

Ventura County SELPA  
**Student Input Sheet for IEP**

This form is to help you get ready to be a participating member of your IEP team! These are areas where it is **very important** for you to speak up and be heard. It's a good idea to jot in a few points on each one. You may want to talk to your teachers, parents and other students for ideas.

**Present Levels of Academic Achievement  
and Functional Performance Page**



1. Your IEP will say: **“Parent/student concerns”**: Note the things that you are most concerned about for the next plan/school year (*courses you want to take, things you want to learn, etc.*)

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2. Be sure and jot down anything **you** want to say in any of the following areas (*you should note things you have learned, things you are proud of, and areas you are still concerned about . . .*)

- a) Your IEP will say: **“Academics”** (*school work like reading, writing, math and English*)\_\_\_\_\_

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- b) Your IEP will say: **“Communication”** (*talking, speaking, and other ways of letting people know what you want and think*)

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- c) Your IEP will say: **“Motor”** (*getting around, playing sports, handwriting*)\_\_\_\_\_

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- d) Your IEP will say: **“Social/emotional”** (*how well you make friends, get along with people, handle problems*)\_\_\_\_\_

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e) Your IEP will say: “**Pre-vocational/vocational**” (*skills for work like being on time, having your materials, resolving conflicts*)

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f) Your IEP will say: “**Self-care**” (*taking care of your personal needs*)

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g) Your IEP will say: “**Health/medical**” (*wellness and your body*)

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3. On the IEP it will say: “**Impact of disability on performance in core curriculum**” (*Put down the types of things that make learning and school hard for you, and ideas for making it easier . . .*)

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## Transition to Adult Life Page



It is important that you put down lots of ideas for this page. This is how **you** plan for the future!

1. Your IEP will say: “**After high/postsecondary school, student hopes to achieve the following.**”

What are your dreams for:

Independent Living- \_\_\_\_\_

Training- \_\_\_\_\_

Education- \_\_\_\_\_

Employment- \_\_\_\_\_

2. Do you have ideas for vocational courses you would like to talk? \_\_\_\_\_

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3. Agencies: *(Put down any adult organizations that you might want to find out more about, or sign up for . . .)* \_\_\_\_\_

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## Annual Goals



Thinking about your success in school, as well as your goals for outcomes **after** school, what things do you think you need to work on in school this upcoming year?

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

## Least Restrictive Environment Page



Jot down the kind of program you would like to have- general education classes, special education classes, Resource . . .

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## Accommodations and Modifications Page



Note any supports you feel would make it easier for you to learn and behave appropriately in your classes. You may include ideas that would help you with:

- Taking notes- \_\_\_\_\_  
\_\_\_\_\_
- Taking tests- \_\_\_\_\_  
\_\_\_\_\_
- Written assignments - \_\_\_\_\_  
\_\_\_\_\_
- Reading from the book- \_\_\_\_\_  
\_\_\_\_\_
- Being organized- \_\_\_\_\_  
\_\_\_\_\_
- Completing homework- \_\_\_\_\_  
\_\_\_\_\_
- Lab work- \_\_\_\_\_  
\_\_\_\_\_
- Other- \_\_\_\_\_  
\_\_\_\_\_