

Student ID: [redacted]
WA SSID: [redacted]
Date of Birth: [redacted]



Individualized Education Program (IEP) Cover Page

Student's Name: [redacted] IEP Date: 05/28/2012
Grade: 11 Age*: 17 Disability (if identified): Autism
Parent/Guardian/Adult Student: [redacted] Primary language at home: English
Parent interpreter needed? Yes No Surrogate parent: Yes No If yes, name: _____
Home Address: [redacted]
Phone # (H): [redacted] Phone # (W): [redacted]
Attending School: [redacted] HIGH SCHOOL Is this student's neighborhood school? Yes No
Most recent evaluation date 09/28/2010 Plan start date 05/28/2012
Next re-evaluation must occur before this date 09/28/2013 Plan end date 05/27/2013
Date of Plan meeting 05/22/2012
Date parent notified of Plan meeting 05/09/2012 Date student notified of Plan meeting 05/09/2012
(if transition will be discussed)
Primary Staff Contact: [redacted] Special Education Teacher
Phone Number: _____

The list below indicates that the individual participated in the development of this Plan and the placement decision; it does not authorize consent.

| Excused | Name of Participant | Title |
|--------------------------|---------------------|------------------------------------|
| <input type="checkbox"/> | [redacted] | <u>District Representative</u> |
| <input type="checkbox"/> | [redacted] | <u>General Education Teacher</u> |
| <input type="checkbox"/> | [redacted] | <u>General Education Teacher</u> |
| <input type="checkbox"/> | [redacted] | <u>General Education Teacher</u> |
| <input type="checkbox"/> | [redacted] | <u>General Education Teacher</u> |
| <input type="checkbox"/> | [redacted] | <u>IEP Manager</u> |
| <input type="checkbox"/> | [redacted] | <u>Parent/Guardian</u> |
| <input type="checkbox"/> | [redacted] | <u>Parent/Guardian</u> |
| <input type="checkbox"/> | [redacted] | <u>Special Education Teacher</u> |
| <input type="checkbox"/> | [redacted] | <u>Speech Language Pathologist</u> |
| <input type="checkbox"/> | [redacted] | <u>Student</u> |

* The student must be informed at least one year prior to turning 18 that the IDEA procedural safeguards (rights) transfer to him/her at age 18 and be provided with an explanation of those procedural safeguards.

Date informed: 05/22/2012 Projected Graduation/Exit Date: 06/14/2013

Comments: [redacted] is passing his current courses in high school and will continue working toward his required credits needed to graduate with his 4-yr cohort.

If the parent did not attend, what method was used to ensure their participation:

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Team Considerations

Meeting Date: 05/22/2012

PURPOSE: During the IEP meeting the following factors must be considered by the IEP team. Best practice suggests that the IEP team document that the factors were considered and any decision made relative to each. The factors are addressed in other sections of the IEP if not documented on this page. (for example: see Present Levels of Academic and Functional Performance)

- The strengths of the student and the concerns of the parents for enhancing the education of their child.
[REDACTED] is a logical, practical thinker and would benefit from vocational training program. He enjoys computers and photography. When engaged, he can be humorous. [REDACTED] enjoys sharing facts and sharing his wealth of knowledge with others.

Parent concerns: Parents are concern about [REDACTED] post-high school and his ability to transition when under stress.
- The results of the student's performance on any general state or district-wide assessments.
[REDACTED] has taken and passed all appropriate state assessments (HSPE & EOC).
Reading - 451/400 (level 4), Writing - 23/20 (level 4), Math (EOC 2) - 502/400 (level 4), Science - 482/400 (level 4)
- The communication needs of the student. In the case of a student who is deaf or hard of hearing, consider the student's language and communication needs, opportunities for direct communications with peers and professional personnel in the student's language and communication mode, academic level, and full range of needs, including opportunities for direct instruction in the student's language and communication mode.
[REDACTED] receives speech therapy as outlined in this IEP.
- The student's assistive technology devices and services needs.
[REDACTED] has access to his personal netbook for taking classroom notes and all typed assignments.
- In the case of a student whose behavior impedes his or her learning or that of others, consider, when appropriate, strategies, including positive behavioral interventions, strategies, and supports to address that behavior.
[REDACTED] does not exhibit behavior, which impedes his learning; however, he does exhibit behaviors that can be a distraction. [REDACTED] does struggle with social communication skills and expectations during a structured social setting.
- In the case of a student with limited English proficiency, consider the language needs of the child as such needs relate to the child's IEP. English is his native language.
- In the case of a student who is blind or has a visual impairment, provide for instruction in Braille and the use of Braille unless the IEP team determines, after an evaluation of the student's reading and writing skills, needs, and appropriate reading and writing media (including an evaluation of the student's future needs for instruction in Braille or the use of Braille), that instruction in Braille or the use of Braille is not appropriate for the student.
[REDACTED] is not blind or visually impaired.

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Present Level of Educational Performance

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PURPOSE: The Present Level of Educational Performance describes the effects of the student's disability upon the student's involvement and progress in the general curriculum and area(s) of need. This includes the student's performance in academic achievement (reading, math, communications, etc.) and functional performance (behavior, social skills, daily life activities, mobility, extra-curricular activities, etc.) in objective terms. Test scores, if appropriate, should be self-explanatory or an explanation should be included. For preschool students this section should include how the student's disability affects the student's participation in appropriate activities. **There should be a direct relationship between the present level of educational performance and the other components of the IEP.**

Medical-Physical

9-27-10 According to a records review of [REDACTED] last eligibility report in May 1999, Dr. [REDACTED] diagnosed [REDACTED] with Autism. [REDACTED] had trouble establishing eye contact during infancy and was never cuddly. Rather he was more wiggly as a child. He often slept in short spurts and had a history of ear infections as a child. He met developmental milestones within normal limits except for speech and toileting. (School Psychologist - [REDACTED] Ed.S., NCSP)

Audiology

[REDACTED] had his hearing and vision tested on 09-27-2010. He passed without correction.

