

THIS IEP INCLUDES :

- Transition
- Interim Service Plan

**NEW YORK CITY
DEPARTMENT OF EDUCATION
INDIVIDUALIZED EDUCATION PROGRAM**

CONFERENCE INFORMATION

CSE Case#10-22222.....
 Home District10..... Service District7.5.....
 Date3/22/2004.....
 TypeAnnual Review.....

STUDENT INFORMATION

Name Jackson, Samantha..... NYC ID# 22222222..... Date of Birth 3/26/86..... *Age as of date of the conference.
 Address 2356 University Avenue Apt 3F..... Gender Female..... Age* 18.....
 Phone (718) 555-3322..... English LAB Year Spanish LAB Year Grade Ungraded.....
 Language(s) Spoken/Mode of Communication English/picture symbols, gesture.....
 Primary Agency with whom student is involved: FECS.....
 Name of Contact Sally Smith..... Phone (718) 999-9999..... Agency Case #

PARENT/GUARDIAN INFORMATION

Relationship to Student

Name Jennifer Jones (aunt).....
 Address same as above.....
 Phone (Home) same as above..... Phone (Work) (914) 555-5555..... Interpreter Required Yes No
 Preferred Language / Mode of Communication: English.....

SPECIAL MEDICAL/PHYSICAL ALERTS

(Refer to Health & Physical Development Page for additional details)

The student has medical conditions and/or physical limitations which affect his/her learning behavior and/or participation in school activities
 The student requires medication and/or health care treatment(s) or procedure(s) during the school day.
 Other alerts: cardiac condition, tires easily, needs air conditioning in warm weather.....

Summary Of Recommendations

Eligibility yes no Twelve Month School year: Yes No

Recommended Services

Classification of Disability:
 Staffing Ratio
 12:1:4

Recommended Services - Twelve Month School Year

same as above..... Staffing Ratio

Other Recommendations (Check all that apply)

*Details are provided in relevant sections of IEP.

- Program Accessibility* Adapted Phys. Ed.* Bilingual Instruction
- Related Services* Assistive Technology* Monolingual Services with ESL
- Special Education Transportation -Comment mini bus, air conditioning

Students who are blind or visually impaired :
 Braille instruction needed Yes No Language of Instruction
 Mode of Communication

CONFERENCE INFORMATION

Referral type: Initial Annual Review
 Triennial Requested Review

Conference type: EPC Annual Review
 CSE Review CPSE Review

Attendance at Conference

Please note that your signature reflects your participation at the conference and does not necessarily indicate agreement with the Individualized Education Program.

Signature/Title	Role (Indicate if Bilingual)	Signature/Title	Role (Indicate if Bilingual)
Jennifer Jones (T)	Parent/Legal Guardian		Parent/Legal Guardian
Sybil Andrews, AP	District Representative	John Smith	Special Education Teacher or Related Service Provider
Judith Johns	General Education Teacher		Parent Member (CPSE/CSE)
Samantha Jackson	Student	Tom Jones	Speech Therapist Other
	Education Evaluator	Juan Hernandez	Physical Therapist Other
	School Psychologist	Jonathan Cummings	Occupational Therapist Other
	Social Worker	Richard Graber	Work site supervisor Other

Use an asterisk (*) to signify the participant who interprets the instructional implications of evaluation results.
Use the letter (T) to signify participation by teleconference.

Conference Results

Initiate Service Modify Service Change Program / Service Category No Change

Indicate Modifications Speech and Language from: 3/30/2 to: 2/30/2.....

Initiation, Duration, and Review of IEP

Projected Date of Initiation of IEP: 4/5/2004.....

Projected Date Of Review of IEP: 3/22/2005.....

Duration of Services: 1 year.....

Contacts with Parent / Guardian

Date Notice of Meeting Sent: 3/8/2004.....

Date of Follow-up (if any): 3/15/2004.....

Type of Follow-up: Letter Telephone

Letter Telephone

Date IEP and Notice of Recommendation

Given To Parent:

Sent To Parent : 3/29/2004.....

ACADEMIC PERFORMANCE AND LEARNING CHARACTERISTICS

Describe the student's present levels of academic achievement, language development, cognitive development and learning style in English and the other than English language for LEP students. Discuss how the student's disability affects his/her involvement and progress in the general curriculum or, for preschool students, as appropriate, how the student's disability affects participation in appropriate activities.

