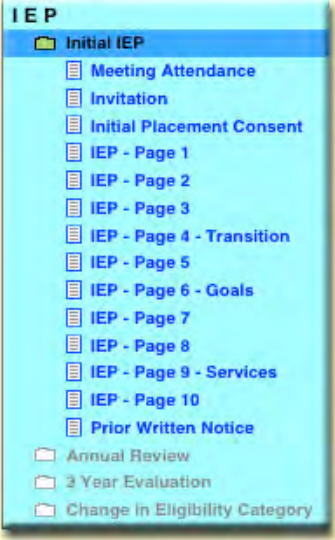


## IEP - Part A

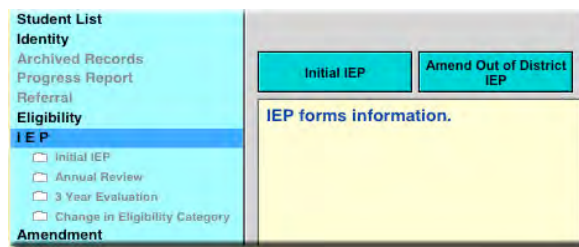
---

### INTRODUCTION

- All information in this section is new -

|  |   |
|--|---|
|  | <p>There are four folders within the IEP section:</p> <ul style="list-style-type: none"><li>• Initial IEP</li><li>• Annual Review</li><li>• 3 Year Evaluation</li><li>• Change in Eligibility Category</li></ul> <p>Different options will appear available to you based upon where the student is in the IEP process.</p> <p>In the example shown to your left, the student has never had an IEP before, therefore, all options are grayed out except for the Initial IEP folder.</p> <p>The forms within each folder are similar.</p> |
|--|---|

### Out-Of-District IEPs



If a student is new to the Anchorage School District, you will be given the option to write a new IEP or amend their current one through the buttons displayed in the above image.

Make your selection based upon the appropriateness of their existing IEP.

---

### THE MEETING ATTENDANCE FORM

Meeting Attendance forms are used at various times during the IEP process. See the section on *Multi-Use Forms* for instructions on their use.

---

## THE INVITATION FORM

Invitations are used at various times during the IEP process. See the section on *Multi-Use Forms* for instructions on their use.

---

## THE INITIAL PLACEMENT CONSENT FORM

When eligibility is determined and entered into the IEP program, it will appear on this page. Simply enter the date this form is printed in the top left box and print the form for the Parent or Guardian to sign.

| Date Printed | Eligibility Category | Birth Date        |
|--------------|----------------------|-------------------|
| Today        |                      | Thu, Apr 29, 1993 |

**Consent for Services**

I, as parent or guardian of the above named child, give my consent for the provision of special education services for my child. I have been fully informed of all evaluative information relevant to my child's educational needs. I understand that the granting of consent is voluntary and may be revoked prior to services being provided.

Parent  Student

Parent or Guardian Signature

**Note:**

I, as parent or guardian of the above named child, have been fully informed of all evaluative information relevant to my child's educational needs. I understand that my refusal for services means that I may not hold the local education agency responsible for providing a Free and Appropriate Public Education (FAPE) to my child and that the local education agency shall not be required to make available a FAPE and shall not be required to convene IEP meetings about my child.

The District is required to provide a Prior Written Notice to document the refusal of consent for services

**The Notice of Procedural Safeguards is attached to this letter.**

---

## THE PRIOR WRITTEN NOTICE (PWN)

PWNs are used at various times during the IEP process. See the section on *Multi-Use Forms* for instructions on their use.

---

## IEP - Part B

### IEP PAGE ONE

This page is completed by typing in the text boxes shown in yellow below. These boxes appear larger in the program and expand.

Be certain to also mark the "Transfer of Rights Letter" box when it has been sent.

| Primary Language of Student  | Grade                | Student Number          | Gender | IEP Type |
|--|----------------------|-------------------------|--------|----------|
| English  | 7                    | 2234567                 | Male   |          |
| IEP Meeting Date   | Expiration Date      | Eligibility Report Date |        |          |
| Fri, Apr 1, 2005   | Sat, Apr 1, 2006     | Fri, May 30, 2003       |        |          |
| <input type="checkbox"/> Transfer of Rights Letter has been sent<br>(At least one year before turning 18, student must be informed of his/her rights). | Eligibility Category |                         |        |          |
|  | Autism               |                         |        |          |
| <b>Student's Strengths:</b>  |                      |                         |        |          |
|  |                      |                         |        |          |
| <b>Student and Parent Comments, Needs or Concerns:</b>   |                      |                         |        |          |
|  |                      |                         |        |          |
| <b>Other Agency Comments:</b>  |                      |                         |        |          |
|  |                      |                         |        |          |

- The information below is new -

When this page is printed, a separate signature page will also print.