[REDACTED] RN, BSN
High School ext. [REDACTED]

General Education

When asked to work in a group, [REDACTED] will generally oblige but prefers to work alone. When asked to form a group, [REDACTED] will generally sit at his desk and wait for others to move to him. He will sometimes speak at a volume louder than appropriate and blurt out thoughts as they arise. Students seem to understand [REDACTED] disability and don't say anything. At times, peers have given funny looks or made comments to watch [REDACTED] reaction. One of the biggest issues in relationship with his peers is his lack of concept of personal space and appropriate personal hygiene (ex: picking his nose). He will at times obsess over things. Behaviorally, [REDACTED] is not a disruption in class. He will talk when the teachers are talking or want to put his hands on equipment not intended for him, but is easily redirected.

Ms. [REDACTED] (EDT/Skills Center)

Ms. [REDACTED] reported [REDACTED] raises his hand more frequently than other students. Recently, he has begun to blurt out less than his peers. Sometimes he works successfully with his peers as part of a group. [REDACTED] has not made friends with his peers in the EDT program. He does not seek assistance outside of instruction time. He frequently participates in a large group discussion, asks for help with problems, listens to and follows teacher suggestions, is organized, turns in work on time, and completes projects commensurate to his peers.

Ms. [REDACTED] stated he is likely to earn an "A" and he works to his potential. She also commented, "[REDACTED] is doing great. If he does make an inappropriate comment, he always apologizes afterward. He gets irritated with other students and their inattentiveness. He fits in well with the class. A student that in the past had worked poorly with [REDACTED] has been gone from class for an extended period of time. This has made the class more pleasant and led to fewer outbursts on [REDACTED] part. I would encourage [REDACTED] to use a Kleenex when touching his face."

Ms. [REDACTED] (Health)

Ms. [REDACTED] reported [REDACTED] sometimes blurts out comments that are irrelevant, inappropriate, or talks out of order. He sometimes comes for help outside of class time. He frequently raises his hand, participates in a large group during class lectures, asks for help with a specific problem, listens to your suggestions and follows them well, and works successfully with peers as part of a group. He frequently is organized with class assignments, turns in homework on time, and completes large projects at level of ability of his classmates.

She stated he is likely to earn an "A" and he works to his potential. She also commented, "[REDACTED] is very comfortable in this class. He is helped by his classmates and interacts with them during group activities. He has a great sense of humor. He completes each project, activity, or assignment with quality."

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Mr. [REDACTED] (Junior English)

Mr. [REDACTED] reported [REDACTED] sometimes raises his hand, and participates in a large group during class lectures about once every FEW weeks. He sometimes blurts out comments that are irrelevant, inappropriate or talks out of order instead of raises hand and waits to be called on, works successfully with peers as part of a group, turns in homework on time, and comes to you for help outside of class time. [REDACTED] frequently is organized with class assignments, completes large projects at level of ability to his classmates, listens to teacher suggestions and follows them well, and asks for help with a specific problem.

Mr. [REDACTED] stated [REDACTED] is likely to earn an "A/B" and he works to his potential. He commented, "[REDACTED] is a very on-task and focused student who always has strong ideas and responses. His contributions to class discussions are always excellent. Sometimes he gets upset with other students around him that might be distracting him."

Ms. [REDACTED] (Math)

Ms. [REDACTED] reported [REDACTED] never comes for help outside of class time. He sometimes raises his hand, and blurts out comments that are irrelevant, inappropriate or talks out of order instead of raises hand and waits to be called on. [REDACTED] frequently is organized with class assignments, completes large projects at level of ability to his classmates, turns in homework on time, participates in a large group during class lectures, asks for help with a specific problem during class, listens to teacher suggestions and follows them well and works successfully with peers as part of a group.

Ms. [REDACTED] stated [REDACTED] is likely to earn an "A" and he works to his potential. She commented, "Thoroughly have enjoyed him in class this year. He is a bright young man who surely knows his mathematical facts and is very eager to learn."

[REDACTED] attends Skills Center in the afternoon for 3 periods per day. While at Skills Center, [REDACTED] takes US History on-line. [REDACTED] High School staff does not have access to this course. [REDACTED] attends the computer lab at Skills Center one day per week to meet with the US History teacher. It is the Skills Center teacher and [REDACTED] responsibility to stay current and track the assignments/grades.

Behavior

[REDACTED] does well with concrete tasks but can struggle with abstract thinking and social situations. His social limitations, stereotypical behaviors associated with Autism, and his lack of awareness of the complexity of his communication/social weaknesses may be a challenge for [REDACTED] to be successful in school and work environments. [REDACTED] requires time to process information and when in a group setting, [REDACTED] feels attacked when faced with dissenting opinions. [REDACTED] is working on ways to let others know when he needs help or clarification versus time to vent his frustrations.

Based upon the social cognition research of Michelle Garcia Winner, [REDACTED] exhibits behaviors similar to that of a Resistant Social Communicator (RSC). Resistant social communicators often exhibit black-and-white thinking, cannot connect their actions today affect tomorrow, and have delayed social thinking and related social skills. In addition, [REDACTED] presents a weakness in the areas of flexible thinking, abstract thinking, problem solving, and organization. [REDACTED] does not argue in the true sense of arguing; instead he will repeat himself until he thinks others get it. When upset, [REDACTED] inefficiently regulates his emotions: instead lashing out using a condescending tone. He can be openly defiant and/or demeaning.

Currently what is known about RSC students is that they perform best when given the following type of instruction:

When working with [REDACTED] lessons needs to be one on one and begin with relationship building. No formal lessons should be started until trust has been established. Once trust has been established, [REDACTED] will be surly; often testing relationship boundaries.

