<table>
<thead>
<tr>
<th>Scale Score Ranges that Define Student Performance Levels</th>
<th>Academic Warning</th>
<th>Below</th>
<th>Meets</th>
<th>Exceeds</th>
</tr>
</thead>
<tbody>
<tr>
<td>IAA Reading</td>
<td>801-865</td>
<td>866-899</td>
<td>900-988</td>
<td>989-999</td>
</tr>
<tr>
<td>IAA Mathematics</td>
<td>801-873</td>
<td>874-899</td>
<td>900-960</td>
<td>961-999</td>
</tr>
<tr>
<td>IAA Science</td>
<td>801-871</td>
<td>872-899</td>
<td>900-931</td>
<td>932-999</td>
</tr>
</tbody>
</table>

As a Junior last school year in the Spring of 2013, Exemplar took this state wide assessment as opposed to the PSAE) (E=exceeds, M=meets, B=below, and W=Academic Warning)

Combined Reading Scale Score: 539  Combined Reading Performance Level: Meets
Combined Math Scale Score: 551  Combined Math Performance Level: Exceeds
Combined Science Scale Score: 589  Combined Science Performance Level: Exceeds

Exemplar has been in the Supported Learning Program (SLP) this past school year and has earned grades of C or above. Exemplar’s scores listed above suggest that he continues to need a smaller, structured environment where material is presented at a different pace with greater support in all core subject areas.

08/14/13
Ima Sped, IEP Case Manager

EXAMPLE 4:
Exemplar's re-evaluation testing took place on 4/27/2013. He was administered the *Wechsler Individual Achievement Test-Third Edition* (WIAT-III), a nationally normed standardized test. Results reveal that Exemplar's performance on measures of reading comprehension and reading fluency skills falls within the below average range compared to same-grade peers as assessed on the WIAT-III. Specific subtest scores include: Reading Comprehension standard score of 81, 10th percentile; Oral Reading Fluency standard score of 80, 9th percentile; Math Problem Solving standard score of 91, 27th percentile.

MAP scores from the fall indicate that Exemplar's math skills fell within the 44th percentile. His March 2013 RIT score in Mathematics was 229 (35%ile). Subtest results indicate that his Algebra and Number Sense skills were in the average range of ability. His Data Analysis & Probability subtest, as well as his Measurement subtest fell within the low average range. His Geometry subtest fell in the low range. Exemplar’s November 2012 MAP reading skills fell within the 34th percentile. His March 2013 RIT score in Reading was 209 (19%ile). Subtest results indicate that his Word Analysis Vocabulary skills were in the low average range of ability. His subtests in the areas of Reading Strategies/Comprehension, Literature, and Literary Works fell in the low range. Exemplar's November 2012 MAP Language Usage skills fell within the 39th percentile. His March 2013 RIT score in Language Usage was 216 (34%ile). Subtest results indicate that skills in the areas of Grammar & Spelling, Punctuation/Capitalization/Structure, Compose Writing, and Writing for a Variety of Purposes were in the low average range.

Exemplar continues to make good progress in his classes. He made the A/B honor roll for both Term 1 and Term 2. Feedback from his general education teachers indicate that they are very pleased with his classroom performance. His Social Studies teacher, Mrs. Continent, states that Exemplar is very impressive. She indicates that Exemplar is always on task. He always asks clarifying questions, if ever he is confused. Mr. Mitochondria indicates that Exemplar is also attentive to class activities. He is respectful and cooperative. His English teacher, Readme A. Book, states that Exemplar is a pleasure to have in class.

Exemplar currently has the following Term 4 grades: Algebra 1 Essentials - B; English 1 - P; Biology - B; and World Studies - C.

Exemplar’s grade performance for terms 1, 2 and 3 are below.

T 1: Algebra 1 Essentials - B (81%), English 1 Essentials - A (95%), Guided Study - B (87%), and PE - A (93%)
T 2: Algebra 1 Essentials - B (81.7%), English 1 Essentials - B (85%), Guided Study - B (83%) and Health - B (88%)
T 3: Algebra 1 Essentials - B (83%), English 1 Essentials - B (86%), Biology - C (73.89%), and World Studies - C (71%).

Cumulative information indicates that Exemplar has earned 6 credit hours toward meeting the required 25 credits for graduation. He is on track to graduate with his peers in May 2016. His cumulative class rank is 331 out of 562, and he has a cumulative GPA of 3.0.

Exemplar has been in the general education setting this year with supports and accommodations as listed in his IEP and has earned grades of C or better. Due to the fact that Exemplar’s MAP scores fall around the 19th percentile in reading, he continues to need some support with the general education curriculum in all core subject areas.

08/14/13
Ima Sped, IEP Case Manager

EXAMPLE 5:
American College Testing (ACT)
The raw scores for ACT Subject Tests are calculated as:

- Each correct answer: ( ) 1 point
- Each incorrect answer: 0 points (no penalty for answering a question wrong)
- Each omitted question: 0 points

Raw scores are converted to scaled scores ranging from 1 to 36. From these scaled scores, composite scores are calculated (this is the average of the subject test scores and rounded to the nearest whole number). For example, a 29 on the English subject test, a 31 on the math test, a 28 on the reading test, and a 32 on the science reasoning test would equal an ACT Composite Score of 30. Sub-scores are computed the same way, but on a 1 to 18 scale. These sub-scores provide more detailed information about specific strengths and weaknesses in each of the subject areas covered on the test.

Exemplar’s April 2013 ACT scores went up in some areas compared to those from his April 2012 PACT testing. On the April 2013 ACT testing, Exemplar received a composite score of 18. This is lower than the school average of 21.3 and national average of 21.1. In English, he went from a score of 10 on the PACT, to a score of 14 on the ACT; whereas the school average and national are both 20.6. He had the same math score of 16 on the PACT and ACT, but is behind the school average of 21.9 and national average of 21.0. In reading, he went from a 13 on the PACT, to a score of 22. This is above the school average of 20.8 but below the national average 21.3. In science, he went from a 14 on the PACT, to a score of 21 on the ACT. This is just below the school average of 21.2 but above the national average 20.9.

ACT’s college readiness benchmarks scores on the ACT subject area tests represent the level of achievement required for students to have a 50% chance of obtaining a B or higher or about 75% chance of obtaining a C or higher in corresponding credit-bearing first-year college courses. Benchmark scores are: English 18, Mathematics 22, Reading 21 and Science 24. Exemplar scored lower than the college readiness benchmark scores on the ACT; therefore, he has lower chance of receiving a C or higher in his Freshman college credit-bearing courses without further development of his skills.

Measures of Academic Performance (MAP): For the MAP testing, the average percentile is 50 and the average range is considered to be between 25 and 75.

March 2013 MAP RIT score in Reading is 224, 46th percentile. This is 20 points growth since March 2012 when Exemplar’s Reading RIT score was at the 26th percentile! Typical growth ranges from 3-5 points. Subtest scores were low average in Reading Strategies/Comprehension, average in Word Analysis Vocabulary and Literary Works, and high average in Literature. MAP RIT score in Language Usage is 210, 17th percentile. This is a 10 point drop from March 2012; Exemplar feels like he did his best on the testing yet his scores indicate he’s more capable than what he demonstrated on his most recent testing. Subtest scores fall in the low to low average range of ability with Composition Writing being the highest.

Exemplar has been in the general education setting this year with supports and accommodations as listed in his IEP and has earned passing grades. Due to the fact that Exemplar’s MAP scores fall above the 25th percentile in reading and above the 16th percentile in language usage, he continues to need support with the general education curriculum in all core subject areas.

08/14/13
Ima Sped, IEP Case Manager
Note: This is the section in which information on the student’s functional performance, relative to activities of daily living, are to be documented. Information such as the student’s ability to move about the building independently or with assistance, information about general levels of independence or dependence should also be included here. In many instances it can simply be noted that the student’s functional performance is age appropriate.

EXAMPLE 1:
Exemplar does not complete homework assignments as required. He is frequently engaged in social interactions at inappropriate times drawing other students off task. He has shown some improvement in classroom behavior but attendance log entries show he has had 48 periods of unexcused absence this year, 57 periods in which he arrived tardy to class and 5 days of out of school suspension as a result of being under the influence of marijuana.

08/14/13
Ima Sped, Case Manager

EXAMPLE 2:
Exemplar has a very engaging personality and has an easy time holding conversations with adults and peers alike. He has struggled more making it to his classes on time this year; Exemplar says he “gets lost” in talking with people and doesn’t notice the time. Homework completion is declining; Exemplar is willing to work and works well when he has one to one attention and prodding; yet left to work independently, he is easily distracted by interactions around him. He seems to mean well and has good intentions, but there’s very little follow through on completing things in a timely manner. His English teacher, Ms. Excellent, states that Exemplar picks up nuances that others don’t at times; he does well forming ideas. This current term, he is struggling with self-control (speaking out) and staying on task. She has tried preferential seating and lots of prompting with Exemplar. She notes that he speaks out way too often during class lessons and he has been somewhat disrespectful as of late. She would like him to improve his self-control and work completion.

