SECONDARY STUDENT

STANDARDS-BASED IEP
Standards & Curriculum Guides

- Alabama College - & Career – Ready Standards

http://alex.state.al.us/ccrs/  http://alex.state.al.us/specialed/  http://www.alsde.edu/home/
4. Use units as a way to understand problems and to guide the solution of multistep problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays. [N-Q1]
Standards & Curriculum Guides

- Alabama College - & Career – Ready Standards
- Alabama Curriculum Guides

http://alex.state.al.us/ccrs/  http://alex.state.al.us/specialed/  http://www.alsde.edu/home/
4. Use units as a way to understand problems and to guide the solution of multistep problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays. [N-Q1] (ALG I: A)

Objectives:
ALGI. 4.1: Interpret the scale and the origin in data displays.
♦ ALGI. 4.2: Choose the scale and the origin in graphs.
♦ ALGI. 4.3: Interpret units consistently in formulas.
♦ ALGI. 4.4: Choose units consistently in formulas.
♦ ALGI. 4.5: Use units as a way to guide the solution of multistep problems.
♦ ALGI. 4.6: Use units as a way to understand problems.
♦ ALGI. 4.7: Convert between units of measurement within the same system.
Standards & Curriculum Guides

• Alabama College - & Career – Ready Standards
• Alabama Curriculum Guides
• Alabama Extended Standards

http://alex.state.al.us/ccrs/  http://alex.state.al.us/specialed/  http://www.alsde.edu/home/
9th Grade

M. ES 9.1: Interpret data from a graph or chart. *(ALGI.4)*

**Example:** What is the favorite flavor of ice cream?

![Favorite Flavors](chart)

- **Objective:** Use a tip chart to identify the amount of tip at a restaurant.

**Example:** How much tip should be left for a bill that is $12.72?
Standards & Curriculum Guides

- Alabama College - & Career – Ready Standards
- Alabama Curriculum Guides
- Alabama Extended Standards
- Alabama Transition Standards

http://alex.state.al.us/ccrs/  http://alex.state.al.us/specialed/  http://www.alsde.edu/home/
Organization of Transition Standards

The organizational components of Transition Standards 9, 10, 11, and 12 include the strand, grade level, content standard, and the transition target.

The system for numbering TS.OC12.1.A, for example, is based upon the following:

- Transition Standard
- Strand (e.g., OC = Occupations/Careers)
- Grade Level
- Transition Target
- Content Standard Number

Identify the future career goal of greatest interest.
Standards & Curriculum Guides

• Alabama College - & Career – Ready Standards
• Alabama Curriculum Guides
• Alabama Extended Standards
• Alabama Transition Standards
• Alabama Developmental Standards for Preschool Children

http://alex.state.al.us/ccrs/  http://alex.state.al.us/specialed/  http://www.alsde.edu/home/
<table>
<thead>
<tr>
<th>Alabama Developmental Standards for Preschool Children</th>
<th>Alabama Course of Study</th>
<th>Head Start Child Development and Early Learning Framework</th>
</tr>
</thead>
<tbody>
<tr>
<td>Approaches to Learning</td>
<td>None</td>
<td>Approaches to Learning</td>
</tr>
<tr>
<td>Language and Literacy</td>
<td>English Language Arts - Kindergarten</td>
<td>Language Development</td>
</tr>
<tr>
<td>Mathematics</td>
<td>Mathematics - Kindergarten</td>
<td>Literacy Knowledge and Skills</td>
</tr>
<tr>
<td>Science and Environmental Education</td>
<td>Science - Kindergarten</td>
<td>Science Knowledge and Skills</td>
</tr>
<tr>
<td>Technology</td>
<td>Technology Education</td>
<td>Science Knowledge and Skills</td>
</tr>
<tr>
<td>Social and Emotional Development</td>
<td>Social Studies</td>
<td>Social and Emotional Development</td>
</tr>
<tr>
<td>Physical Development</td>
<td>Physical Education</td>
<td>Physical Development and Health</td>
</tr>
<tr>
<td>Health and Daily Living</td>
<td>Health Education</td>
<td>Physical Development and Health</td>
</tr>
<tr>
<td>Creative Arts</td>
<td>Arts Education - Kindergarten</td>
<td>Creative Arts Expression</td>
</tr>
</tbody>
</table>
Standards & Curriculum Guides

• Alabama College - & Career – Ready Standards
• Alabama Curriculum Guides
• Alabama Extended Standards
• Alabama Transition Standards
• Alabama Developmental Standards for Preschool Children

http://alex.state.al.us/ccrs/    http://alex.state.al.us/specialed/    http://www.alsde.edu/home/
Standard M. 3.10

Use place value understanding to round whole numbers to the nearest 10 or 100. [3-NBT1]

M. 3.10.1: Define rounding.
M. 3.10.2: Round whole numbers from 100 to 999 using whole numbers from 10 to 99.
M. 3.10.3: Model rounding whole numbers to the nearest 100.

Content Standard Identifier from Common Core State Standards
PLEASE NOTE:
THE FOLLOWING EXAMPLE IS ONLY ONE WAY TO DEVELOP A STANDARDS-BASED IEP
STANDARDS-BASED IEP

Notice and Invitation to a Meeting/Consent for Agency Participation
# NOTICE AND INVITATION TO A MEETING / CONSENT FOR AGENCY PARTICIPATION

**STUDENT'S NAME:** Michael Johnson  
**MEETING DATE:** 05/14/2015  
**TIME:** 2:00 PM  
**LOCATION:** Anytown High School