Lessons will need to be direct; include clear information about what he is doing well and what he will need to work on to learn more about the social emotional process. Lessons will not be effective if [REDACTED] is asked to view himself from the "outside-in". He has several perspective taking deficits. [REDACTED] will benefit socially through recognition of his own social value system. He should reflect upon who he likes, don't like, and why. Once he can evaluate these values, he will be able to realize people form their own social impressions and react to what they think and feel based upon how they are

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treated. [REDACTED] can learn to appreciate if he requires people to act and respond emotionally in certain ways, others have same social expectations of him.

[REDACTED] has received a lot of attention for not participating well in groups. He does not understand the value of blending. He feels validated when he gets more attention for standing out.

At this time, [REDACTED] responds to learning about social information (inside-out lessons) "Outside-In" lessons will not benefit [REDACTED] because he is presented with social expectations that others have and asked to work to meet those expectations. [REDACTED] is unable to meet these expectations at this time.

First he will begin with "thinking with your eyes". Next, he will move to how we use a "brain filter". [REDACTED] will benefit from lessons centered upon why and when to use the "social fake" to survive social times when we want to blend. Then the lessons can move to avoiding doing/saying things that give others "weird thoughts about us".

THINKING WITH YOUR EYES - Using your eyes as 'tools' to help figure out your environment and what other people might be thinking about. It puts the emphasis on the students becoming good observers and to use the clues to make smart guesses about what other people might be thinking about. Students are encouraged to use this information to adapt their thinking, words, and behavior. Also, students are taught if you use your eyes to look at a person, it makes them feel that you are thinking about what they are saying or doing.

[REDACTED] is a logical, practical thinker and would benefit from a vocational training program. He is more prone to struggle in classroom due to group work challenges.

Prior Goals:

At the start of the 2011/2012 school year [REDACTED] did not attend classes fully until 9/15/2011. Per parent request, [REDACTED] did not receive direct services in a special education setting. On 9/5/11, mom sent an email requesting she be informed who is going to work with him and what way of working with him will entail before implemented. She also requested [REDACTED] not receive services from the Special Education staff at that time.

Annual Goal: SLP- Problem Solving

By 09/25/2012, when given a situation including a social problem [REDACTED] will identify the problem and possible solutions improving the ability to understand how to infer and make personal connections to auditory and visual information (Com GLE 1.21) from 60% accuracy to 80% accuracy as measured by therapy data logs

1/17/2012 - [REDACTED] is making steady progress toward meeting this goal. He is solving problems with 70% accuracy at this time.

Annual Goal: Social/ Behavioral Skills

By 09/25/2012, when given a group setting [REDACTED] will use his eyes to think about what other people are thinking improving his ability to notice changes in other people's behavior and modify his behavior to match the change from 35% to 50% as measured by teacher observations

02/01/12: [REDACTED] is able to notice changes in other people's behavior and modify his behavior to match the change in 43% of observed opportunities.

Annual Goal: Social/ Behavioral Skills

By 09/25/2012, when given a social scenes (photos, movie clips, other people) [REDACTED] will describe what he thinks the other person is thinking improving abstract thinking skills from 45% to 65% as measured by observational data

02/01/12: 47%

Cognitive

[REDACTED] overall cognitive abilities were found to be in the high average range. His verbal abilities utilizing reasoning, comprehension, and conceptualization fell in the average range. [REDACTED] would be expected to perform comparable to peers on tasks such as categorical thinking, verbal expression, cause and effect relationships, and language

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development. [REDACTED] spatial reasoning, visual reasoning and organization skills are high when compared to the average student his age. [REDACTED] working memory, which measures attention, concentration, and short-term memory, were found to be in the high average range. His ability to perform tasks fluently and rapidly were in the low average range indicating that he may take slightly longer to complete classroom tasks requiring copying down information from text or the board.

Academic

Current Grades as of 5/21/12:
Math - A
English - B
Health - C
EDT - A
History - A-

When compared to others of his age, [REDACTED] academic achievement is in the average range for Basic Reading Skills and Math Fluency. He scored in the above average range for Reading Comprehension and Fluency, Written Expression, and Mathematics (calculation).

[REDACTED] Basic Reading standard score of 112 falls in the Above Average Range. The Basic Reading Composite is comprised of the subtests Word Reading and Pseudoword Decoding. On these tasks, [REDACTED] was asked to read aloud a list of increasingly difficult words (Word Reading) and read aloud a list of increasingly difficult nonsense words (Pseudoword Decoding).

[REDACTED] Reading Comprehension and Fluency standard score of 119 fell in the Above Average Range. The Reading Comprehension and Fluency Composite is comprised of the Reading Comprehension and Oral Reading Fluency Subtests. The Reading Comprehension subtest required [REDACTED] to read passages, aloud or silently with no time limit, and then answer open-ended questions about each one. The Oral Reading Fluency subtest required him to read passages aloud and then orally respond to comprehension questions.

[REDACTED] Total Reading standard score of 118 fell in the Above Average Range. The Total Reading Composite is comprised of all four reading subtests (Word Reading, Pseudoword Decoding, Reading Comprehension, and Oral Reading Fluency).

The Written Expression standard score of 130 fell in the Above Average Range. The Written Expression Composite is comprised of the subtests Spelling, Sentence Composition, and Essay composition. The Sentence Composition subtest required [REDACTED] to combine information from two or three sentences into single sentences that mean the same thing and then asked to write meaningful sentences that use specific words. On the Essay Composition subtest, [REDACTED] was given 10 minutes to write an essay on a given prompt. On the 10 minute write, [REDACTED] wrote a total of 120 words with a correct word sequence (cws) of 127 and 2 errors.

[REDACTED] Mathematics standard score of 130 fell in the Above Average Range. The Mathematics Composite is comprised of the Math Problem Solving and Numerical Operations subtests. On the Math Problem Solving subtest, [REDACTED] was asked to solve math problems related to basic skills, everyday applications, geometry, and algebra. The Numerical Operations subtest [REDACTED] was given written math problems in basic skills, basic operations with integers, geometry, algebra, and calculus and was asked to solve with no time limit.