PRESENT PERFORMANCE:

Samantha is following the alternate curriculum. Samantha communicates using picture symbols on a 16 cell communication board. She uses symbols for: yes/no; break; work; help; music; want; finished; more; me; and symbols appropriately attached for foods and other activities from which to choose. Symbols are arranged by parts of speech (e.g. nouns, verbs, etc.) and miscellaneous items. She responds to some questions using her board and others by shaking her head yes/no. Symbols are used to label work stations and cabinets within the room. Even with the areas labelled Samantha has some difficulty finding her assigned work area. Samantha can initiate and complete familiar activities with no more than 3 steps using the picture symbols as cues (when placed in order of performance). She can attend to activities for up to ten minutes with the redirection "what do you need to do next?". She will follow verbal directions with accompanying symbols for new tasks. She has difficulty identifying and obtaining the materials required for both familiar and novel tasks. She especially enjoys food preparation and...

Reading And Writing					Math				
Area	Date	Test/Evaluation	Score	Instructional Level	Area	Date	Test/Evaluation	Score	Instructional Level
Decoding	3/1-3/15	Teacher Observation		Alternate Performance Indicators	Computation	3/1-3/15	Teacher Observation		Alternate Performance Indicators
Reading Comprehension	3/1-3/15	Teacher Observation		Alternate Performance Indicators	Problem Solving	3/1-3/15	Teacher Observation		Alternate Performance Indicators
Listening Comprehension	3/1-3/15	Teacher Observation		Alternate Performance Indicators					
Writing	3/1-3/15	Teacher Observation		Alternate Performance Indicators					

ACADEMIC MANAGEMENT NEEDS

(Environmental modifications and human/material resources)

Samantha learns best using individualized and small group instruction. She requires the consistent use of a communication system utilizing picture symbols arranged on a communication board. Symbol options must be available for all activities across all environments. She must be given the opportunities to make choices throughout the school day. Staff need to respond more consistently to her requests for a "break" as a means of dealing with her leaving activities. Many meaningful, age appropriate activities need to be provided for learning and reinforcement of skill development. Ongoing assessment should take place to see if Samantha's communication needs can best be met through the use of augmentative communication devices. Samantha's significant health issues need to be monitored by programmatic and individually mandated staff. Samantha needs to have an area set aside for her to rest when necessary.

Social/Emotional Performance

Describe the student's strengths and weaknesses in the area of social and emotional development in English and the other than English language for LEP students. Consider the degree and quality of the student's relationships with peers and adults, feelings about self and social adjustment to school and community environments. Discuss how the student's disability affects his/her involvement and progress in the general curriculum or, for preschool students, as appropriate, how the student's disability affects participation in appropriate activities.

Present Performance :

Samantha enjoys working with another student and an adult.... She has difficulty working in a group of 2-3 students.... She likes to choose the people with whom she works.... usually only 1 per activity (using pictures and symbols for activities).... When not engaged, Samantha will go to a corner, get a magazine or turn on the radio.... She becomes less sociable when she is expecting her period.... During her menstruation, Samantha prefers to work alone and appears to be more susceptible to noise and other stimuli.... Samantha lets people know what she likes and what she wants to do.... When asked to do a non-preferred activity, she will immediately ask for a break (using her board).... Samantha becomes frustrated, pushing aside her task, when she wants to listen to music.... She will get out of her seat and go to the music area and needs to be redirected to her activity.... Music is the only thing that would cause Samantha to leave an activity and those with whom she is working.....

Behavior And The Instructional Process

Describe the present levels of support including personnel responsible for providing behavioral support.

- Behavior is age appropriate
- Behavior does not seriously interfere with instruction AND
- Can be addressed by General Education OR
- Can be addressed by special education teacher
- Behavior seriously interferes with instruction and requires additional adult support.
- Behavior requires highly intensive supervision.

picture symbols/communication board.....
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Social Emotional Management Needs

Environmental modifications and human/material resources

Samantha uses picture symbols on a communication board to communicate across all environments.... Staff need to develop a consistent response to Samantha's use of behavior to communicate her wants, especially her desire to have a "break".... Staff support to assist Samantha when working in a small group to foster student to student interaction.... Provision of a "quiet" place for Samantha to go when she is overwhelmed by environmental noise and stimuli.....