08/14/13
Ima Sped, Case Manager

Exemplar receives social work services. He has always been respectful during social work time. His goal has been related to staying focused. However, there have been many behavioral issues during this school year. Exemplar has received consequences for the following offenses; ditching school, theft, and insubordination (being disrespectful). There seems to be an increase in referrals to the dean's office. Exemplar is recommended for continued social work services to deal specifically with decision making.

08/14/13
Illhelp-Ewe, MSW, Social Worker

EXAMPLE 3:
Exemplar is age appropriate for a freshman in high school with regard to bringing needed materials/supplies to his courses, being prepared for class, meeting deadlines, having excellent attendance, staying focused, asking for help, and participating in class.

08/14/13
Ima Sped, IEP Case Manager

Describe the effect of this individual’s disability on involvement and progress in the general education curriculum and the functional implications of the student’s skills.

- For a preschool child, describe the effect of this individual's disability on involvement in appropriate activities.
- By age 14½, describe the effect of this individual's disability on the pursuit of post-secondary expectations (living, learning and working).

**ESPED SCREEN 10 (5th Text Box)**

Note: The information in this sections should indicate the effect the child’s disability has on his/her progress in the high school, post secondary education, and employment. This should include academic, social, or behavioral information relevant to the student’s disability.

EXAMPLE:
PRESENT LEVELS OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE

ACADEMIC: Exemplar's reading and writing deficits make it very difficult for him to move through the academic material at the same pace as his grade level peers in general education. Even with supports and accommodations, Exemplar continues to fall behind his grade level peers. His social skills are a real area of strength and his ability to form and maintain friendships allows him to function as a valued member of the group in spite of his significant academic problems.

POST-SECONDARY/EMPLOYMENT: Exemplar's reading and writing deficits may make it difficult for him to perform successfully in post secondary schooling and the work environment without significant supports. He is more successful in completing tasks that require hands-on skills and mechanical ability.

BEHAVIOR CONCERNS (if applicable): Exemplar's behavior occasionally causes problems for him in unstructured settings. Due to his distractibility, he occasionally finds himself in violation of school rules as a result of problems at lunch or during passing periods. PowerSchool logs reveal that Exemplar has had 5 Dean referrals during the first term of the current school year. This distractibility may also cause problems for Exemplar within the post-secondary work environment.

08/14/13  
Ima Sped, IEP Case Manager

Social/Emotional Status

ESPED SCREEN 11 (1st Text Box)

NOTE: This section should include information on the student’s social skills relative to the other students in his/her age/grade level. It should also include relevant Observable/Measurable behavioral data that can provide a baseline for behaviors as relevant to the student’s disability. Strengths can be noted here as well.

EXAMPLE 1:
Exemplar continues to exhibit difficulty interacting appropriately with fellow students. He is often antagonistic and condescending when he is interacting with his peers. This results in frequent arguments between Exemplar and his peers. This past term he was referred to the Dean 10 times for arguing. These arguments escalated into episodes of disruptive yelling by Exemplar, even when the other student was trying to disengage. The arguments occurred across all environments of the school, e.g. 3 times in the hallway, 2 times in the cafeteria, 3 times in classes, 1 time in the gym, and 1 time on the school bus. The frequency and the intensity of Exemplar’s arguing is markedly discrepant from that of his peers in 9th grade. In addition, Exemplar does not seem able to respond to staff redirection once he has engaged in an argument.

08/14/13  
Ima Sped, IEP Case Manager

EXAMPLE 2:
Exemplar has self-referred to the Social Worker 8 times during this past term. In each instance Exemplar was very upset over a conversation, and interaction, or communication with a fellow student or a staff member. Exemplar frequently misunderstands verbal interactions and communication with others which results in his feelings being hurt and/or his becoming angry with the other person. His specific learning disability notes a deficit in his ability to auditorily process information, and this seems consistent with his issues/problems with communication. Once he has been able to process the incidents which caused him to experience hurt feelings or to get angry, he is able to see how he misinterpreted the intent from the other person. However, in the “heat of the moment,” he can’t make the proper connections.

08/14/13  
Illhelp-Ewe, MSW, School Social Worker

EXAMPLE 3:
Age appropriate; no concerns at this time.

08/14/13  
Ima Sped, IEP Case Manager

Speech/Language/Communication
PRESENT LEVELS OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE

ESPED SCREEN 11 (2nd Text Box)

Note: As with the other areas of the statement of present levels, this area should include observable/measurable information on the student’s current speech/language functioning. This information MUST be understandable for parents/guardians.

EXAMPLE 1:
Exemplar presents mild deficits in receptive (listening) and expressive (speaking) language skills. Speech services have targeted improving Exemplar’s ability to understand and utilize academic/real-life vocabulary and figurative language. Exemplar has mastered his goals targeting figurative language. He understands and utilizes idioms and metaphors with at least 80% accuracy. Exemplar has made great gains in utilizing strategies for vocabulary development. He adequately defines and utilizes selected words in sentences but continues to demonstrate difficulty making associations among given words (synonyms/antonyms).

08/14/2013
Chatter Box, Speech-Language Pathologist

EXAMPLE 2:
Age appropriate; no concerns at this time.

08/14/2013
Ima Sped, Case Manager

Motor Skills

ESPED SCREEN 11 (3rd Text Box)

Note: Motor skills should also include information/data that is Observable/Measurable and linked to the performance of typical peers.

EXAMPLE 1:
(Case Manager will gather this information from SEDOL personnel and enter the information in this box, when applicable)
Exemplar is able to function within his special education setting. This includes the classroom, P.E., and the lunch room. Exemplar is generally independent in the bathroom with times of assistant needed during grooming. Maturity level, occasional stubbornness, attention to quality of his work and motivation tend to impact Exemplar’s ability to complete work and follow routines. Exemplar is a delightful young man that has demonstrated the ability to be more independent if motivated to do so. He has functional motor abilities to navigate and access his environment.

08/14/13
Susie Sensory-Mes, MA, OTR

EXAMPLE 2:
Age appropriate motor skills; no concerns at this time.

08/14/13
Ima Sped, IEP Case Manager

Vocational

ESPED SCREEN 11 (4th Text Box)

Note: This section should include information/data on the student’s vocational or post-secondary expectations and the students skills related to those expectations. It is important to document how the student’s disability may affect the ability to perform the duties of the job. Much more detailed information will be included in the student’s transition plan.

EXAMPLE 1:
Exemplar is interested in the culinary arts. He has taken a field trip to the Lake County Area Technology Campus to explore the programs available to him there. Currently, he has applied for the Culinary Arts program at the campus for his junior year.

08/14/13
EXAMPLE 2:
Currently, Exemplar goes out to pre-vocational training to the College of Lake County (CLC) Greenhouse and is supervised by a job coach. He cleans pots, re-plants seedlings, prunes plants, and transports pots. Overall, Exemplar assists CLC Greenhouse employees in the care of plants. Last semester he worked at DuBro where he assembled various small parts for products, such as flag clips for boats. Reports back from the Pre-vocational Coordinator have been about how Exemplar is a good worker.

08/14/13
Ima Sped, Case Manager

EXAMPLE 3:
Exemplar has participated in the Lake County Area Technology Campus Child Care program for his junior year, and is currently enrolled for senior year. Exemplar completed the Student Styles Questionnaire (personality inventory) with results as follows: strong range for Extroverted score as opposed to Introverted, and Flexible score as opposed to Organized; moderate range for Imaginative score as opposed to Practical, and Feeling score as opposed to Thinking. See attached report for further discussion of these results.

08/14/13
Ima Sped, Case Manager

EXAMPLE 4:
In a most recent job interest visual survey given on 05/06/13, Exemplar has shown interest in jobs related to school or office housekeeping and office work, such as doing mailings or other clerical work. Exemplar has also shown interest in child care, food service or planting flowers. When Exemplar knows a specific task of his interest, Exemplar will work very hard.

Exemplar continues to work on pre-vocational job tasks in the classroom that consists of sorting, alphabetizing, filing, cleaning, building, etc.

On 04/26/13, Exemplar was administered a Vocational Interest Survey, an Adaptive Behavior (Street Survival Skills Questionnaire), and a Learning Styles (Perceptual Memory Task).
On the Picture Interest Career Survey, Exemplar had the highest areas of interest in the categories of Social (working with and helping people) and Conventional (office and computer work). His lowest area of interest was in the category of Realistic (work with tools and machines), Investigative (work with ideas, data and scientific work), and Enterprising (work with people while leading and persuading). Exemplar also stated that he would like to have a job cleaning and washing dishes. On the Street Survival Skills Questionnaire, Exemplar was asked questions about basic concepts, signs, tools, domestics, health and safety, public service, time and money/measurements. His relative strength was in the functional sign domain. His overall skills quotient (standard score of 21) places him in the below average range for the general population.