<table>
<thead>
<tr>
<th>The purpose of this meeting is to:</th>
<th>The following people will be invited to meet with us:</th>
</tr>
</thead>
</table>
| ☑ Determine if Referral Requires Evaluation  
☑ Discuss the Need for Additional Data Collection  
☑ Determine Initial or Continued Eligibility  
☑ Develop Initial IEP  
☑ Review/Revise IEP  
☑ Annual Review / Develop Annual IEP  
☑ Discuss Transition/Postsecondary Services  
☑ Conduct Manifestation Determination  
☑ Develop Functional Behavioral Assessment Plan  
☑ Develop/Revise Behavioral Intervention Plan  
☑ Conduct a Resolution Session | ☑ Local Education Agency Representative  
☑ Someone Who Can Interpret the Instructional Implications of the Evaluation Results  
☑ General Education Teacher  
☑ Special Education Teacher  
☑ Parent  
☑ Student  
☑ Career/Technical Representative  
☐ Other Agency Representative(s) for Transition**  
☐ Agency Name  
☐ Guidance Counselor |

---

*Enclosure: Special Education Rights*
Because your input is important to us, we encourage you to make every effort to attend this meeting. If you would like to participate by phone, please call the person below to make arrangements. You may bring other people whom you feel will be helpful to you in this process. If your child is transitioning from Early Intervention, you may request that an invitation be sent to the Early Intervention Program for the initial IEP Team meeting. Please contact the individual below if you would like to invite someone from the Early Intervention Program.

My signature below verifies that if you require notice and an explanation of your rights in your native language, the LEA/agency has accommodated you to ensure your understanding. You are fully protected under the rights addressed in your copy of the Special Education Rights document. If you want another copy of your rights, have any questions, or wish to arrange a conference, please contact:

Cynthia Mayo  
(Name)  

at  334-242-8114  
(Telephone)

Cynthia Mayo  
Signature of Education Agency Official
Please check one of the following boxes, sign, date, and return this form to Cynthia Mayo before 05/08/2015

☐ I WILL BE ABLE TO MEET WITH YOU.
☐ I CANNOT meet at the date and time indicated. Please contact me to arrange another time.
☐ I WILL NOT BE ABLE TO MEET WITH YOU. I will contact you if I want more information.

Please check one of the following boxes if agencies** are indicated above:

☐ I GIVE CONSENT for representatives from other transition agencies indicated above to attend the meeting.
   (EXCLUDING the following agencies: ____________________________ )

☐ I DO NOT GIVE CONSENT for representatives from other transition agencies indicated above to attend the meeting.

Carol Johnson ____________________________ 05/07/2015
Signature of Parent or Student (Age 19) Date
FOR SCHOOL PERSONNEL - Documented attempts to contact parent/student (age 19) for the IEP Team meeting.

Date Notice Sent: 05/05/2015

Results of 1st Attempt: Parent unable to attend.

2nd Attempt Date: ___________  Action: ____________________________

Results of 2nd Attempt: ____________________________

Documented attempts to contact student/agency for an IEP Team meeting including transition services.

Student was notified on: 05/05/2015 via Written Notice of Invitation

Agency was notified on: ___________ via ____________________________
Complete Form and Close in SETS
**New Date/Time = New Meeting Notice**

Please use the above form to submit updated information regarding the meeting date and time.
NOTICE AND INVITATION TO A MEETING / CONSENT FOR AGENCY PARTICIPATION

STUDENT'S NAME: Michael Johnson

MEETING DATE: 05/19/2015  TIME: 9:00 AM  LOCATION: Anytown High School

The purpose of this meeting is to:
- [ ] Determine if Referral Requires Evaluation  *
- [ ] Discuss the Need for Additional Data Collection
- [ ] Determine Initial or Continued Eligibility
- [ ] Develop Initial IEP
- [ ] Review/Revise IEP
- [x] Annual Review / Develop Annual IEP
- [x] Discuss Transition/Postsecondary Services
- [ ] Conduct Manifestation Determination
- [ ] Develop Functional Behavioral Assessment Plan
- [ ] Develop/Revise Behavioral Intervention Plan
- [ ] Conduct a Resolution Session
- [ ]

The following people will be invited to meet with us:
- [x] Local Education Agency Representative
- [x] Someone Who Can Interpret the Instructional Implications of the Evaluation Results
- [x] General Education Teacher
- [x] Special Education Teacher
- [x] Parent
- [x] Student
- [x] Career/Technical Representative
- [ ] Other Agency Representative(s) for Transition**
- [ ] Agency Name ________________________
- [ ]
- [x] Guidance Counselor
- [ ]

*Enclosure: Special Education Rights
PARENT - STUDENT (Age 19 or older)

Please check one of the following boxes, sign, date, and return this form to Cynthia Mayo before 05/13/2015

☐ I WILL BE ABLE TO MEET WITH YOU.
☐ I CANNOT meet at the date and time indicated. Please contact me to arrange another time.
☐ I WILL NOT BE ABLE TO MEET WITH YOU. I will contact you if I want more information.

Please check one of the following boxes if agencies** are indicated above:

☐ I GIVE CONSENT for representatives from other transition agencies indicated above to attend the meeting.
   (EXCLUDING the following agencies: ________________________________)

☐ I DO NOT GIVE CONSENT for representatives from other transition agencies indicated above to attend the meeting.

Carol Johnson 05/12/2015

Signature of Parent or Student (Age 19) Date
FOR SCHOOL PERSONNEL - Documented attempts to contact parent/student (age 19) for the IEP Team meeting.