A behavior intervention plan has been developed. Yes No

Health And Physical Development

Describe the student's health and physical development including the degree or quality of the student's motor and sensory development, health, vitality and physical skills or limitations which pertain to the learning process, behavior and participation in physical education or other school activities. Discuss how the student's disability affects his/her involvement and progress in the general curriculum or, for preschool students, as appropriate, how the student's disability affects participation in appropriate activities.

Present Health Status And Physical Development:

Samantha has a history of cardiac problems dating back to an attack of rheumatic fever as a small child. This condition causes her to tire easily and staff need to be vigilant in recognizing the signs of fatigue (head down on table, hesitation on stairs, dropping utensils). Samantha has difficulty dealing with heat. Samantha can assist with care during her menstruation, placing a soiled pad into a brown bag once a staff member removes the item from her underpants. She has difficulty removing and replacing the pad. Samantha can dress and undress, but has difficulty with fasteners. She is totally independent when she wears pull-up pants and shoes with velcro closures. Samantha is independent at mealtimes.

Medical/Health Care Needs

During the school day, the student requires :

Oral medication Yes No

(If yes, functionally describe the condition for which medication is required.)

Treatment(s) or other health procedure(s) Yes No

(If yes, functionally describe the condition for which treatments(s) or procedure(s) are required.)

Health as a related service Yes No

(If yes, specify in related service recommendations.)

Physical Needs

The student: does does not have mobility limitations

(If yes, functionally describe the limitation(s).)

Samantha tires easily when walking stairs, due to cardiac condition.

Accessible program yes no

Adaptive physical education if yes indicate staffing ratio: yes no

Assistive technology device(s) yes no

Assistive technology service(s) yes no

(If assistive technology device(s) or service(s) are required, specify in management needs)

Health/Physical Management Needs

(Environment modifications, human/material resources or specialized equipment)

Samantha requires supervision by programmatic and individually mandated staff. Access to nursing services is required. Samantha must be in a totally accessible setting with the availability of an elevator, if necessary. Samantha needs to have access to an air conditioned environment, especially when the weather is extremely hot and muggy and at certain times during the month when she is more susceptible to weather changes and environmental stimuli.

ANNUAL GOALS AND SHORT-TERM OBJECTIVES

CSE Case# .10-22222.....

There will be 3 reports of progress this school year.

1st 2nd 3rd 4th 5th 6th 7th 8th

ANNUAL GOAL:	PROGRESS	Date Mon/Yr	1st	2nd	3rd	4th	5th	6th	7th	8th
Samantha will improve job completion skills as they relate to identifying and obtaining materials required for activities across all environments.	Methods of Measurement		<input type="checkbox"/>							
	Report of Progress		<input type="checkbox"/>							
	Progress Toward Annual Goal		<input type="checkbox"/>							
	Reasons for not Meeting Annual Goal		<input type="checkbox"/>							

SHORT-TERM OBJECTIVES: Other:

1. During familiar daily activities and routines requiring 1-2 materials, Samantha will match the picture symbols to the corresponding symbols on cubbies, cabinets or refrigerator in response to the question "Where can you find this?", 4/5 opportunities over a 2 week period.
2. During daily activities and routines requiring 2-3 materials, Samantha will pull the object symbols from an activity board, take the symbol card with her, and get the required materials in response to the question "What do you need?", 4/5 opportunities over a 2 week period.
3. During daily activities and routines requiring 2-3 materials, Samantha will get the required materials in response to the question "What do you need?", 4/5 opportunities over a 2 week period.