Per the Perceptual Memory Task assessment it is suggested that Exemplar’s preferred learning modality is Multisensory Information Processing. This suggests that he will learn most effectively when information is presented through a combination of approaches (visual, auditory, tactile and kinesthetic). His relative strength was in the area of Sequential Visual Memory. This means that Exemplar will perform better in a job where the sequence of steps can be performed in the same order, day after day. Jobs that require the recognition of patterns, use of graphs, charts or inventory-type sheets may not be appropriate choices. His relative weakness was in the area of Recent Memory. This may mean that individuals may have difficulty ending one task and beginning another; therefore, the end of an activity should be clearly define. Job accommodations should include simplification, elimination of distractions, and the use of memory aids. Job safety should be ensured by automatic precautions rather than self-vigilance. Some examples of jobs may include repetitive assembly, product finishing, item packaging, etc.

Given Exemplar’s assessment results falling in the below average range of ability and showing limited specific knowledge about areas in the world of work, he would benefit from a prevocational readiness program. Exemplar started off the 2013-2014 school year going to a work training program through SEDOL. He was placed at the prevocational job training center at Sally Potter. Information from his final work evaluation completed by his current job coach and vocational counselor follows, with the full evaluation report attached to this IEP.

A score of 4 is the highest in each of the rated domains. The domain areas are quality, quantity, behaviors, communicating basic needs, initiating tasks, maintaining work station, independent functioning and safety.
PRESENT LEVELS OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE

'Exemplar's scores for quality maintained a 3 rating, which means he continually needed intermittent supervision. His quantity scores stayed in the 2-3 ratings for tasks such as pencil packaging assembly. His behavior ratings included a rating of 4 for personal hygiene, dress code, cooperation with coworkers, accepting corrections, emotional stability, and changes in routine. Exemplar's communicating basic needs has been raised from a rating of 2 to a 3. He continues to receive a 3 rating on initiating tasks and maintaining his work station. The continued area of concern is his independent functioning and safety, which are currently a rating of 1. In my continued observations of Exemplar, he stays on task, tries to be very precise and gives great effort. He displays a proud attitude and is always willing to share his hard work with me.' (Mr. Careers R Us, SEDOL Vocational Counselor)

Exemplar is currently being moved to the Lindenhurst Health and Fitness Center to work on folding laundry and various cleaning tasks for Terms 1 and 2.

08/14/13
Ima Sped, Case Manager

Other (Health, Study Skills, etc.)

**ESPED SCREEN 11 (5th Text Box)**

Note: This section may include information on health, study skills, etc. For the annual review, this section can be used to document the information from the annual vision and hearing screening for students with IEPs. This area could also be used to document information on medications, blood sugar monitoring, etc.

**EXAMPLE 1:**
Exemplar passed a school based hearing screening on 3/15/13 by the school nurse.
Exemplar passed a school based vision screening on 3/15/13 by the school nurse.

08/14/13
Givyu A. Shot, School Nurse

**EXAMPLE 2:**
Exemplar passed a school based hearing screening on 3/15/13 by the school nurse.
Exemplar did not pass a school based vision screening on 3/15/13 by the school nurse. A letter was sent home on 3/16/13 to his parents that he failed his vision exam and needs an eye exam from a doctor. Ms. Shot determined that a referral to Lion's Club was appropriate and a call had been placed on 3/22/13.

Exemplar has a history of exercise-induced asthma and utilizes an inhaler as needed. He should be allowed to modify his activity level during physical education class, per doctor's note on file with school nurse.

08/14/13
Givyu A. Shot, School Nurse

**EXAMPLE 3:**
Exemplar passed a school based hearing screening on 3/15/13 by the school nurse.
Exemplar passed a school based vision screening on 3/15/13 by the school nurse.

08/14/13
Givyu A. Shot, School Nurse

Exemplar has been prescribed 20 mg Adderall extended release daily but Exemplar's mother reports that he has refused to take the prescribed dosage for 4 months.

08/14/13
Ima Sped, Case Manager

**EXAMPLE 4:**
Exemplar passed a school based hearing screening on 3/15/13 by the school nurse.
Exemplar passed a school based vision screening on 3/15/13 by the school nurse.

Exemplar has been prescribed 20 mg Adderall extended release to take during lunch in the Nurse's Office. He has refused to take the medication for 5 times this school year to date (8/3, 8/4, 8/10, 8/11, 8/13); parents were contacted on
8/13/13.

08/14/13
Givyu A. Shot, School Nurse

EXAMPLE 5 (Supported Learning Program):
Exemplar passed a school based hearing screening on 3/15/13 by the school nurse.

Exemplar wears glasses.
After an extensive hospitalization in January 2013, Exemplar returned to school on March 5, 2013 and tube feedings commenced. His orders were for Adderall of water via the g-tube at 0900, a can of Osmolite with 8 oz. flush of water via g-tube at 1100, and 250cc of water via g-tube at 1300. These feedings were given each day Exemplar was in attendance and happened without incident. Exemplar’s mother was notified if there was any alteration in the schedule. Exemplar was re-hospitalized on April 30, 2013 and returned to school on May 1, 2013. The tube feedings were resumed as before and without incident except for one time when Exemplar wet himself waiting to use the washroom. Total nursing time for all 3 feedings-35min. This estimate is extended when Exemplar uses the washroom before a feeding.

08/14/13
Givyu A. Shot, School Nurse
GOALS AND OBJECTIVES/BENCHMARKS

Complete for initial IEPs and annual reviews. (Anyone responsible for implementing the IEP (e.g., goals and objectives/benchmarks, accommodations, modifications and supports) must be notified of her/his specific responsibilities.)

REPORTING ON GOALS

The progress on annual goals will be measured by the short-term objectives/benchmarks. Check the methods that will be used to notify parents of the student's progress on annual goals and if the progress is sufficient to achieve the goals by the end of the IEP year:

☐ Report cards  ☒ Progress reports  ☐ Parent conference  ☐ other (specify): _

CURRENT ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE

Results of the initial or most recent evaluation and results on district-wide assessments relevant to this goal; performance in comparison to general education peers and standards.

Information in this section related to the IEP goal can come directly from the statement of PLAAFP as listed on screens 9 and 10 of the eSped program. The data included here MUST be related to the need and the goal.

GOALS AND OBJECTIVES/BENCHMARKS

The goals and short-term objectives or benchmarks shall meet the student's educational needs that result from the student's disability, including involvement in and progress in the general curriculum, or for preschool students, participation in appropriate activities.
## GOALS AND OBJECTIVES/BENCHMARKS

*Complete for initial IEPs and annual reviews. (Anyone responsible for implementing the IEP (e.g., goals and objectives/benchmarks, accommodations, modifications and supports) must be notified of her/his specific responsibilities.)*

<table>
<thead>
<tr>
<th>Goal Statement #:</th>
<th>Code: <strong>IEP Exemplar</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>ESPED SCREEN 32</td>
<td><strong>FOCUS ON SKILL BUILDING</strong></td>
</tr>
<tr>
<td></td>
<td><strong>DATA COLLECTIONS STRATEGIES ARE LINKED TO THE GOALS</strong></td>
</tr>
<tr>
<td></td>
<td><strong>GOALS ORIGINATE FROM THE PRESENT LEVELS AND ADDRESS STUDENT NEEDS</strong></td>
</tr>
<tr>
<td></td>
<td><strong>GOALS CONTAIN STUDENT NAME, TARGET BEHAVIOR, CONDITIONS CRITERIA AND MASTERY</strong></td>
</tr>
<tr>
<td></td>
<td><strong>EXPECTATIONS ARE LINKED TO PRESENT LEVELS AND ARE ATTAINABLE IN ONE YEAR</strong></td>
</tr>
<tr>
<td></td>
<td><strong>IMPLEMENTOR(S) ARE IDENTIFIED</strong></td>
</tr>
</tbody>
</table>

Goal Code Information:

- Writing a Goal Code
  1. Label goals as they appear on E-Sped: 1, 2, 3, 4 …
  2. Then add the skill area:
     - MA = Math
     - RD = Reading
     - WR = Writing
     - BEH = Behavior
     - SW = Social Work
     - SP = Speech
  3. Then add the month that the IEP occurs:
  4. Finally, add the year the IEP Goal should be met. For example, if the IEP meeting is occurring in 2013, the end date should be 2014.

**SAMPLE GOAL CODES:**
- 1MAAug2014
- 2RDAug2014
- 3WRAug2014

Objective Codes that may follow may be labeled:
- 1.1Obj.
- 1.2 Obj.
- 1.3 Obj.
- 1.4 Obj.

### Illinois Learning Standard #:_**
- **MUST INCLUDE LINK TO THE LEARNING STANDARD**

### Common Core Standard #:_**

**Indicate Goal Area:** ☒ Academic ☐ Functional ☒ Transition

**Title(s) of Goal Implementer(s)**

- Special Education Teacher, can have up to 3

<table>
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<tr>
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<th>Benchmark or Short-Term Objective</th>
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<th>Evaluation Procedure</th>
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<tbody>
<tr>
<td>Exemplar 1</td>
<td>Benchmarks should provide logical steps from the present level to the expected end criteria of the annual goal. Benchmarks can be written to systematically reduce prompts, increase percent correct, increase time limits, etc.</td>
<td>MUST be measurable</td>
<td>MUST be relevant to the benchmark</td>
<td>By Terms</td>
<td>**</td>
</tr>
</tbody>
</table>
GOALS AND OBJECTIVES/BENCHMARKS

Complete for initial IEPs and annual reviews. (Anyone responsible for implementing the IEP (e.g., goals and objectives/benchmarks, accommodations, modifications and supports) must be notified of her/his specific responsibilities.)