<table>
<thead>
<tr>
<th>Date Notice Sent</th>
<th>05/05/2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>Results of 1st Attempt</td>
<td>Parent unable to attend.</td>
</tr>
<tr>
<td>2nd Attempt Date</td>
<td>05/08/2015</td>
</tr>
<tr>
<td>Action</td>
<td>Phone call to reschedule; notice sent</td>
</tr>
<tr>
<td>Results of 2nd Attempt</td>
<td>Parent attended, meeting held.</td>
</tr>
<tr>
<td>Documented attempts to contact student/agency for an IEP Team meeting including transition services.</td>
<td></td>
</tr>
<tr>
<td>Student was notified on</td>
<td>05/08/2015</td>
</tr>
<tr>
<td>Action</td>
<td>Written Notice of Invitation</td>
</tr>
<tr>
<td>Agency was notified on</td>
<td></td>
</tr>
<tr>
<td>STUDENT'S NAME:</td>
<td>Michael Johnson</td>
</tr>
<tr>
<td>----------------</td>
<td>-----------------</td>
</tr>
<tr>
<td>DOB</td>
<td>12/02/1999</td>
</tr>
<tr>
<td>SCHOOL YEAR</td>
<td>2015 - 2016</td>
</tr>
<tr>
<td>GRADE</td>
<td>09</td>
</tr>
<tr>
<td>IEP INITIATION/DURATION DATES</td>
<td>08/17/2015 TO 05/27/2016</td>
</tr>
</tbody>
</table>

**THIS IEP WILL BE IMPLEMENTED DURING THE REGULAR SCHOOL TERM UNLESS NOTED IN EXTENDED SCHOOL YEAR SERVICES.**
THIS IEP WILL BE IMPLEMENTED DURING THE REGULAR SCHOOL TERM UNLESS NOTED IN EXTENDED SCHOOL YEAR SERVICES.

STUDENT PROFILE - WILL INCLUDE GENERAL STATEMENTS REGARDING:

<table>
<thead>
<tr>
<th>Strengths of the student -</th>
</tr>
</thead>
<tbody>
<tr>
<td>Include information regarding the student’s strengths in academic and functional areas.</td>
</tr>
</tbody>
</table>

Math is an area of strength for Michael. He stated Math is his favorite subject because it is constant and uses mostly numbers or symbols. He is able to follow the examples given by the teacher to complete most assignments, which is reflected in his current ability to perform basic operations up to one-step equations. He is able to read text on a level consistent with a student in the 6th grade, however he does become frustrated with long reading assignments. His teachers commend him for his courteous nature and strong leadership skills. He excels as an athlete as evidenced by the recent visits from college scouts watching him play basketball. His coach expressed the possibility for him to get a scholarship at the college of his choice if he continues to progress in his abilities.
Parental concerns for enhancing the education -
Include all information regarding the Parental concerns for enhancing the education of their child.

Michael's mom expressed concern about him being able to keep his grades at a passing level and continue to play sports. After-school practice takes a lot of time and he is very tired when he gets home and does not want to study. She struggles to keep him on task when she is aware of homework assignments. She would like to be more informed about homework and what she needs to do to assist him at home. She recognizes the struggle he has with reading and does not know what to do to help in this area.
**Student Preferences and/or Interests**

This area includes information obtained from parent, teacher(s), and the student regarding preferences and interests. Include all information concerning student preferences and/or interests including transition information.

Michael was given an interest inventory which revealed his main interest is playing professional sports which is a possibility given his talent and recent interest from college scouts. He stated that he does have friends and participates in extracurricular activities. A parent interview reveals he is very independent, attends activities outside the home, and that he has friends outside of school activities. His mom would like for him to get a scholarship for college but is also concerned if he would be able to keep up with the academic course requirements. Teacher observations reveal he has strong leadership skills, good manners and respects property and belongings of his classmates. He also responds well to authority. According to the Kuder Interest Inventory Michael would like to attend a 4-year college and is interested in architecture. A student interview reveals his desire to live independently.
Results of the most recent evaluations -
Include all information concerning evaluation results. This information should be written in meaningful terms so that the parent and service providers have a clear understanding of the evaluation results.

According to progress monitoring, grade assessments, and the results of the ASPIRE, his current reading ability is below grade level, which has caused him to become easily frustrated. This frustration is reflected in his grades. Data collection revealed a 58% average on quizzes, chapter tests, and class assignments when given standard time and full assignments. Through teacher collaboration, it was determined to allow him extra time on assignments and read aloud on complex passages. Follow up data collected revealed an increase in his grades to a 71% average. His math skills are better and progress monitoring revealed that he is currently computing and comprehending grade level materials in his math class. According to recent transition assessments (student interview, Kuder Interest Inventory), parent interview, and teacher observations, Michael is interested in attending a 4-year college to pursue a possible career in sports and architecture.
The academic, developmental, and functional needs of the student

Include all information concerning how the student’s disability affects his/her involvement and progress in the general education curriculum, and, for preschool age children, how the disability affects his/her participation in age-appropriate activities.

When presented with new information Michael struggles and requires the text to be read to him several times before he begins to understand what the passage is about. His greatest challenge is in the English, Science and History classes. The information presented in these classes is very detailed and causes him much frustration. When presented with complex assignments he will often question the teacher on why he has to complete it or saying he can’t do it. He will state that his only concern is playing sports and he does not need school work. He needs to recognize this frustration and develop skills that will assist him in determining what to do. He has a strong circle of friends and along with help from them, the extra time given to him by his teachers, and his special education teacher helping him with his assignments during the day, he struggles to maintain passing grades. His math skills are better however, if the problem includes any reading he becomes confused and will refuse to complete the assignment. He needs to increase his reading ability which will allow him to locate important facts easier and eliminate this frustration, improving his performance in the general education classroom and prepare him to take assessments for entrance into college.
**Other -**

Include any information pertinent to the development of the IEP that was not included anywhere else on the Student Profile page.

**Because Michael has the opportunity to earn an athletic scholarship to a four-year university, it is important that he follow the general education pathway and complete all courses on that pathway.**

| For the child transitioning from EI to Preschool, justify if IEP will not be implemented on the child's 3rd birthday - |
| This should only be completed if the child is not being served under IDEA on the child's third birthday. (e.g., if a child's birthday is during the summer or holiday(s) justification is required). |
INDIVIDUALIZED EDUCATION PROGRAM

STUDENT'S NAME: Michael Jones

DOB: 2/21/1999

SCHOOL YEAR: 2015 - 2016

GRADE: 9, 9

IEP INITIATION/DATE FROM: 04/17/2013

TO: 04/17/2016

This IEP will be implemented during the regular school term unless noted in extended school year services. Student profile: will include general statements regarding: Strengths of the student.