### IEP PAGE TWO

- All information in this section is new -

Complete the first tab across the top of this page by typing in the boxes highlighted below in yellow. These boxes expand.

| Present Levels of Academic Achievement and Functional Performance  | Post School Goals for Ages 16-21 years |
|--|--|
| (Must address all identified needs from the ESER, and each need must correspond to a goal and objective or benchmark, when appropriate)  |  |
| <b>Student's Current Functioning</b><br>(Consider most recent performance on classroom, statewide, and districtwide assessments and results of most recent evaluations).         |  |
|  |  |
| Describe how disability affects the student's involvement and progress in the general education curriculum or, for a preschool student, participation in appropriate activities. |  |
|  |  |

Click on the second tab, "Post School Goals", if the student will be 16 or older during the life of the IEP.

For students younger than this who would benefit from addressing these areas prior to age 16, click on the "Override Age Restriction" button for access to the tab.

This page also consists of expandable text fields.

Present Levels of Academic Achievement and Functional Performance |  Override Age Restriction

Post School Goals for Ages 16-21 years  
(based on age appropriate transition assessments)

Secondary Transition Domains

A. Training Source of Information

B. Education: Source of Information

C. Employment: Source of Information

D. Independent Living (when appropriate): Source of Information

## IEP PAGE THREE

*- All information in this section is new -*

To see these options for students under 16, select the "Override Age Restriction" box.

1. Click on the green "New Year" button. If you need to edit the year, type in the "Year" and "Grade" fields.

2. Click on the green "Show List" button.

New Year Delete Year  Override Age Restriction

List Courses and activities needed to assist the student

Year Grade Credits Earned Show List

Anticipated month and year of graduation:

Total number of credits required by district for graduation: 22.5  
Total High School Credit Earned:

3. Sort topic areas by clicking on titles in the "Subjects" column.

4. Select courses by clicking on the titles in the "Listed Courses" column.

New Year Delete Year  Override Age Restriction

List Courses and activities needed to assist the student

2005 - 2006 Grade 12 | Year 2005 - 2006 Grade 12 Credits Earned Hide List

All Subjects | Listed Courses | 8 Courses Entered

Language Arts | Life Skills English 9-12

Mathematics | Life Skills Reading 9-12

Science | Unit Based English 9-12

Social Studies | Unit Based Reading 9-12

PE | English 9-12

Elective | Reading 9-12

| HSGQE Writing

Mathematics | Life Skills Math 9-12

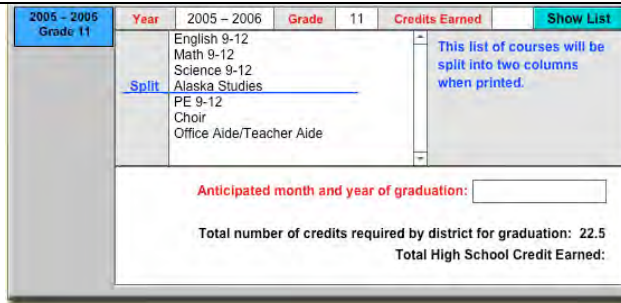
5. Courses selected will be entered into the text box and be highlighted green within the list.

6. Repeat these steps until all courses have been entered.

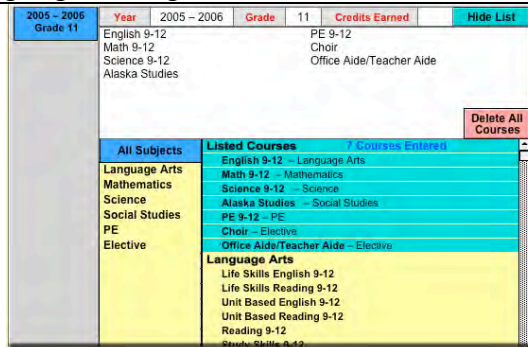
- You can also click and type directly into the box.
- To omit one course already entered, click on it in the list or highlight and delete it from within the text box.
- To omit a full year, use the orange "Delete Year" button on the top.
- To omit all entries, use the orange "Delete All Courses" button.