REPORTING ON GOALS

The progress on annual goals will be measured by the short-term objectives/benchmarks. Check the methods that will be used to notify parents of the student's progress on annual goals and if the progress is sufficient to achieve the goals by the end of the IEP year:

☐ Report cards ☒ Progress reports ☐ Parent conference ☐ other (specify): _

CURRENT ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE

Results of the initial or most recent evaluation and results on district-wide assessments relevant to this goal; performance in comparison to general education peers and standards.

Exemplar has made great gains in utilizing strategies for vocabulary development. He adequately defines and utilizes selected words in sentences but continues to demonstrate difficulty making associations among given words (synonyms/antonyms). Formal testing on the Clinical Evaluation of Language Fundamentals, Fourth edition (CELF-4), administered on 8/10/2013, revealed a Language Content score of 84. Please refer to speech-language evaluation report for additional information.

GOALS AND OBJECTIVES/BENCHMARKS

The goals and short-term objectives or benchmarks shall meet the student's educational needs that result from the student's disability, including involvement in and progress in the general curriculum, or for preschool students, participation in appropriate activities.

Goal Statement #: 2  Code: 2SPFeb2014
Exemplar will improve vocabulary/semantic development with 80% accuracy given minimal verbal support.

Illinois Learning Standard #: 1.A
Apply word analysis and vocabulary skills to comprehend selections with 80 percent accuracy.

Common Core Standard #: _

Indicate Goal Area: ☒ Academic ☐ Functional ☐ Transition

Title(s) of Goal Implementer(s)
Speech & Language Pathologist

<table>
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<tr>
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<th>Date Reviewed/Extent of Progress (Optional)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1</td>
<td>Exemplar will identify salient features of a given item with 80% accuracy given minimal verbal support.</td>
<td>with 80 percent accuracy</td>
<td>Data collection</td>
<td>By Terms</td>
<td>_</td>
</tr>
<tr>
<td>2.2 Obj.</td>
<td>Exemplar will provide synonyms/antonyms of selected words with 80% accuracy given minimal verbal support.</td>
<td>with 80 percent accuracy</td>
<td>Data collection</td>
<td>By Terms</td>
<td>_</td>
</tr>
</tbody>
</table>
GOALS AND OBJECTIVES/BENCHMARKS

Complete for initial IEPs and annual reviews. (Anyone responsible for implementing the IEP (e.g., goals and objectives/benchmarks, accommodations, modifications and supports) must be notified of her/his specific responsibilities.)

REPORTING ON GOALS

The progress on annual goals will be measured by the short-term objectives/benchmarks. Check the methods that will be used to notify parents of the student’s progress on annual goals and if the progress is sufficient to achieve the goals by the end of the IEP year:

☐ Report cards  ☒ Progress reports  ☐ Parent conference  ☐ other (specify): 

CURRENT ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE

Results of the initial or most recent evaluation and results on district-wide assessments relevant to this goal; performance in comparison to general education peers and standards.

March 2013 MAP Mathematics RIT score of 204 (5th percentile) with low scores in Number Sense, Measurement, Algebra, Geometry & Data Analysis & Probability subtests. This means that out of 100 students taking this test, Exemplar’s score was equal to or better than 5 of students tested. He has made some growth from October 2012 MAP Mathematics RIT score of 198 (4th percentile) of 6 points; typical growth is 3-5 points.

GOALS AND OBJECTIVES/BENCHMARKS

The goals and short-term objectives or benchmarks shall meet the student’s educational needs that result from the student’s disability, including involvement in and progress in the general curriculum, or for preschool students, participation in appropriate activities.

Goal Statement #: 3  Code: 3MAFeb2014

Use algebraic and analytical methods to identify and describe patterns and relationships in data, solve problems, and predict results with 75 percent accuracy.

Illinois Learning Standard #: 8. D

Use algebraic concepts and procedures to represent and solve problems with 75 percent accuracy.

Common Core Standard #: _

Indicate Goal Area: ☒ Academic  ☐ Functional  ☐ Transition

Title(s) of Goal Implementer(s)

Case Manager, Special Education Teacher

<table>
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<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>3.1 Obj.</td>
<td>Solve problems using numeric, graphic or symbolic representations of variables, expressions, equations and inequalities.</td>
<td>with 75 percent accuracy</td>
<td>Tests and Quizzes</td>
<td>By Terms</td>
<td></td>
</tr>
<tr>
<td>3.2 Obj.</td>
<td>Propose and solve problems using proportions, formulas and linear functions.</td>
<td>with 75 percent accuracy</td>
<td>Tests and Quizzes</td>
<td>By Terms</td>
<td></td>
</tr>
<tr>
<td>3.3 Obj.</td>
<td>Apply properties of powers, perfect squares and square roots.</td>
<td>with 75 percent accuracy</td>
<td>Tests and Quizzes</td>
<td>By Terms</td>
<td></td>
</tr>
</tbody>
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GOALS AND OBJECTIVES/BENCHMARKS

Complete for initial IEPs and annual reviews. (Anyone responsible for implementing the IEP (e.g., goals and objectives/benchmarks, accommodations, modifications and supports) must be notified of her/his specific responsibilities.)

REPORTING ON GOALS

The progress on annual goals will be measured by the short-term objectives/benchmarks. Check the methods that will be used to notify parents of the student's progress on annual goals and if the progress is sufficient to achieve the goals by the end of the IEP year:

☐ Report cards  ☒ Progress reports  ☐ Parent conference  ☐ other (specify): _

CURRENT ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE

Results of the initial or most recent evaluation and results on district-wide assessments relevant to this goal; performance in comparison to general education peers and standards.

Exemplar can continue to improve his relationship skills in the areas of communication and teamwork.

GOALS AND OBJECTIVES/BENCHMARKS

The goals and short-term objectives or benchmarks shall meet the student's educational needs that result from the student's disability, including involvement in and progress in the general curriculum, or for preschool students, participation in appropriate activities.

Goal Statement #: 4  Code: 4SWFeb2014

By the completion of this IEP, Exemplar will independently implement one or more strategies to improve his social emotional functioning with respect to relationship skills with 85 percent accuracy.

Illinois Learning Standard #: SEL2.C

Use communication and social skills to interact effectively with others with 85 percent accuracy.

Common Core Standard #: _

Indicate Goal Area:  ☒ Academic  ☐ Functional  ☐ Transition

Title(s) of Goal Implementer(s)

School Social Worker

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>4.1</td>
<td>Exemplar will demonstrate building relationships and social engagement by working well with in teams by soliciting others input at least once per week during social skills group.</td>
<td>One time per week</td>
<td>As observed by social worker</td>
<td>By Terms</td>
<td></td>
</tr>
<tr>
<td>4.2</td>
<td>Exemplar will demonstrate at least one strategy to display building relationships and social engagement by using body language to show he is active listening one time per week during social skills group.</td>
<td>One time per week</td>
<td>As observed by social worker</td>
<td>By Terms</td>
<td></td>
</tr>
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GOALS AND OBJECTIVES/BENCHMARKS

Complete for initial IEPs and annual reviews. (Anyone responsible for implementing the IEP (e.g., goals and objectives/benchmarks, accommodations, modifications and supports) must be notified of her/his specific responsibilities.)

REPORTING ON GOALS

The progress on annual goals will be measured by the short-term objectives/benchmarks. Check the methods that will be used to notify parents of the student's progress on annual goals and if the progress is sufficient to achieve the goals by the end of the IEP year:

- ☐ Report cards
- ☒ Progress reports
- ☐ Parent conference
- ☐ other (specify): _

CURRENT ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE

Results of the initial or most recent evaluation and results on district-wide assessments relevant to this goal; performance in comparison to general education peers and standards.

Measures of Academic Performance (MAP): For the MAP testing, the average percentile is 50 and the average range is considered to be between 25 and 75. Descriptors for subtests are Low (< 21 percentile); LoAvg (21-40 percentile); Avg (41-60 percentile); HiAvg (61-80 percentile); and High (> 80 percentile).

The March 2013 Reading RIT score of 193 (3rd percentile) with subtest scores in Word Analysis Vocabulary, Reading Strategies/Comprehension, Literature and Literary Works in the low range of ability. This means that out of 100 students taking this test, Exemplar's score was equal to or better than 3 of students tested.

GOALS AND OBJECTIVES/BENCHMARKS

The goals and short-term objectives or benchmarks shall meet the student's educational needs that result from the student's disability, including involvement in and progress in the general curriculum, or for preschool students, participation in appropriate activities.

Goal Statement #: 5  
Code: 5RDAug2014

Exemplar will develop reading study skills for use in the content areas, and as would be applied to a career in computer network management, with 85 percent accuracy. (education)

Illinois Learning Standard #: 1.B

Apply reading strategies to improve understanding and fluency with 85 percent accuracy.