[REDACTED] Math Fluency standard score of 98 fell in the Average Range. The Math Fluency Composite is comprised of the Addition, Subtraction, and Multiplication Math Fluency subtests. These subtests required [REDACTED] to solve written problems (addition, subtraction, or multiplication) within a 60-second time limit.

Communication

At this time during speech therapy sessions, when given a situation including a social problem [REDACTED] is able to identify

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the problem and move through problem solving strategies given verbal and visual cues with 80% accuracy. [REDACTED] is able to independently use problem solving strategies to solve social problems with approximately 60% accuracy.

Vision and Mobility

[REDACTED] had his hearing and vision tested on 09-27-2010. He passed without correction.

[REDACTED] RN, BSN
High School ext. [REDACTED]

Age Appropriate Transition Assessment

Needs

[REDACTED] needs a higher level of support than others his age, primarily because of his limited social communication skills. He qualifies for services in communication and social/behavior. [REDACTED] needs assistance with understanding appropriate public behavior and peer interactions.

Strengths

[REDACTED] identified that he is smart, even tempered, friendly, and honest. [REDACTED] teachers indicate that he is smart and has excellent memorization skills. He does well with concrete tasks. [REDACTED] complies with teachers' directions and assignments and is easily redirected when needed.

Preferences

[REDACTED] reports that he would enjoy serving others or selling. He likes to work with and fix machines, put things together, handle and sort things, and make things. [REDACTED] indicated that he prefers jobs that are indoors and is not interested in working outdoors.

Interests

[REDACTED] expressed a high interest in the prospect of being a computer technician and working in the computer field. He indicated as a second and third choice being an airplane pilot or a train engineer. Although [REDACTED] indicated a desire to be a computer technician, he does not plan on post high school education.

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Secondary Transition

Meeting Date: 05/22/2012

PURPOSE: The purpose of transition planning is to develop a coordinated set of activities designed within a results-oriented process that is focused on improving the academic achievement and functional performance of the student in order to facilitate the student's movements from school to post-school activities, including postsecondary education, training, employment, and if appropriate, independent living skill.

Projected Graduation / Exit Date: 06/14/2013

Comments:

[REDACTED] is passing his current courses in high school and will continue working toward his required credits needed to graduate with his 4-yr cohort.

I. Post Secondary Goals/Outcomes

Define and project the desired post-secondary goal as identified by the student, parent, and IEP team in the available content areas. Transition Services may be special education, if provided as specifically designed instruction or related services. These services would be included in the Service Matrix section of the IEP.

| Content Area: Education/Training | |
|---|----------------------------|
| [REDACTED] current post-secondary goal is to obtain gainful employment in a competitive work environment. | |
| Transition Services | Staff / Agency Responsible |
| [REDACTED] will continue on a course to complete the requirements to obtain a high school diploma. | High School |
| Communication: [REDACTED] will receive communication services to increase problem solving and social skills | High School |

| Content Area: Employment | |
|--|----------------------------|
| [REDACTED] post-secondary employment goal is to be gainfully employed after graduating from high school in the field of computers or public transit. | |
| Transition Services | Staff / Agency Responsible |
| [REDACTED] will continue to learn basic job skills that can assist him in obtaining gainful employment while he continues earning a high school diploma. | High School |

II. Course of study

A multi-year description of coursework to achieve the student's desired post secondary goals, from the student's current year to anticipated exit year.

[REDACTED] is a student on the autism spectrum. He receives Special education services in the area of social/behavior skills. Teachers report he is doing fine academically. He is able to get things conceptually in class. His English teacher indicates that he has excellent memorization skills. He is able to work in groups. [REDACTED] will graduate with credits and appropriate state assessment to earn a high school diploma. He will take courses related to his post-secondary interests. In order to meet his post-secondary course needs, [REDACTED] attends Skills Center [REDACTED] program for 3 periods per day.

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Measurable Annual Goals

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PURPOSE: IEPs must include a statement of measurable annual goals, including academic and functional goals, designed to meet each of the student's educational needs that result from the student's disability to enable the student to be involved and make progress in the general education curriculum. In order to be measurable, the goal should include a baseline ("from"), a target ("to"), and a unit of measure.

Annual Goal: SLP- Problem Solving

Supports the student's post secondary goals: Yes No

By 05/27/2013, when given a situation including a social problem [REDACTED] will independently use previously learned problem solving strategies improving the ability to understand how to infer and make personal connections to auditory and visual information (Com GLE 1.21) from 60% accuracy to 80% accuracy as measured by therapy data logs

How will progress toward this goal be reported? (check all that apply)

- | | | |
|---|---|---|
| <input type="checkbox"/> Daily Behavior Checklist summary | <input type="checkbox"/> District Report Card | <input checked="" type="checkbox"/> IEP Goals and Objectives Page |
| <input type="checkbox"/> Parent Conferences & phone calls | <input type="checkbox"/> Progress Reports/Notes | <input type="checkbox"/> Student Communication Logs |
| <input type="checkbox"/> Written Progress Report | <input type="checkbox"/> Other: | |

How often will progress be reported? Monthly Quarterly Trimester Semester Other:

Annual Goal: Social/ Behavioral Skills

Supports the student's post secondary goals: Yes No

By 05/27/2013, when given a group setting [REDACTED] will use his eyes to think about what other people are thinking improving his ability to notice changes in other people's behavior and modify his behavior to match the change from 50% to 75% as measured by teacher observations

How will progress toward this goal be reported? (check all that apply)

- | | | |
|---|--|---|
| <input type="checkbox"/> Daily Behavior Checklist summary | <input type="checkbox"/> District Report Card | <input checked="" type="checkbox"/> IEP Goals and Objectives Page |
| <input type="checkbox"/> Parent Conferences & phone calls | <input checked="" type="checkbox"/> Progress Reports/Notes | <input type="checkbox"/> Student Communication Logs |
| <input type="checkbox"/> Written Progress Report | <input type="checkbox"/> Other: | |