Use the "Hide List" button (*example above*) when you are done to view all selected courses, as in the screen shown below.



When you show the list again, you will see the ones already chosen have moved to the top of the list and are highlighted in green.



## IEP - Part C

### IEP PAGE FOUR - TRANSITION

*- All information in this section is new -*

The blue buttons on the left of the screen under the "Transition Services" heading, open seven pages that all look similar to the one shown below. Each page consists of an "Override Age Restriction" button and expandable text boxes.

### IEP PAGE FIVE

*- All information in this section is new -*


This page is completed by clicking on the appropriate radio button in each area.

| Special Factors IEP Team Must Consider   |
|--|
| 1. In the case of a student whose behavior impedes his/her learning or that of others, consider, if appropriate, strategies, including positive behavioral interventions, strategies, and supports to address that behavior.<br><input type="radio"/> Concern addressed <input type="radio"/> Not a concern  |
| 2. In the case of a student with limited English proficiency, consider the student's language needs as they relate to the student's IEP.<br><input type="radio"/> Concern addressed <input type="radio"/> Not a concern  |
| 3. In the case of a student who is <b>blind or visually impaired</b> , provide 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.<br><input type="radio"/> Concern addressed <input type="radio"/> Not a concern  |
| 4. The communication needs of the student in the case of a student who is <b>deaf or hard of hearing</b> , consider 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.<br><input type="radio"/> Concern addressed <input type="radio"/> Not a concern  |
| 5. Whether the student requires <b>assistive technology</b> devices and services.<br><input type="radio"/> Concern addressed <input type="radio"/> Not a concern   |
| <b>Progress Reports</b><br>Parents of children with disabilities must be notified of progress at least as often as parents of children without disabilities. Progress reports must answer two questions:<br>1. What is the student's progress toward the annual goal?<br>2. Is progress sufficient for the student to achieve the annual goal by end of IEP period? (if not, IEP Team must review and revise IEP goals and objectives/benchmarks)<br>Progress reports will be provided each:<br><input type="radio"/> Quarter <input type="radio"/> Trimester <input type="radio"/> <input type="text"/> |

## IEP PAGE SIX - GOALS

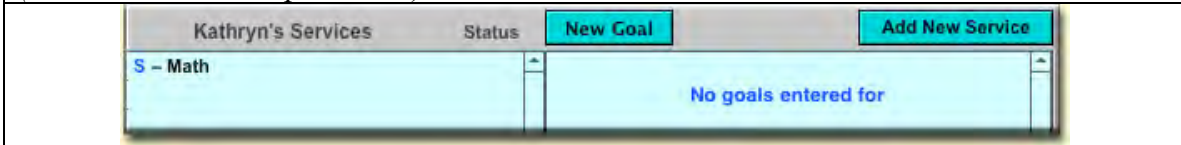
If no service areas have been entered for a student when you first open this page, it will look like the example below.

- You must enter a service area before entering goals.
- Click on the "Add New Service" button to do so.



The screenshot shows a web interface for 'Kathryn's Services'. At the top, there are buttons for 'New Goal' and 'Add New Service'. Below these is a table with a header row containing 'Kathryn's Services', 'Status', and 'New Goal'. The table body is empty, and a large light blue box in the center of the table contains the text 'No goals entered for'.

Once a service area has been entered on page 9, it will appear in the column to the left ("*Math,*" in the example below).



The screenshot shows the same web interface as before, but now the 'Kathryn's Services' column contains a single entry: 'S - Math'. The 'No goals entered for' message is still present in the 'New Goal' column.