Common Core Standard #: _

Indicate Goal Area:  ☒ Academic  ☐ Functional  ☒ Transition

Title(s) of Goal Implementer(s)

Case Manager, General Education Teacher

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<tbody>
<tr>
<td>5.1</td>
<td>Exemplar will develop reading study skills for use in the content areas, and as would be applied to a career in computer network management, with 75 percent accuracy. (education)</td>
<td>Tests and Quizzes</td>
<td>By Terms</td>
<td>_</td>
<td>_</td>
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GOALS AND OBJECTIVES/BENCHMARKS

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☐ Report cards  ☐ Progress reports  ☐ Parent conference  ☐ other (specify): _

CURRENT ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE

Results of the initial or most recent evaluation and results on district-wide assessments relevant to this goal; performance in comparison to general education peers and standards.

GOALS AND OBJECTIVES/BENCHMARKS

The goals and short-term objectives or benchmarks shall meet the student's educational needs that result from the student's disability, including involvement in and progress in the general curriculum, or for preschool students, participation in appropriate activities.

Goal Statement #: 6

Code: _

Illinois Learning Standard #: _

Common Core Standard #: _

Indicate Goal Area:  ☐ Academic  ☐ Functional  ☐ Transition

Title(s) of Goal Implementer(s)

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GOALS AND OBJECTIVES/BENCHMARKS

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☐ Report cards  ☐ Progress reports  ☐ Parent conference  ☐ other (specify):__

CURRENT ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE

Results of the initial or most recent evaluation and results on district-wide assessments relevant to this goal; performance in comparison to general education peers and standards.

GOALS AND OBJECTIVES/BENCHMARKS

The goals and short-term objectives or benchmarks shall meet the student's educational needs that result from the student's disability, including involvement in and progress in the general curriculum, or for preschool students, participation in appropriate activities.

Goal Statement #:7  Code:__

Illinois Learning Standard #:__

Common Core Standard #:__

Indicate Goal Area:  ☐ Academic  ☐ Functional  ☐ Transition

Title(s) of Goal Implementer(s)

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☐ Report cards  ☐ Progress reports  ☐ Parent conference  ☐ other (specify): _

CURRENT ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE

Results of the initial or most recent evaluation and results on district-wide assessments relevant to this goal; performance in comparison to general education peers and standards.

GOALS AND OBJECTIVES/BENCHMARKS

The goals and short-term objectives or benchmarks shall meet the student's educational needs that result from the student's disability, including involvement in and progress in the general curriculum, or for preschool students, participation in appropriate activities.

Goal Statement #: 8  Code:_

Illinois Learning Standard #: _

Common Core Standard #: _

Indicate Goal Area:  ☐ Academic  ☐ Functional  ☐ Transition

Title(s) of Goal Implementer(s)

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GOALS AND OBJECTIVES/BENCHMARKS

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☐ Report cards  ☐ Progress reports  ☐ Parent conference  ☐ other (specify):_

CURRENT ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE

Results of the initial or most recent evaluation and results on district-wide assessments relevant to this goal; performance in comparison to general education peers and standards.

GOALS AND OBJECTIVES/BENCHMARKS

The goals and short-term objectives or benchmarks shall meet the student's educational needs that result from the student's disability, including involvement in and progress in the general curriculum, or for preschool students, participation in appropriate activities.

Goal Statement #: 9  Code: _

Illinois Learning Standard #:_

Common Core Standard #:_

Indicate Goal Area:  ☐ Academic  ☐ Functional  ☐ Transition

Title(s) of Goal Implementer(s)

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EDUCATIONAL ACCOMMODATIONS AND SUPPORTS

Complete for initial IEPs and annual reviews. (Anyone responsible for implementing the educational accommodations must be notified of her/his specific responsibilities).

TRANSITION

☒ Yes ☐ No ☐ NA Consideration of service needs, goals, and support/services is required (by age 14 ½, the team must address transition service needs). If yes, complete the "Transition Services" section of the IEP.

☒ Yes ☐ No ☐ NA Consideration of "Home-Based Support Services Program for Mentally Disabled Adults" for eighteen-year-old student is required. If yes, complete the "Home-Based Support Services Program" section of the IEP.

CONSIDERATION OF SPECIAL FACTORS

Check the boxes to indicate if the student requires any supplementary aids and/or services due to the following factors. For any box checked "yes," specify the special factors in the "Supplementary Aids, Accommodations and Modifications" section listed below.

☒ Yes ☐ No Assistive technology devices and services

☒ Yes ☐ No Communication needs

☐ Yes ☒ No Deaf/hard of hearing - languages and communication needs

☒ Yes ☐ No Limited English proficiency - language needs

☐ Yes ☒ No Blind/visually impaired - provision of Braille instruction

☐ Yes ☒ No Behavior impedes student's learning or that of others. If yes, the team must consider strategies, including positive behavioral interventions and supports to address behavior. This may include a Functional Behavioral Assessment and/or a Behavioral Intervention Plan. If, so attach any completed forms.

LINGUISTIC AND CULTURAL ACCOMMODATIONS

☒ Yes ☐ No The student required accommodations for the IEP to meet her/his linguistic and cultural needs. If yes, specify any needed accommodations:

<table>
<thead>
<tr>
<th>ESPED SCREEN 33</th>
</tr>
</thead>
<tbody>
<tr>
<td>Note: If limited English proficiency is checked &quot;Yes&quot; in the box under &quot;CONSIDERATIONS OF SPECIAL FACTORS&quot; (section above), relevant information MUST be entered in this text box.</td>
</tr>
<tr>
<td>EXAMPLE: Extended time on tests and quizzes to allow Exemplar to express his answers verbally in his native language or English before writing his answers down</td>
</tr>
<tr>
<td>Bilingual instructional assistant for language support when needed</td>
</tr>
<tr>
<td>Deliberate vocabulary instruction (preteach, incorporate academic vocabulary)</td>
</tr>
<tr>
<td>Model use of binder system, notes, graphic organizers, sentence formation, etc.</td>
</tr>
<tr>
<td>The opportunity to use native language with peer for peer clarification of instructions when appropriate</td>
</tr>
<tr>
<td>08/27/2012</td>
</tr>
<tr>
<td>Ima Sped, IEP Case Manager</td>
</tr>
</tbody>
</table>

☐ Yes ☒ No Special education and related services will be provided in a language or mode of communication other than or in addition to English. If yes, specify any needed accommodations:

SUPPLEMENTARY AIDS, ACCOMMODATIONS, AND MODIFICATIONS

Specify what aids, accommodations, and modifications are needed for the child to make progress toward annual goals, to progress in the general education curriculum, participate in extracurricular and other non-academic activities, and to be educated and participate with other children with disabilities and/or nondisabled children (e.g., accommodations for daily work, environmental accommodations, moving from class to class, etc.). Supplementary aids, accommodations, and modifications must be based upon peer-review research to the extent practicable.

| ESPED SCREEN 34 (1st Text Box) |
NOTE: These can be entered from the drop down menu, or they can be entered directly into the text box.

NOTE: Once you have entered from the drop down menu, you can backspace before each accommodation/modification to reduce the space in the printed document.

NOTE: ADDITIONAL BEST PRACTICE INFORMATION
This is the place on the IEP where you can enter additional information that you want to share with general education teachers and departmental IAs for best practice. In this section, use the heading, ADDITIONAL BEST PRACTICE INFORMATION.” This will print out on the IEP at-a-glance to be shared at the beginning of each term. You can print the IEP at-a-glance by clicking on the “Reports” and then selecting the IEP at-a-glance option from the bundled reports list.

EXAMPLE 1:
Assignments: Give directions in small, distinct steps
Assignments: Read written work to student
Assignments: Shorten tasks to accomplish longer tasks
Assignments: Show samples as models, visual models
Materials: Special Equipment: Calculator
Miscellaneous: Seat next to good role model
Presentation of Subject Matter: Check student’s lesson comprehension
Presentation of Subject Matter: Pre-teach vocabulary
Presentation of Subject Matter: Read text aloud
Testing Adaptations: Read test to student at a slower pace
Testing Adaptations: Provide study guide prior to test
Testing Adaptations: Extended time on tests

ADDITIONAL BEST PRACTICE INFORMATION:
Exemplar has been in the ELL program since the start of his high school career. He has made great progress learning the English language and is eager to continue expanding his language skills. At times he does get stuck with lack of knowing the appropriate translations from one language to another.

08/27/2012
Ima Sped, IEP Case Manager

EXAMPLE 2:
Testing: Extended time, tests read aloud, use of calculator, reclarification of question, if main point is misinterpreted by student.
Encourage student to respond verbally to questions prior to writing down his answers.

Classroom: Preferential seating (front & off center) for vision and focus
Exemplar may require clarification prior to beginning a project or multistep assignment.
Break large projects into smaller segments.
Provide class notes (when requested by student)

ADDITIONAL BEST PRACTICE INFORMATION:
Exemplar has a history of exercise-induced asthma and utilizes an inhaler as needed. He should be allowed to modify his activity level during physical education class, per doctor’s note on file with the school nurse.

