

Transition Individualized Education Program Team (IEPT) Report (13 years and over)
Berkley School District 14700 W. Lincoln Oak Park, MI 48237

IEP Date: 6-20-08	Prior IEP Date: 6-18-07	Initial/Most Recent Reevaluation IEP Date: 11-17-05
Birth Date: [REDACTED]	Gender: male	Grade: post secondary
		Student ID:

Student's Last Name: Feldman	First: Micah	Telephone: [REDACTED]
Address: [REDACTED]	City: [REDACTED]	State: MI
County: Oakland	Zip Code: 48070	E-Mail: [REDACTED]
Resident Dist.: Berkley	Operating District: Berkley	Attending Bldg: Postsecondary

Parent's Last Name: Feldman	First: Rich	Relationship: dad
Telephone Home: [REDACTED]	Work:	E-Mail: [REDACTED]
Address (if different): -same-	Native Language/Communication Mode:	Interpreter is Needed Y <input type="checkbox"/> N <input checked="" type="checkbox"/>
Parent's Last Name: Fialka	First: Janice	Relationship: mom
Telephone Home: [REDACTED]	Work:	E-Mail: [REDACTED]
Address (if different): -same-	Native Language/Communication Mode:	Interpreter is Needed Y <input type="checkbox"/> N <input checked="" type="checkbox"/>

The Purpose of this IEP Team Meeting is to Discuss (check one of the following):

Initial Eligibility Review/Revise IEP Reevaluation Additional/change of disability reevaluation

Other, please specify:

Parental Rights and Age of Majority (check all applicable):

If the student will be age 17 during this IEP, the student was informed of parental rights that will transfer to him or her at age 18.

If the student has turned age 18, the student and parent were informed of the parental rights that transferred to the student at age 18 including the right to invite a support person(s) such as a parent, other family member, advocate, or friend.

The student has turned age 18 and there is a guardian established by court order. The guardian is:

The student has turned age 18 and has appointed a legally designated representative (e.g., power-of-attorney, trustee). The representative is:

IEP Team Meeting Participants in Attendance

Check the box indicating the IEP Team member who can explain the instructional implications of evaluation results.

Check the circle indicating the IEP Team member who has observed the student suspected of having a learning disability.

Student <u>MICHAEL FELDMAN</u>	Adult Service Agency Representative <u>[Signature]</u>
Parent <u>Richard Feldman</u>	Special Education Director <u>[Signature]</u>
Parent <u>Kim Lembrech</u>	Special Education Teacher/Provider <u>[Signature]</u>
Public Education Agency Representative/Designee <u>MORE</u>	Speech/Language Pathologist <u>[Signature]</u>

Micah Fialka Feldman

6/20/08

Student's Post-Secondary Goals

If student did not attend the IEP, describe the steps that were taken to ensure consideration of the student's preferences and goals:
 Micah did attend and co-lead this IEP meeting.

34 CFR §300.344(b) requires the school to invite students to participate in IEP Team meetings if the meeting will include consideration of transition needs or services.

- 1) Adult Living: As an adult, where do you want to live? I want to live on the college campus.
- 2) Career/Employment: As an adult, what kind of work do you want to do? To maintain employment at the YMCA, and eventually become a paid employee. Speaking/presenting is also a part of Micah's career interest.
- 3) Community Participation: As an adult, what hobbies and activities do you want to have? I like playing on the computer. I like being on boards. I like hanging out with my friends *helping with political campaigns*
- 4) Post-Secondary Education/Training: After high school, what additional education and training do you want? Keep on going to school. Driving training.

Statement of Needed Transition Services – include by age 16 (Required)
 (Recommended beginning at age 13 and annually thereafter if determined by the IEP Team.)