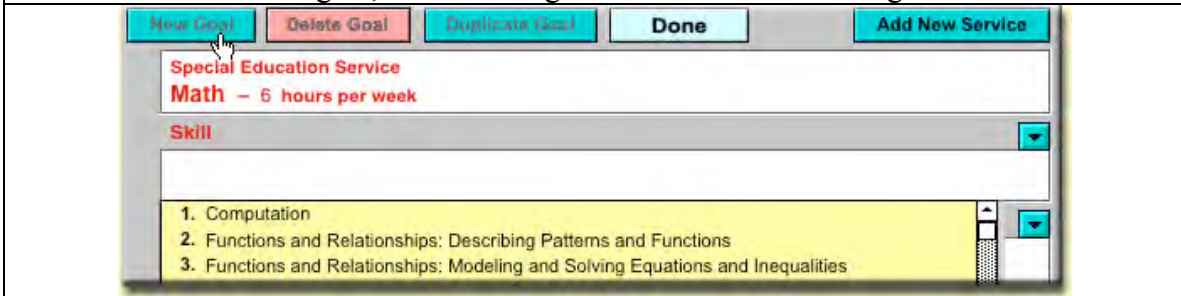
1. Click once on the service area ("*Math,*" in the example below).



The screenshot shows the 'New Goal' form for the 'S - Math' service area. The form includes fields for 'Special Education Service' (filled with 'Math - 6.00 hours per week'), 'Skill', 'Measurable Annual Goal', and 'Standard Addressed'. There are also buttons for 'New Goal', 'Delete Goal', 'Duplicate Goal', 'Done', and 'Add New Service'. The 'Skill' field has a dropdown arrow.

2. Click on the green "New Goal" button.

- A yellow list will drop down from the "Skill" box with possible options to select.
- If you don't see an appropriate option for that student, simply click in the "Skill" text box and type.
- To see the list again, click on the green down-arrow to the right of the text box.



The screenshot shows the 'New Goal' form with the 'Skill' dropdown menu open. The dropdown list is yellow and contains three options: '1. Computation', '2. Functions and Relationships: Describing Patterns and Functions', and '3. Functions and Relationships: Modeling and Solving Equations and Inequalities'. A mouse cursor is pointing at the 'New Goal' button.

3. A list of potential annual goals relating to the skill area will display below that text box. Once again, you may either click on one to select it or type one directly into the text box.

- If you select a goal from those provided, the standard(s) will automatically be entered into the box for you.
- If you type in your own goal, you will also need to type in the standard(s).

Special Education Service  
Math – 0 hours per week

Skill  
Computation

Measurable Annual Goal:

1. -Name- will recall and use basic addition and subtraction facts orally and with paper and pencil without a calculator.
2. -Name- will recall and use basic multiplication and division facts orally, with paper and pencil without a calculator.
3. -Name- will solve problems using ratios and proportions.

4. Select the appropriate objective from the final list, or type in your own.

- If one is selected from the list, be certain to personalize it to the student's needs by entering appropriate criteria or making other necessary changes once it has been pasted into the text box.
- **This section is new** - Previously selected objectives will display with a green highlight.

1. Given a list of base words and endings: s, ing, ed, est, ly, ful, y, -es, ies (changing y to i), ed, ing, er, est (doubling final consonant; dropping final e) at -Name's- instructional baseline, -Name- will identify, read, and use words with XX% accuracy on XX out of XX opportunities.

2. Given a list of contractions at -Name's- instructional baseline, -Name- will identify, read, and use words with XX% accuracy on XX out of XX opportunities.

3. Given a list of diphthongs and digraphs at -Name's- instructional baseline, -Name- will sound out letter combinations and identify words that contain similar diphthongs and digraphs on XX out of XX opportunities over XX days.

4. Given a list of double final consonants in words at -Name's- instructional baseline, -Name- will identify, read, and use words with XX% accuracy on XX out of XX opportunities.

5. Given a list of irregular vowel patterns at -Name's- instructional baseline, -Name- will recognize, identify, and read the words on XX out of XX opportunities over XX days.

6. Given a list of long e words ( e, ee) at -Name's- instructional baseline, -Name- will identify, read, and use words with XX% accuracy on XX out of XX opportunities.

Given a list of diphthongs and digraphs at -Name's- instructional baseline, Kathryn will sound out letter combinations and identify words that contain similar diphthongs and digraphs on XX out of XX opportunities over XX days.