How often will progress be reported? Monthly Quarterly Trimester Semester Other:

Annual Goal: Social/ Behavioral Skills

Supports the student's post secondary goals: Yes No

By 05/27/2013, when given a social situation [REDACTED] will use his "brain filter" to determine his reaction to others (verbal and non-verbal) improving abstract thinking skills from 30% to 60% as measured by observational data

How will progress toward this goal be reported? (check all that apply)

- | | | |
|---|--|---|
| <input type="checkbox"/> Daily Behavior Checklist summary | <input type="checkbox"/> District Report Card | <input checked="" type="checkbox"/> IEP Goals and Objectives Page |
| <input type="checkbox"/> Parent Conferences & phone calls | <input checked="" type="checkbox"/> Progress Reports/Notes | <input type="checkbox"/> Student Communication Logs |
| <input type="checkbox"/> Written Progress Report | <input type="checkbox"/> Other: | |

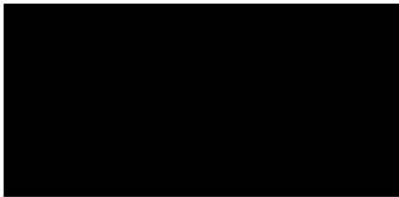
How often will progress be reported? Monthly Quarterly Trimester Semester Other:

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Measurable Annual Goals

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Program Accommodations/ Modifications and Support for School Personnel

Meeting Date: 05/22/2012

PURPOSE:The purpose of this page is to document the modifications and/or accommodations that the student requires, based on the student's assessed needs, in order to advance appropriately toward attaining the identified annual goals, to be involved and make progress in the general education curriculum, and to be educated with non-disabled peers to the maximum extent appropriate. Accommodations may be in, but not limited to, the areas of presentation, timing/scheduling, setting, aids, and format. The impact of any modifications listed should be discussed. This includes the earning of credits for graduation.

This student will be provided access to the general education, special education, other school services and activities including non-academic activities and extracurricular activities, and education related settings:

- with no accommodations/modifications
 with the following accommodations/modifications

| Accommodation(s)/Modification(s) | Frequency | Location | Duration m/d/y to m/d/y |
|--|---|------------------------|--------------------------|
| Access/Use of the following:personal netbook for note taking and written assignments | when written assignments and notes are required | all classroom settings | 05/28/2012 to 05/27/2013 |
| Content Area:extra time if student effort is shown | projects and multi step assignments | all classroom settings | 05/28/2012 to 05/27/2013 |
| Testing Accommodation:Individual or small group testing | For tests that will take longer than one class period | All classroom settings | 05/28/2012 to 05/27/2013 |
| Testing Accommodation:The student may have extended time consistent with the IEP | When tests are administered and effort is shown | all classroom settings | 05/28/2012 to 05/27/2013 |

Supports for School Personnel (training, professional, development etc):

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State or Districtwide Assessments of Student Achievement

Meeting Date: 05/22/2012

PURPOSE: The IEP team makes the determination of what type of assessment the student will take and what administrative modification and individual accommodations are necessary. Accommodations provided on state and districtwide assessments should be those that are provided as part of the regular instructional program.

For Measurement of Student Progress (MSP), High School Proficiency Exam (HSPE), or Washington Alternate Assessment (WAAS) see Guidelines for Inclusion and Accommodations for Special Populations on State-Level Assessments.

| Assessment | Participation | | Accommodations Modifications | | If YES, List Accommodation(s) and/or Modification(s) by Assessment |
|--|---------------|----|------------------------------|----|--|
| | Yes | No | Yes | No | |
| State-High School Proficiency Exams (HSPE) | | | | | |
| Math -End of Course Assessment | | X | | | |
| Reading | | X | | | |
| Science | | X | | | |
| Writing | | X | | | |
| State-Washington Alternate Assessment System [WAAS] | | | | | |
| WAAS Portfolio | | | | | |
| Math | | X | | | |
| Reading | | X | | | |
| Science | | X | | | |
| Writing | | X | | | |
| Developmentally Appropriate Proficiency Exam | | | | | |
| Math | | X | | | |
| Reading | | X | | | |
| Science | | X | | | |
| Writing | | X | | | |

Student ID: [REDACTED]
 WA SSID: [REDACTED]
 Date of Birth: [REDACTED]



Special Education and Related Services

Meeting Date: 05/22/2012

PURPOSE: The information on this page is a summary of the student's program/services, including when services will begin, where they will be provided, who will be responsible for providing them, and when they will end.

Services 05/28/2012 - 05/27/2013

| Concurrent | Service(s) | Service Provider for Delivering Service | Monitor | Frequency | Location (setting) | Start Date | End Date |
|--------------------------|---------------------------|---|-----------------------------|-----------------------------|--------------------|------------|------------|
| Special Education | | | | | | | |
| No | Social/ Behavioral Skills | Staff Assistant | Special Education Teacher | 50 Minutes / 5 Times Weekly | General Education | 05/28/2012 | 05/27/2013 |
| No | Social/ Behavioral Skills | Special Education Teacher | Special Education Teacher | 50 Minutes / 5 Times Weekly | Special Education | 05/28/2012 | 05/27/2013 |
| Related | | | | | | | |
| No | Speech/Language Therapy | Speech-Language Pathologist | Speech-Language Pathologist | 30 Minutes / 1 Times Weekly | Special Education | 05/28/2012 | 05/27/2013 |

Total minutes per week student spends in school: 1750 minutes per week
Total minutes per week student is served in a special education setting: 280 minutes per week
Percent of time in general education setting: 84% in General Education Setting

Student ID: [REDACTED]
 WA SSID: [REDACTED]
 Date of Birth: [REDACTED]



Special Education and Related Services

PURPOSE: The purpose of this page is to document the extent to which the student will be involved and progress in the general curriculum, participate in extracurricular and nonacademic activities and be educated and participate with other special education students and non-disabled students. Other education-related factors that may impact the student should also be considered.