Needed Transition Activities/Services Related to Student PLAAFP (describe the responsibilities of each participant)	Assessment	Responsible Agency/Person	Timeline (optional)
ADULT LIVING- Case opened with MORC. Micah continues to be interested in dorm living. MORC has been supportive, but there have been challenges on OU's end. Considered, none needed <input type="checkbox"/>		MORC with OU Micah	ongoing
DAILY LIVING SKILLS- Case opened with MORC- Micah works with a peer on many of the "daily living" skills. More assistance needed in the area of cooking/baking. Considered, none needed <input type="checkbox"/>	Micah will have another assessment once in dorm	MORC	
FUNCTIONAL VOCATIONAL EVALUATION- June 2006 Considered, none needed <input type="checkbox"/>	Completed 6/06	Maria King & assoc.	
EMPLOYMENT- Micah worked at the Fresh Air Society April-September 2007. He currently is working at the YMCA. He also holds a job on campus at the Oakland Center. <i>Micah is working on staying on task and taking initiative at work.</i> Considered, none needed <input type="checkbox"/>	<i>observation and work evals from YMCA + Fresh Air</i>	Micah MORC	Support is ongoing
COMMUNITY EXPERIENCES- KASA, NYLN, St. Jude's, Community Service Fraternity: Alpha Phi Omega Considered, none needed <input type="checkbox"/>		Micah	Ongoing
RELATED SERVICES- Speech/language services Considered, none needed <input type="checkbox"/>		Speech/language therapist	
FURTHER EDUCATION- Micah is interested in continuing to receive his education on a college campus. Considered, none needed <input type="checkbox"/>		Ceseload teacher MORC OU MRS	
OTHER- Micah began a driver's education assessment through Beaumont Hospital 6/18/08. Considered, none needed <input type="checkbox"/>			

Was there a need to invite a community agency representative likely to provide current or future services? Yes No
 If Yes, did the community agency representative attend the IEP? Yes No Explain: *Kim Dembrowski from MORC attended this*
 Micah Fialka Feldman

6/20/08

Attendance Not Necessary

The Parent and the LEA agree that the attendance of a member listed below is not necessary because the member's area of curriculum or related service is not being modified or discussed in the meeting.

Excusal Prior to the IEP Team Meeting

A member of the IEP Team may be excused from attending an IEP meeting, in whole or in part, when the meeting involves a modification to or discussion of the member's area of the curriculum or related service, if:

- 1) The parent and the local educational agency consent to the excusal; and
- 2) The member submits, in writing to the parent and the IEP Team, input into the development of the IEPT Report prior to the meeting. A parent's agreement shall be in writing.

Eligibility for Special Education

The IEP Team determined this student to be (check one). Ineligible Eligible

Primary disability: cognitive impairment 340.1705

Secondary disability, if any:

Factors to Consider in Order to Provide a Free and Appropriate Public Education (FAPE)

Consider (check) each of the following and comment below as appropriate:

- strengths of the student
- parent input and concerns for enhancing the education of the student
- results of an initial evaluation or the most recent reevaluation of the student
- progress on the current IEP annual goals and objectives
- student's anticipated needs or other matters

Comments:

Micah's strengths are almost too numerous to mention in the space provided on this form! He has an excellent sense of humor and a depth of understanding & empathy that is rarely seen in other his age!

Vocational skills: Micah is able to use public transportation to and from his home to OU. He is able to use a debit card and student ID (Spirit card). Micah has begun working at YMCA. Micah is working on staying on task without reminders. He continues to work at the Oakland Center in the Students Activities Center where he has experienced some job growth. He now work in other buildings on campus monitoring/maintaining their bulletin boards.

Micah's math skills: Micah has emerging math skills. He is able to count dollar bills, adding the amount of \$ he has in his wallet. He is able to pay for items, understanding the concept of "rounding up" to the next whole dollar, receiving change.

sb Micah spent one night a week staying in an apartment with peers from his fraternity. He is now ready to attempt dorm life.

Present Level of Academic Achievement and Functional Performance
Specify the Student Needs for Learning

What is the student's level of functioning and how does the disability affect his or her involvement in and progress in the general education curriculum? Micah does all of the things typical students do on a college campus. He utilizes peer tutors (which Micah sets up himself at the beginning of each semester) in his classes. He meets with peers before and/or after classes. Micah also uses assistive technologies in order to successfully progress with the curriculum. While Micah's academic skills are considered "emergent", these accommodations allow him to fulfill class expectations at school.