Include information regarding the student’s strengths as academic and social-emotional areas.

Math is an area of strength for Michael. He states Math is his favorite subject because it is consistent and uses many numbers and symbols. He is able to solve the examples given by the teacher to complete most assignments, which is reflected in his current ability to perform basic operations up to one-step equations. He is also able to read text on a level consistent with a student in the 6th grade, however, he does become frustrated with long reading assignments. His teachers commend him for his courteous nature and strong leadership skills. He showed us, on higher, as evidenced by the recent visits from college scouts watching him play basketball. He coach expressed the possibility for him to get a scholarship at the college of his choice if he continued to progress in his abilities.

Potential concerns for evaluating the education:

Include all information regarding the Parental concerns for evaluating the education of the child.

Michael has expressed concern about being able to keep his grades at a passing level and continue to play sports. After-school practice takes a lot of time and he is very busy when he gets home and does not want to study. He struggled to keep him on track when he was aware of homework assignments. She would like to be more informed about homework and what he needs to do to assist him at home. He recognizes the struggle he has with reading and does not know what to do to help in this area.

Student profile: will include:

This area includes information obtained from parent, teacher(s), and the student regarding strengths and interests. Include all information concerning student preferences and interests, including information from interviews, informal observations, etc.

Michael was given an interest inventory which revealed his main interest is playing professional sports which is a possibility given his talent and recent interest from college scouts. He stated that he has friends and participates in extramural activities. Teacher interview revealed he is very independent, attends activities outside the home, and that he has friends outside of school activities. His mom would like for him to get a scholarship for college but also concerned if he would be able to keep up with the academic course requirements. Teacher observations reveal he has strong leadership skills, good manners and respects other people and values of his classmates. He also expresses a goal of attending college. According to the college interest inventory Michael would like to attend a four-year college and is interested in football. A student interview revealed his desire to be his own boss.

Results of most recent evaluations:

Include all information concerning assessment results. This information should be written in meaningful ways so that the parent and service provider have a clear understanding of the evaluation results.

According to progress monitoring, grade assessments, and the results of the ASPIRE his current reading ability is below grade level, which has caused him to become easily frustrated. This frustration is reflected in his grades. Data collection revealed a 50% average on quizzes, chapter tests, and class assignments when given standard time and his assignments. Through teacher observation it was discovered he is a very hard worker and reads aloud of complex passages. Follow-ups collected revealed an increase in his grades to a 70% average. His math skills are better and progress monitoring revealed that he is currently computing and comprehending grade level material in his math classes. According to recent transition assessment (student interview, college interest inventory, parent interview, and teacher observations), Michael is interested in attending a four-year college to pursue a possible career in sports and architecture.

The academic, developmental, and functional needs of the student:

Include all information concerning how the student's disability affects his academic and functional progress in the general educational curriculum, and, if appropriate, other curricula. The disability affects his participation as appropriate services.

When presented with new information Michael struggles and seems to be the last to read him several times before he begins to understand what the passage is about. His greatest challenge is with the English classes and history classes. The information presented is those classes is very detailed and causes him much frustration. When presented with complex assignments he often question the teacher on why he has to complete the assignment stating he can’t do it. He also states that his only concern is playing sports and he does not need school work. He needs to recognize this frustration and develop skills that allow him to determine what he needs to do. He has a strong circle of friends and along with help from him, he extra time given to him by his teachers, and his guidance counselor helps him with his assignments during the day. He struggles to maintain passing grades. His math skills are better however if the problem includes any reading he becomes confused and refuses to complete the assignment. He needs to increase his reading ability which will allow him to locate important facts easier and eliminate this frustration, improving his performance in the general education classroom and prepare him to take assessments for entrance into college.

For the child transitioning from EIA to Preschool justify if IEP will not be implemented at the child’s third birthday. This should only be completed if the child is not being served under IDEA on the child’s third birthday (e.g., if a child’s birthday is during the summer or fall or is the year prior suggested by the student’s age is suggested or required).
INDIVIDUALIZED EDUCATION PROGRAM

STUDENT'S NAME: Michael Johnson  DOB: 12/02/1999

SPECIAL INSTRUCTIONAL FACTORS

Items checked "YES" will be addressed in this IEP:

- Does the student have behavior which impedes his/her learning or the learning of others?  YES  NO
  - [✓]  [ ]

- Does the student have a Behavioral Intervention Plan?  YES  NO
  - [ ]  [✓]

- Does the student have limited English proficiency?  YES  NO
  - [ ]  [✓]

- Does the student need instruction in Braille and the use of Braille?  YES  NO
  - [ ]  [✓]

- Does the student have communication needs?  YES  NO
  - [ ]  [✓]

- Does the student need assistive technology devices and/or services?  YES  NO
  - [ ]  [✓]

- Does the student require specially designed P.E.?  YES  NO
  - [ ]  [✓]

- Is the student working toward alternate achievement standards and participating in the *Alabama Alternate Assessment*?  YES  NO
  - [ ]  [✓]

- Are transition services addressed in this IEP with an annual goal(s)?  YES  NO
  - [✓]  [ ]
TRANSPORTATION

Student's mode of transportation:

☑ Regular bus ☐ Bus for special needs ☐ Parent contract ☐ Other: ________________

Does the student require transportation as a related service?

☐ YES ☑ NO

If yes, check any transportation needs:

☐ Bus assistance ☐ Adult support ☐ Medical support
☐ Preferential seating
☐ Behavioral Intervention Plan
☐ Wheelchair lift and securement system
☐ Restraint system

Specify Type: ________________

☐ Other Specify: ________________

☐ Bus driver and support personnel are aware of the student's behavioral and/or medical concerns.
**NONACADEMIC and EXTRACURRICULAR ACTIVITIES**

Will the student have the opportunity to participate in nonacademic/extracurricular activities with his/her nondisabled peers?