Least Restrictive Environment (LRE):

When discussing least restrictive environment and placement options, the following must be considered:

- To the maximum extent appropriate, the student is educated with children without disabilities.
- Special classes, separate schooling, or other removal of the student from the regular educational environment occurs only if the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.
- The student's placement should be as close as possible to the child's home and unless the IEP of the student with a disability requires some other arrangement, the student is educated in the school that he or she would attend if he or she did not have a disability.
- In selecting the LRE, consideration is given to any potential harmful effect on the student or on the quality of services that he/she needs.
- The student with a disability is not removed from education in age-appropriate regular classrooms solely because of needed modifications in the general curriculum.

Placement Options:
Setting 1: 05/28/2012 - 05/27/2013

| Placement Options for LRE | SELECTION | | OR...REASONS REJECTED | | |
|--|------------|-------------------|--|--|--|
| | Considered | Selected (only 1) | Academic benefit cannot be satisfactorily achieved | Non-academic benefit cannot be satisfactorily achieved | Effect student will have on teacher and other students |
| 80%-100% in Regular Class | X | X | | | |
| 40%-79% in Regular Class | X | | X | | |
| 0-39% in Regular Class | X | | X | | |
| Public/private separate day school | | | | | |
| Public/Private residential | | | | | |
| Correctional Facility | | | | | |
| Private/Home School Placement by Parents | | | | | |
| Homebound/Hospital | | | | | |

An explanation of the extent, if any, to which the student will not participate with nondisabled students in the general education class, and in nonacademic and extracurricular activities, including a description of any adaptations needed for participation in physical education:

[REDACTED] will receive support in the area of social communication in the general education setting to assist in generalizing the skills he has learned in addition to the 1:1 services he will receive provided by the special education teacher 5 times per week in the special education setting. He will receive instruction in the area of communication in the special education setting for 30 minutes, one time per week. Characteristics associated with [REDACTED] disorder of Autism negatively impact his educational success. He needs specially designed instruction in the educational setting.

Other Considerations:

1. **Transportation:** Regular Special
2. **Extended School Year:** Yes No If Yes, must complete ESY form.
3. **General PE:** Yes No

Student ID: [redacted]
WA SSID: [redacted]
Date of Birth: [redacted]



Prior Written Notice

To: [redacted] Date: 05/22/2012
Re: Student's Name: [redacted]

PURPOSE: As a parent/guardian of a special education child suspected of needing special education services, the school district is required to provide you with prior written notice whenever it proposes or refuses to initiate or change the identification, evaluation, educational placement, or provision of a free appropriate public education to your child. This notice should be given to you after a district makes a decision and before action is taken on the decision. The notice should be given to you in a reasonable amount of time before the district takes action.

The purpose of this prior written notice is to inform you that we are:

1. proposing refusing to 2. initiate change continue discontinue a/an
(mark one of the above) (mark one of the above)

Mark all items below that apply:

3. Referral Initial Evaluation Eligibility Category
 Educational Placement IEP Reevaluation
 Disciplinary action that is a change of placement 504 Plan Other:

Description of the proposed or refused action:
The team met to review [redacted] current IEP: instructional needs and transition services.

The reason we are proposing or refusing to take action is:
The team chose to review his current instructional needs and discuss post-high school options.

Description of any other options considered and rejected:
The team considered changing [redacted] transition plan.

The reasons we rejected those options were:
The team rejected this option because the team felt there was not enough information to make a change at this time. The team will continue to collect data (ie. Choice Open House,)

A description of each procedure, test, record, or report we used or plan to use as the basis for taking this action is as follows:
team meeting, records review, informal and formal assesments, data review, student input, parent meetings,

Any other factors that are relevant to the action:
The team determined [redacted] new IEP will begin in stages. He will receive SLP services and support services in the general education setting beginning 5/28/12. He will receive special education services from the special education teacher in addition to the SLP services and support services in the general education setting at the beginning of 2012-2013 school year.

The action will be initiated on: 05/28/2012

Your child has procedural protections under IDEA. These protections are explained in the *Notice of Procedural Safeguards for Special Education Students and Their Families*. If this prior written notice is given to you (1) as part of your child's initial referral for evaluation, (2) as part of a request for reevaluation or (3) notice to you regarding disciplinary action that constitutes a change of placement the procedural safeguards accompanies this notice. If a copy of the *Notice of Procedural Safeguards for Special Education Students and Their Families* is not enclosed and you would like a copy or you would like help in understanding the content, please contact:

[redacted] at [redacted]

Notice of Procedural Safeguards for Special Education Students and Their Families has been provided to parents/guardians.

SPECIAL SERVICES

Student Name

Date 5/22/12

Procedural Safeguards:

A copy of the Procedural Safeguards must be given to you (1) once every school year, and: (2) upon initial referral or your request for evaluation; (3) upon receipt of the first special education citizen complaint in a school year (4) upon receipt of the first due process hearing request in a school year; (5) when a decision is made to take a disciplinary action that constitutes a change of placement; and (6) upon your request.

I have received a copy of my Procedural Safeguards. Yes No

Parent/Guardian Signature

5-21-2012 Date

I have received a copy of the Individualized Educational Plan. Yes No

Initials

I AGREE with the Individualized Educational Plan.

Parent/Guardian Signature

I DISAGREE with the Individualized Educational Plan.

Parent/Guardian Signature

TRANSFER OF RIGHTS:

Beginning at least one year before reaching age 18, the student and parent(s) were informed of all rights transferring to the student on reaching the age of majority.

YES NO N/A for students less than 17 years old

Parent/Guardian Signature

5-21-2012 Date

Student Signature

Date

Parents were unable to attend the IEP Meeting – copies of Procedural Safeguards and the IEP have been sent home. Please refer to the Contact Attempt Report included in the IEP.