Consider (check) each of the following. Needs in any of the following require a statement in the comments below:

- communication needs of the student
- positive behavior interventions, supports, and strategies for students whose behavior impedes learning
- language needs for students with limited English proficiency
- Braille instruction for students who are blind or visually impaired
- communication and language for students who are deaf or hearing impaired
- the need for assistive technology devices or services

Comments:

Assistive technology:

Micah benefits from the use of assistive technologies such as Kurzweil 3000 and Dragon Naturally Speaking- which he uses at home as well as OU and Berkeley.

Micah's reading skills: Micah continues to take part in OU's reading clinic each winter term. Micah's reading skills are at the emergent level. He has a wonderful attitude about reading. He is able to comprehend books beyond his reading level. He can recognize the initial sound in words. Micah has many high frequency words and can identify them in isolation well. He recognizes even more in context.

Micah's writing skills: (continuing) Physically, writing does not come as easily for Micah. He is able to express his thoughts in the written form most effectively through dictation -either to a peer, or with the use of Dragon.

A review assessment will be planned to address Micah's reevaluation which is due in November this year

Micah Fialka Feldman

6/20/08

State- and District-wide Assessment

The student will participate in the Michigan Educational Assessment System (MEAS), district-wide assessment, and/or the National Assessment of Educational Progress (NAEP*) assessments as follows:

Section 1: MEAP and MI-Access Grades Assessed

Content Area	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 11
English Language Arts	X	X	X	X	X	X		X
Mathematics	X	X	X	X	X	X		X
Science			X			X		X
Social Studies				X			X	X

Directions: Check the one that applies to this IEP

- State Assessments are NOT administered at the grade level covered by this IEP.
 State Assessments ARE administered at the grade level covered by this IEP. (If checked, continue below.)

Section 2: Michigan Educational Assessment Program (MEAP)

MEAP Content Area Assessed	is the assessment appropriate for the student? Check the appropriate box below.		If YES, for each content area, indicate if the student needs any assessment accommodation(s) and what specifically is needed. If NO, state the reason why the specific MEAP assessment is not appropriate for the student.	is the Assessment accommodation(s) standard as per current guidelines? Check the appropriate box below.	
	YES	NO		YES	NO**
English Language Arts (Grades 3-8 and 11)					
Mathematics (Grades 3-8 and 11)					
Science ♦ (Grades 5, 8 and 11)					
Social Studies ♦ (Grades 6, 9 and 11)					

* For students indicate what standardized assessment(s) will be administered for each MEAP content area NOT assessed.

** Scores received using a nonstandard assessment accommodation are not eligible for the Michigan Merit Award. Also, for the No Child Left Behind (NCLB) the student will not count as assessed for NCLB participation rates.

♦ For students whose IEP Team Determines the MEAP science and/or social studies assessment(s) are not appropriate for the student, the IEP Team must determine how the student will be assessed in science and/or social studies

Micah Fialka Feldman

6/20/08

Section 3: MI-Access, Michigan's Alternate Assessment Program

MI-Access Type of Assessment and Content Area Assessed	Is the assessment appropriate for the student? Check the appropriate box below.		If YES, why is the alternate assessment identified appropriate for the student? and If YES, for each type of MI-Access assessment and/or content area, indicate if the student needs any assessment accommodation(s) and what specifically is needed.	Is the Assessment accommodation standard as per current guidelines? Check the appropriate box below.	
	YES	NO		YES	NO**
Participation					
Supported Independence					
Functional Independence: English Language Arts					
Functional Independence: Mathematics					
Content Areas where the State does not currently have state assessments developed.			If the MEAP science and/or social studies assessment(s) are NOT appropriate for the student, indicate how the student will be assessed in science and/or social studies until the state has alternate assessments in these content areas available. Also, indicate if any assessment accommodations are needed for the IEP Team determined science and/or social studies assessments		
Science					
Social Studies					

Section 4: English Language Proficiency Assessment (ELPA)

Directions: Check the one that applies to this IEP

- The student is NOT an English Language Learner, therefore the ELPA will NOT be administered.
- The student IS an English Language Learner and has been in the United States for ____ number of years. Therefore, the student will participate in the ELPA.