☑ YES.

☐ YES, with supports. Describe:

☐ NO. Explanation must be provided:

---

**METHOD/FREQUENCY FOR REPORTING PROGRESS OF ATTAINING GOALS TO PARENTS**

Annual Goal Progress reports will be sent to parents each time report cards are issued (every 9 ________ weeks).
INDIVIDUALIZED EDUCATION PROGRAM

STUDENT'S NAME: Michael Johnson  DOB: 05/03/1999

SPECIAL INSTRUCTIONAL FACTORS

Items checked "YES" will be addressed in this IEP:

- Does the student have behavior which impedes his/her learning or the learning of others?  YES  NO
- Does the student have a Behavioral Intervention Plan?  YES  NO
- Does the student have limited English proficiency?  YES  NO
- Does the student need instruction in Braille and the use of Braille?  YES  NO
- Does the student need communication needs?  YES  NO
- Does the student need assistive technology devices and/or services?  YES  NO
- Does the student require specially designed P.E.?  YES  NO
- Is the student working toward alternate achievement standards and participating in the Alabama Alternate Assessment?  YES  NO
- Are transition services addressed in this IEP with an annual goal(s)?  YES  NO

TRANSPORTATION

Student's mode of transportation:
- Regular bus  YES  NO
- Bus for special needs  YES  NO
- Parent contact  YES  NO
- Other:

If yes, check any transportation needs:
- Bus assistance  YES  NO
- Adult support  YES  NO
- Medical support  YES  NO
- Preferential seating  YES  NO
- Behavioral Intervention Plan  YES  NO
- Wheelchair lift and securement system  YES  NO
- Restraint system  YES  NO

Specify:
- Other:

Bus driver and support personnel are aware of the student's behavioral and/or medical concerns.

NONACADEMIC and EXTRACURRICULAR ACTIVITIES

Will the student have the opportunity to participate in nonacademic/extracurricular activities with his/her nondisabled peers?
- YES  NO
- YES, with supports. Describe:

- NO. Explanation must be provided:

METHOD/FREQUENCY FOR REPORTING PROGRESS OF ATTAINING GOALS TO PARENTS

Annual Goal Progress reports will be sent to parents each time report cards are issued (every 9 weeks).
STANDARDS-BASED IEP

Transition
INDIVIDUALIZED EDUCATION PROGRAM

STUDENT'S NAME: Michael Johnson
DOB: 12/02/1999

Transition: Beginning not later than the first IEP to be in effect when the student is 16, or earlier if appropriate, and updated annually thereafter. For all students entering 9th grade, regardless of their age, transition must be addressed.

☑ This student was invited to the IEP Team meeting.
☐ After prior consent of the parent or student (Age 19) was obtained, other agency representatives were invited to the IEP Team meeting.
☑ Transition services based on the student’s strengths, preferences, and interests that will reasonably enable the student to meet the postsecondary goals are addressed on the transition goal page in this IEP.

Age Appropriate Transition Assessments:
(Select the assessment(s) used to determine the student’s measurable postsecondary transition goals.)

☑ Student Interview ☐ Career Awareness ☑ Interest Inventory
☑ Parent Interview ☐ Student Portfolio ☐ Interest Learning Profile
☐ Student Survey ☐ Vocational Assessment ☐ Career Aptitude
☑ Other ASPIRE
### Postsecondary Education/Training Goal

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Interviews and Observations</th>
<th>Date: 03/24/2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment</td>
<td>ASPIRE</td>
<td>Date: 01/20/2015</td>
</tr>
<tr>
<td><strong>Long-Term Goal:</strong></td>
<td>The student will be prepared to participate in a 2 to 4 year postsecondary education program based on completion of graduation requirements and submission of application for enrollment.</td>
<td></td>
</tr>
<tr>
<td>Employment/Occupation/Career Goal</td>
<td></td>
<td></td>
</tr>
<tr>
<td>----------------------------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Assessment:</strong> Kuder Interest Inventory</td>
<td><strong>Date:</strong> 02/19/2015</td>
<td></td>
</tr>
<tr>
<td><strong>Assessment:</strong> Interviews and Observation</td>
<td><strong>Date:</strong> 03/24/2015</td>
<td></td>
</tr>
<tr>
<td><strong>Long-Term Goal:</strong> Student will be prepared to engage in career-related planning leading to the selection of a career based on personal career interests, aptitudes, abilities, and occupational information.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

If Other is Selected, specify: ____________________________
### Community/Independent Living Goal

<table>
<thead>
<tr>
<th>Assessment:</th>
<th>Interviews and Observation</th>
<th>Date: 03/24/2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment:</td>
<td></td>
<td>Date:</td>
</tr>
</tbody>
</table>

**Long-Term Goal:** Student will be prepared to participate in community activities and live independently based on independent living skill level achieved and identification of community/living options.

If Other is Selected, specify: __________________________________________________________
This student is in a middle school course of study that will help prepare him/her for transition.

Anticipated Date of Exit: Month: May Year: 2019

**Selected Pathway to the Alabama High School Diploma:**

- [x] General Education Pathway (Intended to prepare student for college and career)
- [ ] Essentials/Life Skills Pathway (Intended to prepare student for a career/competitive employment)
- [ ] Alternate Achievement Standards Pathway (AAS) (Intended to prepare students for supported/competitive employment)

<table>
<thead>
<tr>
<th>For each course taken, indicate program credit to be earned next to the appropriate pathway.</th>
<th>ENGLISH</th>
<th>MATH</th>
<th>SCIENCE</th>
<th>SOCIAL STUDIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Education Pathway</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Essentials / Life Skills Pathway</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Alternate Achievement Standards Pathway</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Elective(s)</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

(enter total number of electives)
STANDARDS-BASED IEP

Annual Transition Goal Page(s)
INDIVIDUALIZED EDUCATION PROGRAM
ANNUAL TRANSITION GOALS

STUDENT'S NAME: Michael Johnson
DOB: 12/02/1999

PRESENT LEVEL OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE:
Based on the student's strengths, preferences, interests, and needs related to the postsecondary goals (include a description of age-appropriate transition assessments).