08/27/2012
Ima Sped, IEP Case Manager

SUPPORTS FOR SCHOOL PERSONNEL

☒ Yes ☐ No
Program trainings and/or supports for school personnel are needed for the student to advance appropriately toward attaining the annual goals, participate in the general curriculum, and be educated and participate with other students in educational activities. If yes, specify what trainings and/or supports are needed, including when appropriate, the information that clarifies when the trainings and/or supports will be provided, by whom, in what location, etc.

ESPED SCREEN 34 (2nd Text Box)

NOTE: These can be entered from the drop down menu, or they can be entered directly into the text box. This should always include sharing the IEP at-a-glance form with general education teachers each term. Once you have entered from the drop down menu, you can backspace before each
accommodation/modification to reduce the space in the printed document.

EXAMPLE:
Provide Best Practice Information
### ASSESSMENT

#### CLASSROOM-BASED ASSESSMENTS

| ☒ Yes | ☐ No | Student requires accommodations to participate in classroom-based assessments. |
| ☐ Yes | ☒ No | Student requires alternate assessment/methods to participate in classroom-based assessments |

#### DISTRICT-WIDE ASSESSMENTS

- ☐ District does not administer district-wide assessments
- ☐ District does not administer district-wide assessments at this grade level: _

**Student will:**

- ☐ Participate in the entire district-wide assessment with no accommodations
- ☒ Participate in the entire district-wide assessment with accommodations
- ☐ Participate in part(s) of the district wide assessment (specify) __________
- ☐ Participate in the district-wide alternate assessment

#### STATE ACADEMIC ASSESSMENTS

The State academic assessments are the Illinois Standards Achievement Test (ISAT) at grades 3-8 and the Prairie State Achievement Exam (PSAE) at grade 11 and Illinois Alternate Assessment (IAA) in grades 3-8 and 11.

- ☐ State academic assessments are not administered at this grade level _

**Student will:**

- ☐ Participate in the ISAT/PSAE with no accommodations
- ☒ Participate in the ISAT/PSAE with accommodations
- ☐ Participate in the IAA

If the student will participate in the IAA, the following were met:

- ☐ The ISAT/PSAE is not appropriate (specify) __________
  - Specifically for students with "significant cognitive disability."
- ☐ The IAA participation guidelines were met
- ☐ The alternate assessment selected is appropriate for the student (explain) __________

#### STATE ASSESSMENT OF LANGUAGE PROFICIENCY

The State assessment of language proficiency is Assessing Comprehension and Communication in English State to State (ACCESS) in grades K-12

- ☐ ACCESS is not administered at this grade level _
- ☒ Yes ☐ No ENGLISH LANGUAGE LEARNER (ELL). If "NO", skip to next section

**Student will:**

- ☐ Participate in the ACCESS with no accommodations
- ☐ Participate in the ACCESS with accommodations
- ☐ Participate in the Alternate ACCESS

#### ASSESSMENT ACCOMMODATIONS

If the student is participating in any of the above assessment(s) with accommodations, specify the needed accommodations (e.g., extended time, alternate setting, auditory testing) necessary to measure the student's academic achievement and functional performance. **The accommodations should be appropriate for that particular assessment and reflective of those already identified for the student in the Supplementary Aids, Accommodations, and Modifications section.**
ASSESSMENT

ESPED SCREEN 36

NOTE: Information can be entered from drop down menu or it can be entered directly into this text box. Once you have entered from the drop down menu, you can backspace before each accommodation/modification to reduce the space in the printed document.

NOTE: THIS IS THE PAGE TO PRINT FOR ACT ACCOMMODATIONS. The accommodations listed here should be consistent with ACT or other standardized accommodations. Please use the drop down menu to make your selections.

EXAMPLE 1:
Alternate setting
One on One Reader’s Script
Extended time each test; test over multiple days

EXAMPLE 2:
Assistance marking responses
Standard time each test; test over multiple days
Booklet, Large Type

EXAMPLE 3:
Alternate setting
Audio DVDs
Extended time each test; test over multiple days
**EDUCATIONAL SERVICES AND PLACEMENT**

**PARTICIPATION IN GENERAL EDUCATION CLASSES**

The IEP must address all content areas, classes, and specify if the student will participate in general physical education.

<table>
<thead>
<tr>
<th>General Education with No Supplementary Aids</th>
<th>Minutes Per Week in Setting (Optional)</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Specify content areas, classes, whether or not the child will participate in general physical education, and extracurricular and other nonacademic activities.)</td>
<td></td>
</tr>
</tbody>
</table>

**ESPED SCREEN 39 (1st Text Box)**

*NOTE: Information listed in this text box should include environments in which the student will be functioning without supplementary aids or accommodations.*

**EXAMPLE:**

Exemplar will participate in general education physical education classes, lunch and passing periods with no accommodations.

<table>
<thead>
<tr>
<th>General Education with Supplementary Aids (as specified in the Supplementary Aids section)</th>
<th>Minutes Per Week in Setting (Optional)</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Specify content areas, classes, whether or not the child will participate in general physical education, and extracurricular and other nonacademic activities with supports, if applicable.)</td>
<td></td>
</tr>
</tbody>
</table>

**ESPED SCREEN 39 (2nd Text Box)**

*NOTE: Information in this text box should include classes in which the student will receive the support of a Departmental Instructional Assistant and/or will have accommodations in place from his/her IEP. If you are ABSOLUTELY SURE the student will be in an Essentials level co-taught class it could be listed on screen 36 using the minutes formula. However, if you are unsure of the level of support the student will need the class should be listed in this text box and you do not list any minutes.*

**NOTE: if a student is in general education homeroom, you will list “homeroom” in this text box on this screen.**

**EXAMPLE:**

Exemplar will be enrolled in science, health, and elective classes with supports and accommodations as listed in his IEP.

**Special Education and Related Services within the General Education Classroom**

(Specify content areas and classes in which the child will participate with the provision of special education and related services. List each special education and related service that will be provided during each class.)

<table>
<thead>
<tr>
<th>Service Type</th>
<th>Description</th>
<th>Location</th>
<th>Frequency/Duration</th>
<th>Start Date</th>
<th>End Date</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Special</td>
<td></td>
<td></td>
<td>x</td>
<td>08/15/2013</td>
<td>08/13/2014</td>
<td>Classes are to be entered using the minutes formula.</td>
</tr>
<tr>
<td>Special</td>
<td></td>
<td></td>
<td>x</td>
<td>08/15/2013</td>
<td>08/13/2014</td>
<td>Use the student’s current year schedule 4 terms</td>
</tr>
<tr>
<td>Special</td>
<td>Co-taught Math Class</td>
<td>General Education Classroom</td>
<td>5x86</td>
<td>08/15/2013</td>
<td>08/13/2014</td>
<td></td>
</tr>
</tbody>
</table>

**PARTICIPATION IN SPECIAL EDUCATION CLASSES/SERVICES**

The IEP must address all special education and related services.
## Educational Services and Placement

### Special Education and Related Services - Outside General Education

<table>
<thead>
<tr>
<th>Service Type</th>
<th>Description</th>
<th>Location</th>
<th>Frequency/Duration</th>
<th>Start Date</th>
<th>End Date</th>
<th>Comments</th>
<th>Minutes Per Week in Setting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Special</td>
<td>Instructional English Class</td>
<td>Special Education Classroom</td>
<td>5 x 86</td>
<td>08/15/2013</td>
<td>08/13/2014</td>
<td>4 Terms</td>
<td>0</td>
</tr>
<tr>
<td>Special</td>
<td>Instructional Social Studies Class</td>
<td>Special Education Classroom</td>
<td>5 x 43</td>
<td>08/15/2013</td>
<td>08/13/2014</td>
<td>2 Terms</td>
<td></td>
</tr>
<tr>
<td>Special</td>
<td>Special Education Homeroom</td>
<td>Special Education Classroom</td>
<td>4 x 30</td>
<td>08/15/2013</td>
<td>08/13/2014</td>
<td>Homeroom with case manager</td>
<td></td>
</tr>
<tr>
<td>Related</td>
<td>24 - Social Work Services</td>
<td>Therapy Room</td>
<td>1 x 20</td>
<td>08/15/2013</td>
<td>08/13/2014</td>
<td>Rotating basis during Instructional courses</td>
<td></td>
</tr>
<tr>
<td>Related</td>
<td>23 - Speech/Language Services</td>
<td>Special Education Classroom</td>
<td>1 x 30</td>
<td>08/15/2013</td>
<td>08/13/2014</td>
<td>Cotreat during Homeroom time</td>
<td></td>
</tr>
</tbody>
</table>

### Educational Environment (EE) Calculation (Ages 6-21)

- 2275 1. Total Bell to Bell Minutes
- 0 2. Total Number of Minutes Outside of the General Education Setting

### Educational Environment Considerations

To the maximum extent appropriate, all students shall be educated and participate with students who are non-disabled. Provide an explanation of the extent, if any, to which the student will not participate in general education classes and activities.

- ☒ Yes ☐ No Special education classes, separate schooling, or removal from the regular education environment is required because the nature or severity of the student's disability is such that education in general classes with the use of supplementary aids and services cannot be achieved satisfactorily.