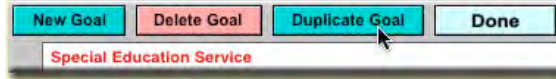
**-This section is new -**

5. Select the appropriate evaluation information by clicking on the boxes at the bottom of the page.

| Evaluation Procedure                     | Evaluation Schedule                        | Persons Responsible   |
|--|--|---|
| <input type="checkbox"/> Test            | <input type="checkbox"/> Daily             | <input type="checkbox"/> Adapted Physical Ed. Specialist      |
| <input checked="" type="checkbox"/> Data | <input checked="" type="checkbox"/> Weekly | <input type="checkbox"/> Audiologist                          |
| <input type="checkbox"/> Work            | <input type="checkbox"/> Monthly           | <input type="checkbox"/> Blind/Visually Impaired Therapist    |
| <input type="checkbox"/> Samples         | <input type="checkbox"/> Quarterly         | <input type="checkbox"/> Counselor                            |
| <input type="checkbox"/> Grade           | <input type="checkbox"/> Semester          | <input checked="" type="checkbox"/> General Education Teacher |
| <input type="checkbox"/> Other           | <input type="checkbox"/> Other             | <input type="checkbox"/> Hard of Hearing Specialist           |
|  |  | <input type="checkbox"/> Occupational Therapist               |
|  |  | <input type="checkbox"/> Orientation/Mobility Specialist      |
|  |  | <input type="checkbox"/> Parent(s)                            |
|  |  | <input type="checkbox"/> Physical Therapist                   |
|  |  | <input type="checkbox"/> Psychologist                         |
|  |  | <input type="checkbox"/> Recreational Therapist               |
|  |  | <input checked="" type="checkbox"/> Special Education Teacher |
|  |  | <input type="checkbox"/> Speech/Language Pathologist          |
|  |  | <input type="checkbox"/> Teacher Assistant                    |

6. You have two options available for creating additional goals:

- **This section is new** - Select the green "Duplicate Goal" button at the top of the page. This will copy all information on the page and open the list of possible objectives to select from. Be certain to make any changes if there are differences in the evaluation procedures, etc. from the goal copied.
- Select the green "New Goal" button at the top of the page and repeat the steps already taken.



7. If you need to remove a goal:

- Click on it in the left hand column.
- Select the orange "Delete Goal" button.

**- This section is new -**

8. When you select the "Done" button, your view will change to that shown below.

- To see the goals and objectives in full, simply click on them and you will be returned to the working screen described in steps 1-8 above.

## IEP - Part D

### IEP PAGE SEVEN

Page seven consists of three tabbed pages. The first two tabs work similarly.

- To enter information in the top text boxes on these pages you must use the green "Enter From List" button.
- The comments box at the bottom can be typed into and does expand.

The screenshot shows a software window with three tabs: "State and District-Wide Assessments", "Modified HSGQE Exam", and "Non-Diploma Track". The "State and District-Wide Assessments" tab is active. Below the tabs, there is a section titled "The Student Will:" with two radio button options. Below this is an "Accommodations" section with a green "Enter From List" button. At the bottom, there is a "Comments:" section with a text input field and a green arrow icon.

Once you have clicked on the "Enter From List" button, accepted accommodations will appear in the yellow right-hand column.

1. Click on the primary area of accommodation in the top section of the list.
  - *"Timing & Scheduling" is selected in the example below.*
2. Click on the specific areas of accommodation in the list at the bottom of the page.
  - These will appear with green highlight once they have been selected.
  - They will also autofill into the text boxes on the left.
3. To delete a selection, click on the X in the orange box.
4. To view all accommodations chosen, click on the green "Hide List" button.

The screenshot shows the same software window as before, but now with a list of accommodations on the right side. The list is titled "Accommodations" and has a green "Hide List" button. The list contains eight items, each with a blue header and a yellow body. The first item, "1. Timing & Scheduling -", is selected and highlighted in blue. The second item, "2. Setting -", is also highlighted in blue. The third item, "3. Presentation - Braille - Large Type", is highlighted in blue. The fourth item, "4. Presentation - Test Direction", is highlighted in blue. The fifth item, "5. Presentation - Test Questions", is highlighted in blue. The sixth item, "6. Presentation - Use of Assistive Devices & Support", is highlighted in blue. The seventh item, "7. Response - Test Format", is highlighted in blue. The eighth item, "8. Response - Use of Assistive Devices & Supports", is highlighted in blue. Below the list, there are two text boxes. The first text box contains "1. Allowing additional time." and has a red 'X' button next to it. The second text box contains "2. Administering the test over several days within the test window (must consult with department for security and timing reasons)." and has a red 'X' button next to it.