Michael is working towards the Alabama High School Diploma on the General Education Pathway. He is currently reading on a level that is consistent with a student in the sixth grade. According to the Kuder Interest Inventory he would like to attend a 4-year college and pursue architecture. A student interview revealed his desire to live independently and manage his own career. He is currently being observed by college scouts and aspires to earn a scholarship for athletics. However, this will require him to complete certain application procedures and follow a certain career plan in order to meet the criteria. He needs to develop skills to complete two prerequisites for post-secondary education. He also needs to develop a career plan that will assist him in reaching his goals. His below grade level reading ability negatively affects his ability to complete entrance requirements for post-secondary education.
Michael is working towards the Alabama High School Diploma on the General Education Pathway. He is currently reading on a level that is consistent with a student in the sixth grade. According to the Kuder Interest Inventory he would like to attend a 4-year college and pursue architecture. A student interview revealed his desire to live independently and manage his own career. He is currently being observed by college scouts and aspires to earn a scholarship for athletics.
Michael is working towards the Alabama High School Diploma on the General Education Pathway. He is currently reading on a level that is consistent with a student in the sixth grade. According to the Kuder Interest Inventory he would like to attend a 4-year college and pursue architecture. A student interview revealed his desire to live independently and manage his own career. He is currently begin observed by college scouts and aspires to earn a scholarship for athletics.

**STRENGTHS:**

- Michael is working towards the Alabama High School Diploma on the General Education Pathway. He is currently reading on a level that is consistent with a student in the sixth grade. According to the Kuder Interest Inventory he would like to attend a 4-year college and pursue architecture. A student interview revealed his desire to live independently and manage his own career. He is currently begin observed by college scouts and aspires to earn a scholarship for athletics.

**NEEDS:**

- HOW DISABILITY AFFECTS PERFORMANCE IN GENERAL EDUCATION CURRICULUM:
Michael is working towards the Alabama High School Diploma on the General Education Pathway. He is currently reading on a level that is consistent with a student in the sixth grade. According to the Kuder Interest Inventory he would like to attend a 4-year college and pursue architecture. A student interview revealed his desire to live independently and manage his own career. He is currently being observed by college scouts and aspires to earn a scholarship for athletics. However, this will require him to complete certain application procedures and follow a certain career plan in order to meet the criteria. He needs to develop skills to complete two prerequisites for post-secondary education. He also needs to develop a career plan that will assist him in reaching his goals.
Michael is working towards the Alabama High School Diploma on the General Education Pathway. He is currently reading on a level that is consistent with a student in the sixth grade. According to the Kuder Interest Inventory he would like to attend a 4-year college and pursue architecture. A student interview revealed his desire to live independently and manage his own career. He is currently begin observed by college scouts and aspires to earn a scholarship for athletics.

However, this will require him to complete certain application procedures and follow a certain career plan in order to meet the criteria. He needs to develop skills to complete two prerequisites for post-secondary education. He also needs to develop a career plan that will assist him in reaching his goals.

PRESENT LEVEL OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE:

STRENGTHS:

NEEDS:

HOW DISABILITY AFFECTS PERFORMANCE IN GENERAL EDUCATION CURRICULUM:
Michael is working towards the Alabama High School Diploma on the General Education Pathway. He is currently reading on a level that is consistent with a student in the sixth grade. According to the Kuder Interest Inventory he would like to attend a 4-year college and pursue architecture. A student interview revealed his desire to live independently and manage his own career. He is currently being observed by college scouts and aspires to earn a scholarship for athletics. However, this will require him to complete certain application procedures and follow a certain career plan in order to meet the criteria. He needs to develop skills to complete two prerequisites for post-secondary education. He also needs to develop a career plan that will assist him in reaching his goals.

His below grade level reading ability negatively affects his ability to complete entrance requirements for post-secondary education.
Michael is working towards the Alabama High School Diploma on the General Education Pathway. He is currently reading on a level that is consistent with a student in the sixth grade. According to the Kuder Interest Inventory he would like to attend a 4-year college and pursue architecture. A student interview revealed his desire to live independently and manage his own career. He is currently begin observed by college scouts and aspires to earn a scholarship for athletics. However, this will require him to complete certain application procedures and follow a certain career plan in order to meet the criteria. He needs to develop skills to complete two prerequisites for post-secondary education. He also needs to develop a career plan that will assist him in reaching his goals. His below grade level reading ability negatively affects his ability to complete entrance requirements for post-secondary education.
INDIVIDUALIZED EDUCATION PROGRAM
ANNUAL TRANSITION GOALS

STUDENT'S NAME: Michael Johnson

DOB: 12/02/1999

PRESENT LEVEL OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE:
Based on the student's strengths, preferences, interests, and needs related to the postsecondary goals (include a description of age-appropriate transition assessments).

Michael is working towards the Alabama High School Diploma on the General Education Pathway. He is currently reading on a level that is consistent with a student in the sixth grade. According to the Kuder Interest Inventory he would like to attend a 4-year college and pursue architecture. A student interview revealed his desire to live independently and manage his own career. He is currently being observed by college scouts and aspires to earn a scholarship for athletics. However, this will require him to complete certain application procedures and follow a certain career plan in order to meet the criteria. He needs to develop skills to complete two prerequisites for post-secondary education. He also needs to develop a career plan that will assist him in reaching his goals. His below grade level reading ability negatively affects his ability to complete entrance requirements for post-secondary education.
### MEASURABLE ANNUAL POST-SECONDARY TRANSITION GOALS:

Academic areas may be written separately or embedded within the transition goal. Address transition services, activities, and person(s)/agency involved for each goal area. (If more than one goal is needed in any one goal area below, additional goal pages can be added.)