Requires reading assessments using tests written in English for any student who has attended school in the US (excluding Puerto Rico) for 3 or more consecutive years, with LEA discretion to use tests in another language for up to 2 additional years. States also must annually assess English proficiency for all LEP students beginning with the 2002-03 school year.

Section 5: District-wide Assessment

Directions: Check the one that applies to this IEP

- District-wide Assessments are NOT administered at the grade level covered by this IEP.
- District-wide Assessments ARE administered at the grade level covered by this IEP. (If checked, continue below.)

District-wide Assessment: List each assessment that is administered district-wide below and answer the questions to the right.	Is the assessment appropriate for the student? Check the appropriate box below.		If YES, for each content area, indicate if the student needs any assessment accommodation(s) and what specifically is needed. If NO, state the reason why the specific district-wide assessment is not appropriate for the student and indicate what alternate assessment the student will be administered.
	YES	NO	

Section 6: National Assessment of Educational Performance (NAEP)

Directions: Check the one that applies to this IEP

- The NAEP assessments are NOT administered at the grade level covered by this IEP.
- The NAEP Assessments ARE administered at the grade level covered by this IEP and this student was selected as part of the sample. (If checked, continue below.)
- The NAEP Assessments ARE administered at the grade level covered by this IEP, but our school was NOT selected in the sample. (If checked, nothing else is needed.)

NAEP Assessments	Is the assessment appropriate for the student? Check the appropriate box below.		If YES, for each content area, indicate if the student needs any assessment accommodation(s) and what specifically is needed. If NO, state the reason why the specific NAEP assessment is not appropriate for the student. If the student is participating in MI-Access for the NAEP content areas being assessed, an alternate assessment does NOT need to be administered.
	YES	NO	

Commitment Signatures

Any IEP Team member may submit a dissenting report for attachment to this IEP Team Report.

Resident District -- Resident district superintendent/designee (check all that apply):

Agrees with the IEP and its implementation
 Authorizes the nonresident operating district to conduct subsequent IEP Team meetings
 Agrees that the student is not eligible for special education

Disagrees with this IEP and:
 requests mediation
 requests a due process hearing

Date: 6-20-08
month/day/year

Signed: _____
Resident District Superintendent or Designee

Non-resident Operating District -- The superintendent/designee (check all that apply):

Agrees to provide the IEP program(s) and/or service(s)
 Agrees to conduct subsequent IEP Team meetings
 Agrees that the student is not eligible for special education

Disagrees with this IEP and:
 requests mediation
 requests a due process hearing

Date: _____
month/day/year

Signed: _____
Operating District Superintendent or Designee

Notice Requirements

The superintendent or designee of the operating district assures that:

- (a) to the maximum extent appropriate, a person who has a disability, including a person who is assigned to a public or private institution or other care facility, is educated with persons who do not have disabilities.
- (b) placement of a person who has a disability in special classes, separate schools, or the removal of a person who has a disability from the general education environment occurs only when the nature or severity of the disability is such that education in a regular class using supplementary aids and services cannot be satisfactorily achieved.
- (c) the placement for the student is as close as possible to his or her home
- (d) unless the IEP of a student with a disability requires some other arrangement, the student is educated in the school that he or she would attend if nondisabled.
- (e) in selecting the least restrictive environment, consideration shall be given to any potentially harmful effects to the student or the quality of services that the student needs.
- (f) a student with a disability will not be removed from education in age-appropriate regular classrooms solely because of needed modifications in the general education curriculum.

Staff responsible for implementation: Caseload Teacher

Initial implementation site: "on-site" of plan / in district

Beginning date (month/day/year): 6/20/08

Ending date (month/day/year): 6/19/09

Signed: _____ Date: 6-20-08
Superintendent or Designee month/day/year

Adult Providing IEP Consent -- I have been informed of all procedural safeguards and sources to obtain assistance, and:

Understand the contents of this IEP
 Agree with the IEP and its implementation

Disagree, but will allow implementation of this IEP
 Disagree with this IEP and:
 request mediation
 request a due process hearing

Signed: _____ Date: _____
Adult Providing Consent month/day/year

Student Signature: _____ Date: _____
month/day/year

Micah Fialka Feldman

6/20/08

10

IEP.