The third tab on this page is for students on the Non-Diploma Track.

1. Click on the radio button next to the 5.
2. Enter your reasons by typing in the text box at the bottom of the page.
3. Print this page to obtain signatures.

The screenshot shows a web form with three tabs: "State and District-Wide Assessments", "Modified HSGQE Exam", and "Non-Diploma Track". The "Non-Diploma Track" tab is active. It contains a section titled "Non-Diploma Track" with a radio button labeled "5." and the text "Participate in the statewide Alternate Assessment for grades 3 through 10." Below this is a note: "The Alternate Assessment is based on alternate achievement standards and does not lead to a diploma. The team must provide a statement of why regular assessment is not appropriate." A red label "Reason(s):" is followed by a large empty text box. At the bottom, there are two tabs: "Parent" and "Student". Below them is a text box labeled "Parent or Guardian Signature" and a note: "Note: The parent's signature acknowledges participation in a non-diploma track assessment."

## IEP PAGE EIGHT

*- All information in this section is new -*

All three tabs on this page function similarly.

1. Type in the expandable text boxes (*shown in yellow below*)
2. Click on the job title for staff responsible for each section. This feature is used for tracking and does not print.
3. Select the appropriate radio button for Extended School Year information
4. Be certain to fill out information on all three of the tabbed pages

The screenshot shows a web form with three tabs: "Annual Goals", "General Curriculum", and "Nonacademic Activities". The "Annual Goals" tab is active. It contains a section titled "Program Modifications/Accommodations for Student to:" with a red label "Advance appropriately toward annual goals." Below this is a yellow expandable text box. A red label "Person(s) Responsible" is followed by a row of buttons: SLP, PT, OT, AUD, HOH, PSY, AT, BVI, APE, SpEd. Below this is another red label "What supports/training do school personnel need?" followed by another yellow expandable text box. A red label "Person(s) Responsible" is followed by the same row of buttons. Below this is a red label "Extended School Year:" followed by a text box containing the text: "Extended School Year services must be considered for each child with a disability. Justification for the team's decision **must** be stated below." Below this are two radio buttons: "A review of the child's educational program indicates that extended school year services **are** required." and "A review of the child's educational program indicates that extended school year services **are not** required." Below this is a red label "Justification:" followed by a yellow expandable text box.

## IEP PAGE NINE - SERVICES

When you first open the page, it will appear without data entry fields.

There are three tabs across the top to access pages for Special Education, Related Services, and General Education. All pages function similarly.

1. Select a tab from the top of the screen.
  - The example below shows "Special Education".
2. Click on the green "New Service" button.

The screenshot shows a web application interface with four tabs: "New Service" (highlighted in green), "Special Education", "Related Services", and "General Education". A "Enter Goals" button is also visible. Below the tabs is a table with columns: "Special Education Services", "Location", "Projected Start Date", "Projected End Date", "Provider", "Hours Per Day", "Days Per Week", and "Hours Per Week". The table is currently empty. At the bottom of the window, there is a summary section titled "Current Service Hours" with the following data:

| Current Service Hours |               |
|-----------------------|---------------|
| Special Education     | - 0.00        |
| Related Services      | - 0.00        |
| General Education     | - 0.00        |
| <b>Total</b>          | <b>- 0.00</b> |

To the right of this section, there are two more lines of text: "Total Current Hours - 0.00" and "Total Future Hours - 0.00".

3. Click on a service area from the pop-up window.
  - If you want to close the window without selecting an area, use the "Cancel" button as the red, yellow, and green buttons are disabled.

This screenshot shows the same "New Service" window as above, but with a pop-up menu open over the "Special Education Services" column. The pop-up menu has a title bar with "Special Education" and a "Cancel" button. The menu items are: "Adapted Physical Education", "Affective Skills", "Behavior", "Blind/Visually Impaired", "Deaf & Hard of Hearing", and "Fine Motor". The "Special Education" tab is selected in the background window.