<table>
<thead>
<tr>
<th>Postsecondary Education/Training Goal:</th>
<th>Date of Completion/Mastery:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Through direct instruction Michael will complete two prerequisite college requirements that include developing a short personal essay and obtaining at least two or three college applications to complete with 100% accuracy by the end of the 4th nine weeks. (TS.AT10.5A)</td>
<td></td>
</tr>
</tbody>
</table>

* **Transition Service(s):** PE Postsecondary Education  
* **Transition Activity(s):** Enter a numbered list of all activities to assist the student in achieving their long-term Postsecondary Education/Training goal.

1. Get application packet from counselor to complete.
2. Complete application packets for post-secondary education.
3. Develop a short personal essay.

**Person(s)/Agency Involved:** Student, Case Manager, Counselor, Parent, General Ed. Teacher, Special Ed. Teacher
<table>
<thead>
<tr>
<th>Standard 5:</th>
<th>Demonstrate appropriate program application procedures for personal postsecondary education or training program choices (e.g., entrance exams and/or assessments, intake interviews, referral procedures, financial aid applications).</th>
</tr>
</thead>
<tbody>
<tr>
<td>TS.AT12.5.A</td>
<td>Develop at least one complete application package for the postsecondary learning program(s) of choice.</td>
</tr>
<tr>
<td>TS.AT11.5.A</td>
<td>Complete a mockup of at least one application procedure for postsecondary education or training.</td>
</tr>
<tr>
<td><strong>TS.AT10.5.A</strong></td>
<td>Complete at least two grade-appropriate prerequisites (e.g., work-based learning or volunteer experiences, short essay, exam) for later admission to a postsecondary learning program of choice.</td>
</tr>
<tr>
<td>TS.AT9.5.A</td>
<td>Identify general components of an application packet for postsecondary education or training program choice.</td>
</tr>
</tbody>
</table>
ANNUAL GOAL:

- WHO (The Student):
  Michael

- BEHAVIOR (will do what):
  will complete two prerequisite college requirements that include developing a short personal essay and obtaining at least two or three college applications to complete

- CONDITIONS (under what conditions):
  Through direct instruction

- CRITERION (to what level):
  with 100% accuracy

- TIME FRAME (in what length of time):
  by the end of the 4th nine weeks. (TS.AT10.5A)
Through direct instruction, Michael will complete two prerequisite college requirements that include developing a short personal essay and obtaining at least two or three college applications to complete with 100% accuracy by the end of the 4th nine weeks. (TS.AT10.5A)
### MEASURABLE ANNUAL POST-SECONDARY TRANSITION GOALS:

Academic areas may be written separately or embedded within the transition goal. Address transition services, activities, and person(s)/agency involved for each goal area. (If more than one goal is needed in any one goal area below, additional goal pages can be added.)

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<thead>
<tr>
<th>Postsecondary Education/Training Goal:</th>
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</tr>
</thead>
<tbody>
<tr>
<td><strong>Through direct instruction Michael will complete two prerequisite college requirements that include developing a short personal essay and obtaining at least two or three college applications to complete with 100% accuracy by the end of the 4th nine weeks. (TS.AT10.5A)</strong></td>
<td></td>
</tr>
</tbody>
</table>

* **Transition Service(s):** PE Postsecondary Education

**Transition Activity(s):**
Enter a numbered list of all activities to assist the student in achieving their long-term Postsecondary Education/Training goal.

1. Get application packet from counselor to complete.
2. Complete application packets for post-secondary education.
3. Develop a short personal essay.

**Person(s)/Agency Involved:** Student, Case Manager, Counselor, Parent, General Ed. Teacher, Special Ed. Teacher
Employment/Occupation/Career Goal: By the end of the first nine weeks with direct instruction, Michael will develop a checklist of courses that outline his personal 4 x 4 plan to review and follow with 100% accuracy during high school. (TS.OC10.5A)

* Transition Service(s): PM Personal Management
  PE Postsecondary Education

Transition Activity(s):
Enter a numbered list of all activities to assist the student in achieving their long-term Employment/Occupation/Career goal.

1. Meet with guidance counselor to develop a checklist of courses.
2. Develop a checklist using personal 4 x 4 plan.
3. Review checklist each time report cards are issued.

Person(s)/Agency Involved: Student, Guidance Counselor, Case Manager, Special Ed. Teacher
Standard 5: *Create a personal career plan to meet career goal(s) and objectives.*

TS.OC12.5.A Predict how pursuit of personal career interest(s) relates to achieving individual postsecondary education goals (and independent living goal, if appropriate).

TS.OC11.5.A Develop timelines and ways to monitor achievement of action steps needed to reach personal career goals and objectives.

**TS.OC10.5.A** Prioritize and sequence action steps needed to reach personal career goals and objectives.

TS.OC9.5.A Review, and revise as needed, personal career goals and objectives.
ANNUAL GOAL:

- WHO (The Student):
  Michael

- BEHAVIOR (will do what):
  will develop a checklist of courses that outline his personal 4 x 4 plan to review and follow during high school.

- CONDITIONS (under what conditions):
  with direct instruction

- CRITERION (to what level):
  with 100% accuracy

- TIME FRAME (in what length of time):
  by the end of the first nine weeks  (TS.OC10.5A)
By the end of the first nine weeks with direct instruction, Michael will develop a checklist of course that outline his personal 4 x 4 plan to review and follow with 100% accuracy during high school. (TS.OC10.5)
**Employment/Occupation/Career Goal:** By the end of the first nine weeks with direct instruction, Michael will develop a checklist of courses that outline his personal 4 x 4 plan to review and follow with 100% accuracy during high school. (TS.OC10.5A)

<table>
<thead>
<tr>
<th>* Transition Service(s):*</th>
<th>PM Personal Management</th>
<th>PE Postsecondary Education</th>
</tr>
</thead>
</table>

**Transition Activity(s):** Enter a numbered list of all activities to assist the student in achieving their long-term Employment/Occupation/Career goal.