IEP Manager

m/d/y

Student ID: [redacted]
WA SSID: [redacted]
Date of Birth: [redacted]



Review Individualized Education Program (IEP) Invitation

To: [redacted] Date Sent to Participants: 05/09/2012

PURPOSE: This invitation requests your attendance at a meeting concerning the educational program/needs of your child. You have the opportunity to participate in any meeting regarding the identification, evaluation, educational placement, and the provision of a free appropriate public education for your child.

This is to notify you that a/an IEP meeting has been scheduled for the above student. Your participation and attendance at this meeting are very important. This Review meeting must be scheduled at a mutually agreed upon time and place. The purpose of this meeting is to (check all that apply):

- | | |
|---|--|
| <input type="checkbox"/> Develop an Initial IEP | <input checked="" type="checkbox"/> Review Current IEP |
| <input type="checkbox"/> Discuss Transition Services | <input type="checkbox"/> Discuss Graduation |
| <input type="checkbox"/> Discuss Annual Goal Progress | <input type="checkbox"/> Review Instructional Needs |
| <input type="checkbox"/> Consider Termination of Services | <input type="checkbox"/> Determine Placement |
| <input type="checkbox"/> Develop ESY | <input type="checkbox"/> Discuss Attendance Issues |
| <input type="checkbox"/> Manifestation Determination | <input type="checkbox"/> Behavioral Intervention Plan |
| <input type="checkbox"/> Other: | |

This meeting has been scheduled for: Date 05/22/2012 Time 2:15 PM
Location [redacted] High School, Room [redacted]

The following are invited to attend and participate in the Review meeting:

- [redacted] District Representative
- [redacted] General Education Teacher
- [redacted] General Education Teacher
- [redacted] General Education Teacher
- [redacted] General Education Teacher
- [redacted] IEP Manager
- [redacted] Parent/Guardian
- [redacted] Parent/Guardian
- [redacted] Special Education Teacher
- [redacted] Speech Language Pathologist
- [redacted] Student

* If the purpose of the meeting is the consideration of needed transition services (beginning at age 15) the student will be invited. Representatives of the following agencies will be invited upon your consent:

The parent/adult student or school may invite individuals who have knowledge or special expertise regarding the student, including related services personnel, to participate. The determination of the knowledge or special expertise shall be made by the person/party extending the invitation. If you, the parent or adult student, are bringing other individuals to the meeting, please let us know. This will ensure that the meeting space will accommodate all team members.

If you have any questions or would like additional information or assistance to help you prepare for this IEP meeting, please contact [redacted] at e-mail [redacted]

[REDACTED]
Student ID: [REDACTED]

WA SSID: [REDACTED]

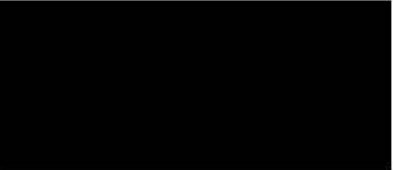
Date of Birth: [REDACTED]



Review Individualized Education Program (IEP) Invitation

Notice of Procedural Safeguards for Special Education Students and Their Families has been provided to parents.

Student ID: [redacted]
WA SSID: [redacted]
Date of Birth: [redacted]



Parent Consent to Invite Transition Agency Personnel

If the district intends to invite representatives of any agency that is likely to be responsible for providing or paying for transition services to the IEP meeting, your consent is required.

I give my consent for the transition agency representative(s) indicated on the invitation to be invited to the IEP meeting.

I give my consent for the transition agency representative(s) indicated on the invitation to be invited to the IEP meeting, except for the following representative(s):

Reason (optional):

I do not give consent for the transition agency representative(s) indicated on the invitation to be invited to the IEP meeting. Reason (optional):

Parent/guardian/adult student signature *Date*

Please sign and return this form to [redacted] at Special Services.

Student ID: [REDACTED]
WA SSID: [REDACTED]
Date of Birth: [REDACTED]

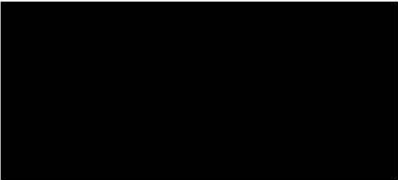


Contact Attempt Report

Notification Area: Plan
Meeting Date: 05/22/2012
Time: 2:15 PM
Location: [REDACTED] High School, Room [REDACTED]

| Method | Contact Date | Response Date | Response | Contact Name |
|--------|--------------|---------------|------------|--------------|
| Letter | 05/09/2012 | 05/09/2012 | Can Attend | [REDACTED] |
| | | | | [REDACTED] |
| | | | | [REDACTED] |
| Email | 05/08/2012 | 05/09/2012 | Can Attend | [REDACTED] |
| | | | | [REDACTED] |

Student ID: [REDACTED]
 WA SSID: [REDACTED]
 Date of Birth: [REDACTED]



Measurable Annual Goals - Student Progress

IEP Date: 09/26/2011

PURPOSE: IEPs must include a statement of measurable annual goals, including academic and functional goals, designed to meet each of the student's educational needs that result from the student's disability to enable the student to be involved and make progress in the general education curriculum. In order to be measurable, the goal should include a baseline ("from"), a target ("to"), and a unit of measure.