ANNUAL GOAL:	PROGRESS	Date Mon/Yr	1st	2nd	3rd	4th	5th	6th	7th	8th
Samantha will improve her ability to independently initiate, sustain and complete daily routines and activities across all environments.	Methods of Measurement		<input type="checkbox"/>							
	Report of Progress		<input type="checkbox"/>							
	Progress Toward Annual Goal		<input type="checkbox"/>							
	Reasons for not Meeting Annual Goal		<input type="checkbox"/>							

SHORT-TERM OBJECTIVES: Other:

1. During familiar daily activities and routines, with appropriate materials provided, Samantha will attend to a task for at least 5-7 minutes to completion without redirection, 4/5 opportunities over a 2 week period.
2. During daily activities and routines, with appropriate materials provided, Samantha will attend to a task for at least 10 minutes to completion without redirection, 4/5 opportunities over a 2 week period.
3. During new daily activities and routines, Samantha will get required materials, attend to and complete a task requiring at least 15 minutes to complete, 4/5 opportunities over a 2 week period.

<p>METHODS OF MEASUREMENT</p> <ol style="list-style-type: none"> 1. Teacher Made Materials 2. Standardized Test 3. Class Activities 4. Portfolio(s) 5. Teacher/Provider Observations 6. Performance Assessment Task 7. Check Lists 8. Verbal Explanation 9. Other (Specify) _____ 	<p>EXPLANATION OF CODING SYSTEM</p> <p>REPORT OF PROGRESS</p> <ol style="list-style-type: none"> 1. Not applicable during this grading period 2. No progress made 3. Little progress made 4. Progress made; goal not yet met 5. Goal met 	<p>PROGRESS TOWARD GOAL</p> <ol style="list-style-type: none"> A. Anticipate meeting goal B. Do not anticipate meeting goal (Note reason) C. Goal met 	<p>REASONS FOR NOT MEETING GOAL</p> <ol style="list-style-type: none"> 1. More time needed 2. Excessive absence or lateness 3. Assignments not completed 4. Other(Specify) _____
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*While a review of your child's educational program occurs every year please be advised that you have a right to request a review of your child's program at any time.

The student's performance is approaching his/her promotion criteria as set forth on page 9 of the IEP:

For students who are not anticipated to meet their annual goals and/or promotion criteria: We recommend that the IEP Team be reconvened:

1st	2nd	3rd	4th	5th	6th	7th	8th
<input type="checkbox"/>							
<input type="checkbox"/>							

Use a Y (Yes) or N (No) in the appropriate column.

Copy For : CSE ___ PARENT ___ SCHOOL ___ STUDENT ___ OTHER ___

ANNUAL GOALS AND SHORT-TERM OBJECTIVES

CSE Case# .10.22222.....

There will be 3 reports of progress this school year.

ANNUAL GOAL:	PROGRESS	Date Mon/Yr	1st	2nd	3rd	4th	5th	6th	7th	8th
Samantha will demonstrate improvement in inter-personal skills as it relates to working in a group.	Methods of Measurement		<input type="checkbox"/>							
	Report of Progress		<input type="checkbox"/>							
	Progress Toward Annual Goal		<input type="checkbox"/>							
	Reasons for not Meeting Annual Goal		<input type="checkbox"/>							

SHORT-TERM OBJECTIVES: Other:

- During familiar daily activities and routines, Samantha will work cooperatively on a lesson/project in an assigned group of 1-2 students and an adult for at least 10 minutes, 4/5 opportunities over a 2 week period.
- During familiar daily activities and routines, Samantha will work cooperatively on a lesson/project in a group of 2-3 students of her choosing and an adult for at least 10 minutes, 4/5 opportunities over a 2 week period.
- During daily activities and routines, Samantha will work cooperatively on a lesson/project in a group fo 2-3 students of her choosing for at least 15 minutes (until completion of the activity) 4/5 opportunities over a 2 week period.

ANNUAL GOAL:	PROGRESS	Date Mon/Yr	1st	2nd	3rd	4th	5th	6th	7th	8th
Samantha will improve her ability to consistently communicate her wants and needs across all environments.	Methods of Measurement		<input type="checkbox"/>							
	Report of Progress		<input type="checkbox"/>							
	Progress Toward Annual Goal		<input type="checkbox"/>							
	Reasons for not Meeting Annual Goal		<input type="checkbox"/>							

SHORT-TERM OBJECTIVES: Other:

- At the completion of daily activities and routines, Samantha will consistently use her communication board to indicate “finished” BEFORE requesting a “break” over a 2 week period.
- During daily group activities and routines (especially when she is more susceptible to noise/contacts with others), Samantha will consistently use her communication board to indicate “she wants to be alone” over a 2 week period.
- During daily activities and routines, when Samantha leaves the activity prior to completion and appears upset and/or angry, she will use her communication board to respond to the question “What’s the matter?” 4/5 occurrences within a 2 week period.