Please list any additional steps taken to ensure that the student has made connections with any appropriate outside programs and services:

Courses of Study Addressing Post-School Transition Needs for Post-Secondary Adult Activities

(Required to consider the following for any student who will reach age 16 during his IEP; optional to consider at age 13 or younger if determined appropriate by the IEP Team and reviewed at each subsequent IEP). Check one:

General and/or special education classes leading to a diploma
 Course of study leading to a certificate of completion

Describe how the student's courses of study align with the student's post-secondary goals:

Micah has completed his high school graduation requirements. Micah continues to work on his transitional and vocational goals, leading him to fulfilling employment, becoming a contributing member of society and living a satisfying / independent life to the greatest extent possible.

Least Restrictive Environment

This student will:

Fully participate with students who are nondisabled in the general education setting except for the time spent in separate special education programs/services provided outside of the general education classroom as specified in this IEP.

Yes No (explain):

Be fully involved in and make progress in the general education curriculum.

Yes No (explain):

Have the same opportunity as general education students to participate in nonacademic and extracurricular activities.

Yes No (explain):

Supplementary Aids/Services/Personnel Supports		
Supplementary Aids/Services/Supports	Amount of Time/Frequency/Conditions	Location
Speech/language supports	Consultation, as needed to maintain fluency	In district

All supplementary aids, services, and supports listed above will begin on the initiation date of the IEP and continue for one calendar year, following the approved school district calendar. Note below any exceptions to beginning and ending dates and locations given above. Specify month/day/year:

Micah Fialka Feldman

6/20/08

4

Annual Goals and Short-Term Objectives

Data Used to Determine Present Level of Academic Achievement and Functional Performance:

Data used to develop reading and writing goals are from the Oakland University Reading Clinic's final report, input from the speech/language therapist, and Micah's case load teacher (see comments and PL AAFP statement). Micah's reading and writing skills are non-traditional and therefore difficult to define with age/grade levels.

Annual Goal: Micah will improve his language skills.

Short-Term Objectives (at least two per goal)				Evaluation	Criterion	Schedule
1 Micah will increase his reading fluency skills using language experience stories, reading/practicing until automatic				s/d	100%	g
2. Micah will improve his use of Dragon- leaning to "train" his voice and improve his recognition				s/d	90% accuracy	g
3. Micah will keep a "story journal" to develop his creative writing skills				s/d	10 stories/ semester with building detail	g
4. Micah will read one book a semester				s	100%	g
Date	Status Obj. 1	Status Obj. 2	Status Obj. 3	Comments/Data On Progress		
Evaluation S Student's Daily Work D Documented Observation R Rating Scale T Standardized Test O Other (specify above)		Criterion % Accuracy of Rate — Achievement Level Other (specify above)		Schedule W Weekly D Daily M Monthly G Grading Period O Other (specify above)		Status of Progress on Objectives 1 Achieve/Maintained 2 Progressing at a rate sufficient to meet the annual goal for this objective 3 Progressing below a rate sufficient to meet the annual goal for this objective (explain above) 4 Not applicable during this reporting period 5 Other (specify above)

Data Used to Determine Present Level of Academic Achievement and Functional Performance:

Micah is able to count dollar bills, adding up the total amount of money he has in his wallet. He is able to use a debit card and understands how to check his balance on-line. Micah understands the concept of rounding up when paying and receiving change for purchases.

Annual Goal: Micah will improve his money skills

Short-Term Objectives (at least two per goal)				Evaluation	Criterion	Schedule
1 Micah will use Spirit (OU student ID), putting money on the card, checking his account, and make purchase on campus.				Student reporting	100%	g
2. Micah will assess his banking needs and adjust as needed.				d	100%	g
3. Micah will create and follow a bi-weekly budget, using a calculator as needed.				d	75%	2 x yearly
Date	Status Obj. 1	Status Obj. 2	Status Obj. 3	Comments/Data On Progress		