4. Fill in all fields.

- The program tallies hours for all three pages on the bottom of the screen. These must equal a full school week.
- Projected start and end dates autofill with the dates of the IEP. Highlight them and type in new dates if they are not appropriate.
- If hours, location, or provider will change during the duration of the IEP, enter the service area twice with the date fields stipulating when the change of service will occur (see "Reading" in example below).
  - "Current Hours" and "Future Hours" will be automatically entered at the bottom of the column based upon the start and end dates you enter.

| New Service                                     |          | Special Education    | Related Services   | General Education | Enter Goals                       |               |                |
|---|----------|----------------------|--------------------|-------------------|-----------------------------------|---------------|----------------|
| Special Education Services                      | Location | Projected Start Date | Projected End Date | Provider          | Hours Per Day                     | Days Per Week | Hours Per Week |
| Reading   |          | 2/28/2006            | 6/1/2006           |                   | 1.0                               | 4             | 4.00           |
| <input checked="" type="checkbox"/> Supervision |          |                      |                    |                   |                                   |               | Current        |
| Reading   |          | 6/2/2006             | 2/28/2007          |                   | 1.5                               | 5             | 7.50           |
| <input checked="" type="checkbox"/> Supervision |          |                      |                    |                   |                                   |               | Future         |
| Math  |          | 2/28/2006            | 2/28/2007          |                   | 1.0                               | 5             | 5.00           |
| <input checked="" type="checkbox"/> Supervision |          |                      |                    |                   |                                   |               | Current        |
| <b>Current Service Hours</b>                    |          |                      |                    |                   | <b>Total Current Hours – 9.00</b> |               |                |
| Special Education – 9.00                        |          |                      |                    |                   | Total Future Hours – 7.50         |               |                |
| Related Services – 1.00                         |          |                      |                    |                   |                                   |               |                |
| General Education – 0.00                        |          |                      |                    |                   |                                   |               |                |
| <b>Total – 10.00</b>                            |          |                      |                    |                   |                                   |               |                |

- Note that the "Supervision" line is below the service line for each area and should have appropriate information entered as well.
- Clicking the red box with an X next to the word "Supervision" will delete the service area and all goals entered for it from the IEP.

5. Click on the green "Enter Goals" button if you are ready to access page 6.

## IEP PAGE TEN

1. Click on the appropriate radio button in each section for the student.
2. Type the justification for the selection into the expandable text box or select the green "List" button to display sample justifications.
  - If you want to use the sample statements:
    - Click on a selection in the yellow drop-down window.
    - Edit the sample in the text box, to be appropriate for that student.

| Placement  | Justification   |
|--|---|
| 1. Regular classroom with additional support services supervised by special education personnel.<br><input type="radio"/> Select <input checked="" type="radio"/> Reject Clear <input type="button" value="List"/> | Skills are below age and grade expectancy and Daniel requires a structured special education program to remediate the specifically identified areas of need. Services can not be appropriately provided in the regular education classroom setting without direct service from special education personnel for a portion of the day or week.    |
| 2. Regular classroom with direct service from special education personnel.<br><input type="radio"/> Select <input checked="" type="radio"/> Reject Clear <input type="button" value="List"/>                       | Daniel's present level of educational performance requires curricular modification and individualized instruction strategies. These services can not be appropriately implemented in the regular classroom without supplemental instruction from special education personnel outside of the regular classroom for a portion of the day or week. |
| 3. Regular education environment with special education itinerant or resource support.<br><input checked="" type="radio"/> Select <input type="radio"/> Reject Clear <input type="button" value="List"/>           |   |
| 4. Regular education environment with self-contained classroom support.<br><input type="radio"/> Select <input type="radio"/> Reject Clear <input type="button" value="List"/>                                     | 1. Academic and cognitive skills are deficient to a level that require specialized instruction provided in a small group setting for part of the day. This service can be appropriately implemented in a regular classroom with pull-out service from special education personnel.  |
| 5. Full-time instruction in a separate day school.<br><input type="radio"/> Select <input type="radio"/> Reject Clear <input type="button" value="List"/>  |   |
| 6. Home or hospital instruction.   |   |

**Placement 3 Selected Statements**

Please write original statements or edit this sample statement for each student.

Justification must be based on the student's goals, objectives and individual needs.