Annual Goal: SLP-Problem Solving

Supports the student's post secondary goals: Yes No

By 09/25/2012, when given a situation including a social problem [REDACTED] will identify the problem and possible solutions improving the ability to understand how to infer and make personal connections to auditory and visual information (Com GLE 1.21) from 60% accuracy to 80% accuracy as measured by therapy data logs

How will progress toward this goal be reported? (check all that apply)

- Daily Behavior Checklist summary
- District Report Card
- IEP Goals and Objectives Page
- Parent Conferences & phone calls
- Progress Reports/Notes
- Student Communication Logs
- Written Progress Report
- Other:

How often will progress be reported? Monthly Quarterly Trimester Semester Other:

| Progress of Goals: | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
|--------------------|------------|---|---|---|---|---|---|---|
| Date of Review: | 01/17/2012 | | | | | | | |
| Progress: | SP | | | | | | | |

- Progress on this goal will be reported using the following codes.
- ES - Emerging Skill demonstrated but skill work just started, see comments
 - IP - Insufficient Progress demonstrated and not meeting benchmarks - see comments
 - M - Met this annual goal - see comments
 - NP - Not making progress - see comments
 - P - Parent has declined services in this area.
 - PM - Progress being made but hampered by new circumstances- see comments
 - SA - Student prolonged absence has interfered with progress - see comments
 - SP - Sufficient Progress being made to achieve benchmarks and goal - see comments

Comments:
 1/17/2012 - [REDACTED] is making steady progress toward meeting this goal. He is solving problems with 70% accuracy at this time.

Short Term Objectives or Benchmarks

Objective: problem solving

By 01/25/2012, [REDACTED] will identify the problem and possible solutions

Comments: _____ **Last Updated:** _____

Mastery Criteria: 70% accuracy
Evaluation method: Data Records
Other evaluation method: _____

Objective: problem solving

By 09/25/2012, [REDACTED] will identify the problem and possible solutions

Comments: _____ **Last Updated:** _____

Student ID: [REDACTED]
 WA SSID: [REDACTED]
 Date of Birth: [REDACTED]



Measurable Annual Goals - Student Progress

Mastery Criteria: 75% accuracy
Evaluation method: Data Records
Other evaluation method: _____

Annual Goal: Social/ Behavioral Skills

Supports the student's post secondary goals: Yes No

By 09/25/2012, when given a group setting [REDACTED] will use his eyes to think about what other people are thinking improving his ability to notice changes in other people's behavior and modify his behavior to match the change from 35% to 50% as measured by teacher observations

How will progress toward this goal be reported? (check all that apply)

- Daily Behavior Checklist summary
- District Report Card
- IEP Goals and Objectives Page
- Parent Conferences & phone calls
- Progress Reports/Notes
- Student Communication Logs
- Written Progress Report
- Other: _____

How often will progress be reported? Monthly Quarterly Trimester Semester Other: _____

| Progress of Goals: | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
|--------------------|------------|---|---|---|---|---|---|---|
| Date of Review: | 02/01/2012 | | | | | | | |
| Progress: | SP | | | | | | | |

Progress on this goal will be reported using the following codes.

- ES - Emerging Skill demonstrated but skill work just started, see comments
- IP - Insufficient Progress demonstrated and not meeting benchmarks - see comments
- M - Met this annual goal - see comments
- NP - Not making progress - see comments
- P - Parent has declined services in this area.
- PM - Progress being made but hampered by new circumstances- see comments
- SA - Student prolonged absence has interfered with progress - see comments
- SP - Sufficient Progress being made to achieve benchmarks and goal - see comments

Comments:

02/01/12: [REDACTED] is able to notice changes in other people's behavior and modify his behavior to match the change in 43% of observed opportunities.

Short Term Objectives or Benchmarks

Objective: Thinking with your eyes

By 01/25/2012, [REDACTED] will [REDACTED] will use his eyes to think about what other people are thinking improving his ability to notice changes in other people's behavior and modify his behavior to match the change.

Comments: _____

Last Updated: _____

Mastery Criteria: 40%
Evaluation method: Data Records
Other evaluation method: _____

Objective: Thinking with your eyes

By 05/25/2012, [REDACTED] will [REDACTED] will use his eyes to think about what other people are thinking improving his ability to notice changes in other people's behavior and modify his behavior to match the change.

Comments: _____

Last Updated: _____

Evaluation method: 5M Monthly Probe

Student ID: [redacted]
 WA SSID: [redacted]
 Date of Birth: [redacted]



Measurable Annual Goals - Student Progress

Other evaluation method: _____

Annual Goal: Social/ Behavioral Skills

Supports the student's post secondary goals: Yes No

By 09/25/2012, when given a social scenes (photos, movie clips, other people) [redacted] will describe what he think s the other person is thinking improving abstract thinking skills from 45% to 65% as measured by observational data

How will progress toward this goal be reported? (check all that apply)

- Daily Behavior Checklist summary
- Parent Conferences & phone calls
- Written Progress Report
- District Report Card
- Progress Reports/Notes
- Other:
- IEP Goals and Objectives Page
- Student Communication Logs

How often will progress be reported? Monthly Quarterly Trimester Semester Other:

| Progress of Goals: | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
|--------------------|------------|---|---|---|---|---|---|---|
| Date of Review: | 02/01/2012 | | | | | | | |
| Progress: | SP | | | | | | | |

- Progress on this goal will be reported using the following codes.
- ES - Emerging Skill demonstrated but skill work just started, see comments
 - IP - Insufficient Progress demonstrated and not meeting benchmarks - see comments
 - M - Met this annual goal - see comments
 - NP - Not making progress - see comments
 - P - Parent has declined services in this area.
 - PM - Progress being made but hampered by new circumstances- see comments
 - SA - Student prolonged absence has interferred with progress - see comments
 - SP - Sufficient Progress being made to achieve benchmarks and goal - see comments

Comments:
 02/01/12: 47%

Short Term Objectives or Benchmarks

Objective: Abstract Thinking

By 01/25/2012, [redacted] will [redacted] will describe what he thinks other people are thinking through the use of social scenes (photos, movie clips, other people).

Comments: _____ **Last Updated:** _____

Mastery Criteria: 50%
Evaluation method: _____
Other evaluation method: _____

Objective: Abstract Thinking

By 05/25/2012, [redacted] will [redacted] will describe what he thinks other people are thinking through the use of social scenes (photos, movie clips, other people).

Comments: _____ **Last Updated:** _____

Mastery Criteria: 60%
Evaluation method: _____
Other evaluation method: _____