**Explain:**

**ESPED SCREEN 40 (1st Text Box)**

*NOTE: This is the text box in which you list the student’s attendance in special education homeroom class, and any other instructional classes that result in the student being removed from the general education setting along with the reason why they require special education classes/Homeroom.*

**EXAMPLE:**

Based on Exemplar's difficulties with reading and writing skills, he will continue to need the support and monitoring available in the special education homeroom with his Case Manager. This support will assist him with keeping track of his grades, credits, assignments, and homework so that he can maintain the pace necessary to earn his credits toward graduation.

- ☒ Yes ☐ No Will participate in nonacademic activities with nondisabled peers and have the same opportunity to participate in extracurricular activities as nondisabled peers.

**ESPED SCREEN 40 (2nd text box)**

If no, explain:

- ☒ Yes ☐ No Will attend the school he or she would attend if nondisabled.

**ESPED SCREEN 40 (3rd Text Box)**

If no, explain:
EDUCATIONAL SERVICES AND PLACEMENT

**PLACEMENT CONSIDERATIONS**

When determining the placement, consider any potentially harmful effect either on the student or the quality of services that he/she needs. After determining the student's placement, complete the "Placement" section on this cover sheet.

- Yes
- **NA**

For a child who is deaf, hard of hearing, blind or visually impaired, parents have been informed of existence of the Illinois School for the Deaf or the Illinois School for the Visually Impaired, and other local schools that provide similar services.

<table>
<thead>
<tr>
<th>PLACEMENT OPTIONS CONSIDERED</th>
<th>POTENTIALLY HARMFUL EFFECT/REASONS REJECTED</th>
<th>TEAM ACCEPTS PLACEMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>ESPED SCREEN 40</td>
<td>ESPED SCREEN 40</td>
<td>☒ Yes ☐ No</td>
</tr>
<tr>
<td>NOTE: You MUST list at least three options considered.</td>
<td>NOTE: You MUST list reasons the option was rejected for the two options you considered but didn't choose. You MUST also list the potential harmful effects for the placement option selected. Choices starting with the word 'Placement' is for when Placement is rejected;</td>
<td></td>
</tr>
<tr>
<td>EXAMPLE:</td>
<td>All other choices are potential harmful effects for Placement that is chosen.</td>
<td></td>
</tr>
<tr>
<td>01 - Inside general education classroom 80% or more of the school day</td>
<td>EXAMPLE: Placement will not provide level of support needed Placement will not provide needed structure</td>
<td></td>
</tr>
</tbody>
</table>

| ESPED SCREEN 40             | ESPED SCREEN 40                           | ☒ Yes ☐ No             |
| NOTE: You MUST list at least three options considered. | NOTE: You MUST list reasons the option was rejected for the two options you considered but didn't choose. |                  |
| EXAMPLE:                    | You MUST also list the potential harmful effects for the placement option selected. Choices starting with the word 'Placement' is for when Placement is rejected; |                  |
| 02 - Inside general education classroom 40% - 79% of the school day | All other choices are potential harmful effects for Placement that is chosen. |                  |
| EXAMPLE:                    | EXAMPLE: May reduce class option choices within the schedule |                  |
|                            | Student may fall behind, get overwhelmed and shut down |                  |
|                            | Student may resist receiving accommodations in Gen Ed |                  |

| ESPED SCREEN 40             | ESPED SCREEN 40                           | ☐ Yes ☒ No             |
| NOTE: You MUST list at least three options considered. | NOTE: You MUST list reasons the option was rejected for the two options you considered but didn't choose. |                  |
| EXAMPLE:                    | You MUST also list the potential harmful effects for the placement option selected. Choices starting with the word 'Placement' is for when Placement is rejected; |                  |
| 03 - Inside the general education classroom less than 40% of the school day | |                  |
EDUCATIONAL SERVICES AND PLACEMENT

All other choices are potential harmful effects for Placement that is chosen.
EXAMPLE:
Placement is too restrictive
Placement removes student excessively from general ed

TRANSPORTATION

Check all that apply
☐ Yes ☒ No Special transportation is required to and from schools and/or between schools.
☐ Yes ☒ No Special transportation is required in and around school buildings.
☐ Yes ☒ No Specialized equipment (such as special or adapted buses, lifts, and ramps) is required.

Please explain and/or detail transportation plan:

EXTENDED SCHOOL YEAR SERVICES

☐ Yes ☒ No Extended school year services are needed. The IEP team must document the consideration of the need for extended school year services and the basis for the determination.

NOTE: You MUST address the possible need for Extended School Year (ESY) for ANY student with an IEP.

If yes, the IEP must indicate the type, amount and duration of services to be provided.

<table>
<thead>
<tr>
<th>Service Type</th>
<th>Description</th>
<th>Location</th>
<th>Frequency/Duration</th>
<th>Start Date</th>
<th>End Date</th>
<th>Goal(s) Addressed</th>
<th>Comments</th>
</tr>
</thead>
</table>
SECONDARY TRANSITION

Complete for students age 14½ and older, and when appropriate for students younger than age 14½. Post-school outcomes should guide the development of the IEP for students age 14½ and older.

AGE-APPROPRIATE TRANSITION ASSESSMENTS

<table>
<thead>
<tr>
<th>Transition Assessments (Including student and family survey/interview)</th>
<th>Assessment Type</th>
<th>Responsible Agency/Person</th>
<th>Date Conducted</th>
<th>Report Attached</th>
<th>Goal #</th>
</tr>
</thead>
<tbody>
<tr>
<td>TRAINING</td>
<td>☒ None needed</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>INDEPENDENT LIVING SKILLS</td>
<td>☒ None needed</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

POST-SECONDARY OUTCOMES (address by age 14½)

Indicate and project the desired appropriate measurable post-secondary outcomes/goals as identified by the student, parent and IEP team. Goals are based upon age appropriate transition assessments related to employment, education and/or training, and where appropriate, independent living skills.

Employment (e.g., competitive, supported shelter, non-paid employment as a volunteer or training capacity, military): AND

GOAL #1 Upon graduation from high school, Exemplar will work on-campus part-time in the computer labs at the college he attends.

GOAL #2 Upon graduation from college, Exemplar will work as a network manager for a local medical company.

08/14/13
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Post-Secondary Education (e.g., community college, 4-year university, technical/vocational/trade school): AND/OR

GOAL #3 Upon completion of high school, Exemplar will attend courses at College of Lake County working toward a degree in computer science that will transfer to a four year college to obtain a bachelors degree.

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Ima Sped, Case Manager

Post-Secondary Training (e.g., vocational or career field, vocational training program, independent living skills training, apprenticeship, OJT, job corps): AND

IF APPLICABLE, Independent Living (e.g., independent living, health/safety, self-advocacy/future planning, transportation/mobility, social relationships, recreation/leisure, financial/income needs):
## COURSE OF STUDY (address by age 14½)

Identify a course of study that is a long-range educational plan or multi-year description of the educational program that directly relates to the student's anticipated post-school goals, preferences and interests as described above.

<table>
<thead>
<tr>
<th>Year 1 - Age 14/15</th>
<th>Year 2 - Age 15/16</th>
<th>Year 3 - Age 16/17</th>
<th>Year 4 - Age 17/18</th>
<th>Extended - Age 18/21</th>
</tr>
</thead>
<tbody>
<tr>
<td>(I - Instructional) English/Read 180</td>
<td>(CT - Co-Taught) English 2 Essentials</td>
<td>(CT - Co-Taught) English 3 Essentials</td>
<td>(G - General) English 4 electives</td>
<td></td>
</tr>
<tr>
<td>(I) Algebra</td>
<td>(I) Algebra 2</td>
<td>(I) Geometry</td>
<td>(G) Intro to Business</td>
<td></td>
</tr>
<tr>
<td>(CT) World History</td>
<td>(CT) US History</td>
<td>(G) Consumer Economics</td>
<td>(G) Visual Basics</td>
<td></td>
</tr>
<tr>
<td>(CT) Conceptual Physics</td>
<td>(CT) Conceptual Chemistry</td>
<td>(G) Biology</td>
<td>(G) Advanced Visual Basics</td>
<td></td>
</tr>
<tr>
<td>(G) Health/PE</td>
<td>(G) Drivers Ed/PE</td>
<td>(G) PE</td>
<td>(G) PE</td>
<td></td>
</tr>
<tr>
<td>(I) Learning Strategies</td>
<td>(G) Intro to Microsoft Apps 1</td>
<td>(G) US Government</td>
<td>(G) Tech Campus-Computer Support Services</td>
<td></td>
</tr>
</tbody>
</table>
**TRANSITION SERVICES** (address by age 14½)

Please include, if appropriate, needed linkages for outside agencies, (e.g., DMH, DRS, DSCC, PAS, SASS, SSI, WIC, DHCFS, etc.)

