

ADDITIONAL HIGH SCHOOL GOAL:

Ensure receipt of appropriate accommodations or special education services *

Complete this worksheet if the young person has IEP or 504 plan and is enrolled in high school or HSE program.

REQUIRED STEPS (COMPLETE ALL)	COMPLETED?	DATE	PROGRESS NOTES
<input type="radio"/> Obtain copy of most recent IEP/504 Plan and ensure it is current within the last year. If it's not, contact the school to see if a more recent version exists; if needed, work with the school and family to schedule a new meeting as soon as possible	<input type="radio"/> YES <input type="radio"/> NO		
<input type="radio"/> Participate in annual IEP meeting and/or 504 meeting; try to ensure the student and student's parent participates in this meeting	<input type="radio"/> YES <input type="radio"/> NO		
<input type="radio"/> Confirm student is receiving all accommodations and services mandated by 504 or IEP, and is in the right classroom setting	<input type="radio"/> YES <input type="radio"/> NO		

POTENTIAL STEPS (EXPLORE IF NEEDED/APPLICABLE)	COMPLETED?	DATE	PROGRESS NOTES
<input type="radio"/> Renew 504 Plan	<input type="radio"/> YES <input type="radio"/> NO		
<input type="radio"/> Obtain copy of most recent psycho-educational evaluation and ensure it is current within the last 3 years (required for students with IEPs but not 504s)	<input type="radio"/> YES <input type="radio"/> NO		
<input type="radio"/> Request new accommodation(s), if needed (requires parent's consent)	<input type="radio"/> YES <input type="radio"/> NO		
<input type="radio"/> Request that the school conduct a new IEP or 504 evaluation, if needed (requires parent's consent)	<input type="radio"/> YES <input type="radio"/> NO		
<input type="radio"/> Request an independent educational evaluation if student is not demonstrating progress and the school evaluation is not comprehensive (requires parental consent)	<input type="radio"/> YES <input type="radio"/> NO		
<input type="radio"/> Request that the school make changes to IEP, if needed (requires parent's consent)	<input type="radio"/> YES <input type="radio"/> NO		
<input type="radio"/> If needed, Work with educational decision-maker to exercise due process rights on behalf of student (e.g., request mediation or an impartial hearing). <i>This should only happen after talking with the student's teachers, principal, IEP team, and case planning team (and when needed, the District Superintendent).</i>	<input type="radio"/> YES <input type="radio"/> NO		
<input type="radio"/> Work with school to apply to ACCES-VR <i>Proceed to Career Development Goals on page 14</i>	<input type="radio"/> YES <input type="radio"/> NO		
<input type="radio"/> Other:	<input type="radio"/> YES <input type="radio"/> NO		

*Add this as a second goal if young person has IEP or 504 plan.

GOAL TRACKING			
*Goal is considered complete if the student is receiving all accommodations and services AND is in the right classroom setting			
START DATE: _____	GOAL COMPLETED	DATE: _____	<input type="checkbox"/> GOAL CHANGED
YOUTH NAME: _____	<input type="checkbox"/> YES STUDENT IS RECEIVING ALL ACCOMMODATIONS AND SERVICES MANDATED BY 504 OR IEP		DATE: _____
COACH: _____	<input type="checkbox"/> NO NOTES:		NEW GOAL: _____
	<input type="checkbox"/> YES STUDENT IS IN THE RIGHT CLASSROOM SETTING		NOTES:
	<input type="checkbox"/> NO NOTES:		

ADDITIONAL NOTES

A large, empty rectangular box with a blue border, intended for additional notes.