

Red text = refinement in practice

Area	Best Practice
Strengths, Interests, Preferences	<p><u>Include:</u> Multiple items for each category Vocationally related strengths or interests when possible</p>
Living	<p><u>Sources:</u> Must use multiple sources (parent input is a <u>great</u> source to add)</p> <p><u>Results:</u> How do they compare to peers? Should include skills with regard to:</p> <ul style="list-style-type: none"> *Transportation: Can they drive? Can they use public transportation? Will they rely on family, etc.? *Financial skills: Can they make purchases? Do they have a bank account? Can they budget money, etc.? *Domestic skills: Can they cook, clean, do laundry, etc.? *Life skills: Do they demonstrate self-advocacy skills? Can they make appointments, take meds, take care of their personal hygiene, get up on their own, engage in appropriate leisure time? <p>Do they have the skills to live independently? Are their skills comparable to their peers?</p>
Learning	<p><u>Sources:</u> Use multiple sources, district wide assessments information is helpful Teacher/classroom observations are good to include, as well as, any other assessments.</p> <p><u>Results:</u> How do they compare to peers? Should include skills with regard to:</p> <ul style="list-style-type: none"> *Discrepancy areas: Be sure to identify why the student is in need of special education services and what supports are needed to pursue the PSEs. *Classroom information: What do teachers notice in the classroom... learning styles and habits, coping skills, and useful accommodations? *Skills with regard to PSEs: These skills may not be areas of need. Example, if a student wants to pursue a career that is heavy in math, include a summary of his math skills, even though it may be a relative strength for the student.
Working	<p><u>Source:</u> Use multiple sources (teacher observation is <u>excellent</u> to use here!) Start using employability skills and clusters from student's ICAP</p> <p><u>Results:</u> Should include:</p> <ul style="list-style-type: none"> *Work experiences: Regular paid jobs, as well as, lawn mowing, babysitting, detasseling, snow removal, etc. *Career cluster areas: For example - Health Science, Human Services, Information Technology, Manufacturing, etc. *Employability skills (transferable skills): such as dependable, works well with others, respects authority, manages time well, follows multi-step directions, punctual, etc.
PSE: Living	<p>Must align with the skills listed in the living results section Ex. "Johnny is going to live in a house in Los Angeles by himself" is not appropriate for a student with severe limitations. If the student's expectation differs greatly from the team's perception, include both.</p>
PSE: Learning	<p>Must align with the skills listed in learning results section. Ex. "Sally is planning on attending vet school at ISU" is not appropriate for a student with a second grade reading level. If the student's expectation differs greatly from the team's perception, include both.</p>

PSE: Working	<p>Must align with the interests and skills in the working section</p> <p>Ex. <i>“Tom is going to work full time as a grounds keeper”</i> is not appropriate for a student whose interests point towards working indoors in a quiet, clean environment. If the student’s expectation differs greatly from the team’s perception, include both.</p>
COS: Requirements	<p>Must include:</p> <ul style="list-style-type: none"> *Total number of credits *Course subjects *Any additional district requirements <p>Ex., <i>“Johnny will need 52 credits to graduate from Anywhere HS. These credits include 8 English, 6 Math, 6 Social Studies, 6 Science, 1 Health, 4 PE, 1 Computer applications, and 20 electives. He will also need to complete the senior portfolio.”</i></p> <p style="text-align: center;">OR</p> <p>Describe how the student will graduate by other means if appropriate</p> <p>Ex., <i>“Sally’s graduation is based upon acceptable progress toward goal areas as dictated and established by her IEP.”</i></p>
COS: Current Status	<p>Must include:</p> <ul style="list-style-type: none"> *Graduation date *Number of credits the student has yet to complete *Courses in subject areas the student has yet to complete *Other district requirements the student has yet to complete <p>Ex., <i>“Johnny has earned 26 out of the 48 credits needed to graduate and is on track to graduate with his peers. He still needs 4/8 English, 2/6 Math, 2/6 Social Studies, 4/6 Science, 2/4 PE, 1/1 Computer App and 11/18 elective credits, as well as, the senior portfolio.”</i></p> <p style="text-align: center;">OR</p> <p>Describe the student’s progress for graduating by other means.</p> <p>Ex., <i>“Sally is making progress towards all goals as dictated and established by her IEP and is anticipated to graduate based on her IEP in 2018.”</i></p> <p style="text-align: center;">THIS IS INDIVIDUALIZED AND <u>NOT</u> A CUT AND PASTE FROM THE PREVIOUS SECTION</p>
COS: Course and Activities	<p>This section is a multi-year projection of the remainder of the student’s secondary education. Include: Courses <u>and</u> activities <i>specific</i> to the student that will help them achieve their PSEs</p> <p>This is a good place for: Driver’s education, Accuplacer/ALEKS (Community College Placement Test)</p> <p>Ex., <i>“In addition to the required courses, Johnny will need to take Industrial Tech 1 & 2, CAD, and Building Trades to pursue his interest in construction. He will also need to complete Driver’s Education, Accuplacer, and connect with Voc Rehab. It is also recommended that he visit one or more community colleges.”</i></p>

OTHER CONSIDERATIONS FOR QUALITY SERVICES:

1. Make sure all goals address priority/essential needs that align with the PSEs.

- Reading fluency is probably not a priority/essential skill for a 10th grader. Comprehension would be more appropriate.

2. Make sure living, learning, and working are addressed. If not, list specific justifications.

- Ex., Page F – Development of Work ... box: *“Johnny will participate in Independent Living class to improve his skills in cooking and budgeting. He will also participate in the Career Academy to help determine a vocational area of interest.”*

OR

- Ex., Page B – Living Results: *“Johnny is independent in the area of living. He can cook, clean and take care of personal hygiene. He has a checking and savings account and manages the money he earns doing odd jobs. He has a valid driver’s license and makes his own appointments when needed.”*