<table>
<thead>
<tr>
<th>INSTRUCTION (e.g., tutoring, skills training, prep for college entrance exam, accommodations, adult basic ed.)</th>
<th>Provider Agency and Position</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Take PLAN test</td>
<td>1. MHS staff, student, parents</td>
</tr>
<tr>
<td>2. Introduction to self-directed IEP meetings</td>
<td>2. Case Manager, student</td>
</tr>
<tr>
<td>3. Take courses toward graduation requirements</td>
<td>3. Counselor, student</td>
</tr>
<tr>
<td>4. Enroll in electives in choice areas of study</td>
<td>4. Counselor, student</td>
</tr>
<tr>
<td>5. Practice self-advocacy skills</td>
<td>5. Case manager, student, Strategies class</td>
</tr>
<tr>
<td>6. Instruction related to word processing (Microsoft apps) skills</td>
<td>6. Student, Microsoft Apps Class</td>
</tr>
<tr>
<td>7. Tutoring (peer or teacher) in reading comprehension strategies.</td>
<td>7. Case Manager, student, FAST</td>
</tr>
<tr>
<td>8. Instruction toward completion of core content requirement (English, math, social studies, science)</td>
<td>8. MHS Staff, student</td>
</tr>
<tr>
<td>9. Instruction in elective courses for career interests and life skill development</td>
<td>9. MHS Staff, student</td>
</tr>
<tr>
<td>10. Study skills instruction</td>
<td>10. MHS Staff, student</td>
</tr>
<tr>
<td>11. Test taking instruction</td>
<td>11. MHS Staff, student</td>
</tr>
<tr>
<td>12. Self-advocacy training related to needed accommodations</td>
<td>12. MHS Staff, student</td>
</tr>
<tr>
<td>13. Take Practice ACT (PACT)</td>
<td>13. MHS staff, student, parents</td>
</tr>
<tr>
<td>14. Participate in self-directed IEP meeting</td>
<td>14. MHS staff, student, parents</td>
</tr>
<tr>
<td>15. Enroll in vocational class(es)</td>
<td>15. MHS staff, student, parents</td>
</tr>
</tbody>
</table>

(If none, indicate "none")

<table>
<thead>
<tr>
<th>Goal # (s) if appropriate</th>
<th>1, 2, 3, 4</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Date/Year to be Addressed</th>
<th>1. April 2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Fall 2010</td>
<td>2. Fall 2010</td>
</tr>
<tr>
<td>3. 2010-2011</td>
<td>3. 2010-2011</td>
</tr>
<tr>
<td>5. 2010-2011</td>
<td>5. 2010-2011</td>
</tr>
<tr>
<td>7. 2010-2011</td>
<td>7. 2010-2011</td>
</tr>
<tr>
<td>8. 2010-2011</td>
<td>8. 2010-2011</td>
</tr>
<tr>
<td>10. 2010-2011</td>
<td>10. 2010-2011</td>
</tr>
<tr>
<td>11. 2010-2011</td>
<td>11. 2010-2011</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Date/Year Completed</th>
<th>1. April 2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Fall 2010</td>
<td>2. Fall 2010</td>
</tr>
<tr>
<td>3. 5/2011</td>
<td>3. 5/2011</td>
</tr>
<tr>
<td>4. 1/2011</td>
<td>4. 1/2011</td>
</tr>
<tr>
<td>5. 5/2011</td>
<td>5. 5/2011</td>
</tr>
<tr>
<td>7. 5/2011</td>
<td>7. 5/2011</td>
</tr>
<tr>
<td>8. 5/2011</td>
<td>8. 5/2011</td>
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<td>10. 5/2011</td>
<td>10. 5/2011</td>
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<td>11. 5/2011</td>
<td>11. 5/2011</td>
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<tr>
<td>13. 4/2012</td>
<td>13. 4/2012</td>
</tr>
<tr>
<td>14. 9/24/10</td>
<td>14. 9/24/10</td>
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<tr>
<td>15. 1/2011</td>
<td>15. 1/2011</td>
</tr>
</tbody>
</table>

**RELATED SERVICES** (e.g., transportation, social services, medical services, technology, support services)
TRANSITION SERVICES (address by age 14½)

1. Speech language services to improve expressive communications  
2. Occupational therapy services to improve handwriting  
3. Determine transportation/mobility needs  

(If none, indicate "none")

<table>
<thead>
<tr>
<th>Provider Agency and Position</th>
<th>Goal #(s) if appropriate</th>
<th>Date/Year to be Addressed</th>
<th>Date/Year Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Speech/Language Pathologist, parents, student</td>
<td>1, 2, 3</td>
<td>1. 2010-2011, 2011-2012</td>
<td>1. 2010</td>
</tr>
</tbody>
</table>

COMMUNITY EXPERIENCES (e.g., job shadow, work experiences, banking, shopping, transportation, tours of post-secondary settings)

1. Explore extracurricular activities (e.g., sports team or drama club)  
2. Participate in age appropriate social activities (dances, concerts, sporting events, etc.)  
3. SWEP (Secondary Work Experience Program)  
4. Explore/participate in recreation & leisure interests  
5. Explore employment opportunities  
6. Sign up for a Library Card  
7. Meet with College of Lake County Office of Admissions personnel  
8. Pursue career or job shadowing opportunity  
9. Obtain a driver’s license  
10. Complete job application for employment  
11. Obtain and hold summer or after school job  
12. Volunteer in community or community service hours  

(If none, indicate "none")

<table>
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<th>Date/Year Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. MHS Staff, student</td>
<td>1, 2</td>
<td>1. 9/2010</td>
<td>1. 10/2010</td>
</tr>
<tr>
<td>2. Parent, students</td>
<td></td>
<td>2. 2010-2011</td>
<td>2. 2/2011</td>
</tr>
<tr>
<td>3. SWEP Coordinator, student</td>
<td></td>
<td>3. Fall 2012</td>
<td>3. 10/2010</td>
</tr>
<tr>
<td>5. Parents, student</td>
<td></td>
<td>5. 5/2011</td>
<td>5. 5/2011</td>
</tr>
<tr>
<td>7. College of Lake County Personnel</td>
<td></td>
<td>7. 1/2013</td>
<td>7. 1/2013</td>
</tr>
</tbody>
</table>
**Student Name:** Exemplar Imagreat Asample  
**Date of Meeting:** 08/14/2013

## Transition Services (Address by Age 14½)

### Development of Employment and Other Post-School Adult Living Objectives
(e.g., career planning, guidance counseling, job try-outs, register to vote, adult benefits planning)

1. Take the Career Cruising Matchmaker Interest Inventory and set up a portfolio to save data
2. Career exploration
3. Explore post-secondary goals
4. Review high school course of study
5. Take the Aviator Interest Inventory with SEDOL staff member
6. Take the Career Cluster Inventory (CIS) online
7. Create/Develop post secondary goals
8. Tour Technology Campus programs

(If none, indicate "none")

<table>
<thead>
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<th>Date/Year Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Case manager, student</td>
<td>1, 2, 3</td>
<td>1. Fall 2011</td>
<td>1. 10/25/11</td>
</tr>
<tr>
<td>MHS Staff, student, parents</td>
<td></td>
<td>2. 2011-2012</td>
<td></td>
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<tr>
<td>MHS Staff, student, parents</td>
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<td>3.1/2011</td>
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<tr>
<td>Counselor, Case Manager, student, parents</td>
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<td>4. 2011-2012</td>
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<tr>
<td>Case Manager, SEDOL Staff, student, parents</td>
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<td>5. 2011-2012</td>
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<tr>
<td>Case Manager, student, parents</td>
<td></td>
<td>6. Fall 2011</td>
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<tr>
<td>Case Manager, student, parents</td>
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<td>7. 4/2012</td>
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<tr>
<td>Case Manager, SEDOL Staff, student, parents</td>
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<td>8. 2011-2012</td>
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</table>

### Appropriate Acquisition of Daily Living Skills and/or Functional Vocational Evaluation
(e.g., self-care, home repair, home health, money, independent living, job and career interests, aptitudes and skills)

None

(If none, indicate "none")

**Provider Agency and Position**

**Goal #(s) if appropriate**

**Date/Year to be Addressed**

**Date/Year Completed**

### Linkages to After Graduation Supports/Services
(e.g. DRS, DMH, DSSC, PAS, SASS, SSI, WIC, DHCFS, CILs)

1. Apply for Social Security Income (SSI) with the Social Security Office
2. Apply Social Security Disability Insurance (SSDI) with the Social Security Office
3. Apply with Division of Rehabilitation Services (DRS) to establish an individual plan for employment (IPE).
4. Apply for State of Illinois/Disabled Person Identification Card through the Secretary of State's Driver's License Facilities.

**Provider Agency and Position**

**Goal #(s) if appropriate**

**Date/Year to be Addressed**

**Date/Year Completed**

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**TRANSITION SERVICES (address by age 14½)**

(If none, indicate "none")

<table>
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<td>1.</td>
<td>2.</td>
<td>3.</td>
<td>4.</td>
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**HOME-BASED SUPPORT SERVICES PROGRAM**

☐ Yes ☒ No

The student has a developmental disability and may become eligible for the program after reaching age 18 and when no longer receiving special education services.

If yes, complete the following statements:

- **Plans for determining the student’s eligibility for home-based services:**

- **Plans for enrolling the student in the program of home-based services:**

- **Plans for developing a plan for the student’s most effective use of home-based services after reaching age 18 and when no longer receiving special education services:**