<p>METHODS OF MEASUREMENT</p> <ol style="list-style-type: none"> Teacher Made Materials Standardized Test Class Activities Portfolio(s) Teacher/Provider Observations Performance Assessment Task Check Lists Verbal Explanation Other (Specify) _____ 	<p>EXPLANATION OF CODING SYSTEM</p> <p>REPORT OF PROGRESS</p> <ol style="list-style-type: none"> Not applicable during this grading period No progress made Little progress made Progress made; goal not yet met Goal met 	<p>PROGRESS TOWARD GOAL</p> <ol style="list-style-type: none"> Anticipate meeting goal Do not anticipate meeting goal (Note reason) Goal met 	<p>REASONS FOR NOT MEETING GOAL</p> <ol style="list-style-type: none"> More time needed Excessive absence or lateness Assignments not completed Other(Specify) _____
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<input type="checkbox"/>							
<input type="checkbox"/>							

Use a Y (Yes) or N (No) in the appropriate column.

Copy For : CSE ___ PARENT ___ SCHOOL ___ STUDENT ___ OTHER ___

ANNUAL GOALS AND SHORT-TERM OBJECTIVES

CSE Case# .10.22222

There will be 3 reports of progress this school year.

ANNUAL GOAL:	PROGRESS	Date Mon/Yr	1st	2nd	3rd	4th	5th	6th	7th	8th
Samantha will improve her personal hygiene skills.	Methods of Measurement		<input type="checkbox"/>							
	Report of Progress		<input type="checkbox"/>							
	Progress Toward Annual Goal		<input type="checkbox"/>							
	Reasons for not Meeting Annual Goal		<input type="checkbox"/>							

SHORT-TERM OBJECTIVES: Other:

1. During the time of her menstruation, when she goes to the bathroom, Samantha will remove her sanitary pad from her underpants and place it into a brown bag or baggie in all environments, 3/4 opportunities over the course of her period.
2. During the time of her menstruation, Samantha will remove her sanitary pad from her underpants, place it into a brown bag or baggie, and place a clean pad appropriately in her underpants, 3/4 opportunities over the course of her period.
3. During the time of her menstruation, when she goes to the bathroom, Samantha will independently care for her menstrual needs 4/5 opportunities over the course of her period.

ANNUAL GOAL:	PROGRESS	Date Mon/Yr	1st	2nd	3rd	4th	5th	6th	7th	8th
	Methods of Measurement		<input type="checkbox"/>							
	Report of Progress		<input type="checkbox"/>							
	Progress Toward Annual Goal		<input type="checkbox"/>							
	Reasons for not Meeting Annual Goal		<input type="checkbox"/>							

SHORT-TERM OBJECTIVES: Other:

<p>METHODS OF MEASUREMENT</p> <ol style="list-style-type: none"> 1. Teacher Made Materials 2. Standardized Test 3. Class Activities 4. Portfolio(s) 5. Teacher/Provider Observations 6. Performance Assessment Task 7. Check Lists 8. Verbal Explanation 9. Other (Specify) _____ 	<p>EXPLANATION OF CODING SYSTEM</p> <p>REPORT OF PROGRESS</p> <ol style="list-style-type: none"> 1. Not applicable during this grading period 2. No progress made 3. Little progress made 4. Progress made; goal not yet met 5. Goal met 	<p>PROGRESS TOWARD GOAL</p> <ol style="list-style-type: none"> A. Anticipate meeting goal B. Do not anticipate meeting goal (Note reason) C. Goal met
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<input type="checkbox"/>							
<input type="checkbox"/>							

Use a Y (Yes) or N (No) in the appropriate column.

Copy For : CSE ___ PARENT ___ SCHOOL ___ STUDENT ___ OTHER ___

SCHOOL ENVIRONMENT AND SERVICE RECOMMENDATIONS

GENERAL EDUCATION ENVIRONMENT

Area of Instruction	Language(s) or Communication mode	Periods per week	Supplementary Aids and Service	Program Modifications and Supports for School Personnel
Work Study	English; communication board with picture symbols	15	Samantha is meeting her IEP goals by following a career development/life skills curriculum at a community based work site.	Instruction for work site personnel relating to use of communication system and Samantha's specific health needs.

SPECIAL CLASS ENVIRONMENT

Area of Instruction	Language(s) or Communication mode	Periods per week	Special Class and Staffing Ratio	Supports	Reasons for Non-Participation in General Education Environment
All except	English; communication board with picture symbols	All except	12:1:4	Related Services Health (Skilled Nursing Services)	Samantha requires intensive support to participate in career development/adult life skills curriculum.

OTHER PROGRAMS/SERVICES CONSIDERED AND REASONS FOR REJECTION

Provide an explanation of the programs/services considered and the reason for rejection. Specify why the student cannot achieve the goals of his/her IEP within a general education program with the assistance of supplementary aids and services.

General Education with Related Services: Samantha requires a more intensive level of support than that provided in a general education class.

General Education with Special Education Teacher Support Services: Samantha requires an educational setting that stresses the development of career and adult life skills in a community based setting.

Special Class in a community school: Samantha requires the intensive supports provided by a specialized school (D75).

Second language instruction: If the student is exempt from second language instruction, explain why:

Samantha is following the alternate curriculum.

PARTICIPATION IN SCHOOL ACTIVITIES, RELATED SERVICE RECOMMENDATIONS AND PARTICIPATIONS IN ASSESSMENTS

PARTICIPATION IN SCHOOL ACTIVITIES

If the student cannot participate in lunch, assemblies, trips and/or other school activities with non-disabled students, indicate the activity and reason(s) for non-participation.

Samantha can participate in all activities with her mandated supports in place.....

Status*	Related Service	Language of service	Location**	Session/week	Duration	Group size
C	Occupational Therapy	English	Separate Location	2	30	1
C	Physical Therapy	English	Separate Location	2	30	1
M	Speech	English	Separate Location	2	30	2
C	Health (Skilled Nursing Services)	English	Separate Location	5	99+	1
C	Health (Paraprofessional Services)	English	Separate Location	5	99+	2

* Indicates status of recommendation: Initiate; Continue; Modify; or Terminate

** Indicate whether service is provided outside the general education classroom

PARTICIPATION IN ASSESSMENTS

The student WILL PARTICIPATE in state and local assessments. The student will participate in Alternative Assessment.

Without Accommodations With Accommodations

Describe accommodations, if any that will be used consistently throughout the student's educational program:

.....

Reason for participation in Alternative Assessment:

Samantha is following an instructional program based on The Learning Standards and Alternate Performance Indicators for Students with Severe Disabilities.....

In addition to Alternative Assessment, describe how the student will be assessed:

Student Datafolios; Teacher Observation; Videos; Data Collection.....

.....

Promotion Standard Criteria Modified Criteria*

Promotion * Describe the modified promotion criteria

.....

Transition

LONG TERM ADULT OUTCOMES

(Beginning at age 14 or younger if appropriate, state long term outcomes based on the student's preferences, needs and interests.)

Community Integration: Samantha wants to go to movies, dances and restaurants

Post-Secondary Placement Samantha wants to work

Independent Living Samantha wants to live with her family in a big house

Employment: Samantha wants to work in a music store

Diploma Objective

Regents Diploma Advanced Regents Diploma Local Diploma IEP Diploma

Expected High School Completion Date 6/2007 Credits Earned As Of Date

Transition Services

(Required for students 15 years of age and older.)

Instructional Activities Samantha will identify and obtain materials required for daily activities across all environments

Responsible Party: Parent School Student Agency Fall Spring Summer

Community Integration Samantha will take part in weekly shopping trips

Responsible Party: Parent School Student Agency Fall Spring Summer

Post High School Samantha will take part in a community based work study program

Responsible Party: Parent School Student Agency Fall Spring Summer

Independent Living Samantha will practice routines for home and work

Responsible Party: Parent School Student Agency Fall Spring Summer

Acquisition of Daily Living Skills Functional Vocational Assessment Needed Not Needed

Responsible Party: Parent School Student Agency