1. Meet with guidance counselor to develop a checklist of courses.
2. Develop a checklist using personal 4 x 4 plan.
3. Review checklist each time report cards are issued.

**Person(s)/Agency Involved:** Student, Guidance Counselor, Case Manager, Special Ed. Teacher
**Community/Independent Living Goal:**

By the end of the 4th nine weeks, Michael will identify and practice with 100% accuracy one area of financial responsibility for independent living. (TS.PS9.1C)

**Date of Completion/Mastery:**

<table>
<thead>
<tr>
<th>Transition Service(s):</th>
<th>Transition Activity(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>PM Personal Management</td>
<td>Enter a numbered list of all activities to assist the student in achieving their long-term Community/Independent Living goal.</td>
</tr>
<tr>
<td>LA Living Arrangements</td>
<td>1. Identify five areas of responsibility for independent living.</td>
</tr>
<tr>
<td></td>
<td>2. Implement one of the five identified areas of responsibility for independent living.</td>
</tr>
</tbody>
</table>

**Person(s)/Agency Involved:** Student, Parent, Case Manager, Counselor, General Ed. Teacher
<table>
<thead>
<tr>
<th>Standard 1:</th>
<th>Demonstrate acceptance of personal responsibility.</th>
</tr>
</thead>
<tbody>
<tr>
<td>TS.PS12.1.C</td>
<td>Demonstrate acceptance of personal responsibility by fulfilling responsibilities and/or accepting consequences of not fulfilling responsibilities.</td>
</tr>
<tr>
<td>TS.PS11.1.C</td>
<td>Analyze the consequences associated with completing or not completing personal responsibilities (e.g., effort put into academics affecting the likelihood of attending college).</td>
</tr>
<tr>
<td>TS.PS10.1.C</td>
<td>Discuss personal responsibilities and expectations of others (e.g., parents, administrators, or others may provide assistance but are ultimately not responsible for success).</td>
</tr>
<tr>
<td>TS.PS9.1.C</td>
<td>Identify personal responsibilities across settings (e.g., academic or employment requirements, paying bills, and upkeep of living arrangements).</td>
</tr>
</tbody>
</table>
ANNUAL GOAL:

- WHO (The Student):
  Michael

- BEHAVIOR (will do what):
  will identify and practice one area of financial responsibility for independent living.

- CONDITIONS (under what conditions):
  with direct instruction

- CRITERION (to what level):
  with 100% accuracy

- TIME FRAME (in what length of time):
  By the end of the first nine weeks  (TS.PS9.1C)
By the end of the 4th nine weeks with direct instruction, Michael will identify and practice with 100% accuracy one area of financial responsibility for independent living. (TS.PS9.1C)
Community/Independent Living Goal:
By the end of the 4th nine weeks, with direct instruction, Michael will identify and practice with 100% accuracy one area of financial responsibility for independent living. (TS.PS9.1C)

Date of Completion/Mastery: ________________

* Transition Service(s): PM Personal Management
LA Living Arrangements

Transition Activity(s):
Enter a numbered list of all activities to assist the student in achieving their long-term Community/Independent Living goal.

1. Identify five areas of responsibility for independent living.
2. Implement one of the five identified areas of responsibility for independent living.

Person(s)/Agency Involved: Student, Parent, Case Manager, Counselor, General Ed. Teacher
STANDARDS-BASED IEP

Annual Goal Page(s)
INDIVIDUALIZED EDUCATION PROGRAM

STUDENT'S NAME: Michael Johnson
DOB: 12/02/1999

Identify the area the MEASURABLE ANNUAL GOAL will address. The area may be an academic content area (e.g., math, science) and/or a functional area (e.g., behavior, organization). For all students working on Extended Standards (following the Alternate Achievement Standards pathway), each content area (e.g., reading, math, science, language arts, and social studies) must be addressed.

AREA: Reading

PRESENT LEVEL OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE:
State how the student’s disability affects his/her involvement and progress in the general education curriculum for this particular area of instruction, or for preschool age students, how the disability affects the student’s participation in age-appropriate activities.

Recent assessments reveal that Michael is currently reading on a level that is consistent with a student in the sixth grade. When given a large reading passage he becomes frustrated and at times questions the teacher about why he needs to complete an assignment. He needs to increase his range of reading to grade 7/8 complexity band to increase his understanding of grade level text. His below grade level reading negatively affects his ability to complete classroom assignments.
PRESENT LEVEL OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE:

• STRENGTHS:
Recent assessments reveal that Michael is currently reading on a level that is consistent with a student in the sixth grade.

• NEEDS:

• HOW DISABILITY AFFECTS PERFORMANCE IN GENERAL EDUCATION CURRICULUM:
Recent assessments reveal that Michael is currently reading on a level that is consistent with a student in the sixth grade.
Present Level of Academic Achievement and Functional Performance:

Strengths:

When given a large reading passage he becomes frustrated and at times questions the teacher about why he needs to complete an assignment. He needs to increase his ranges of reading to grade 7/8 complexity band to increase his understanding of grade level text.
PRESENT LEVEL OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE:

• **STRENGTHS:**
  Recent assessments reveal that Michael is currently reading on a level that is consistent with a student in the sixth grade.

• **NEEDS:**
  When given a large reading passage he becomes frustrated and at times questions the teacher about why he needs to complete an assignment. He needs to increase his ranges of reading to grade 7/8 complexity band to increase his understanding of grade level text.

• **HOW DISABILITY AFFECTS PERFORMANCE IN GENERAL EDUCATION CURRICULUM:**
Recent assessments reveal that Michael is currently reading on a level that is consistent with a student in the sixth grade. When given a large reading passage he becomes frustrated and at times questions the teacher about why he needs to complete an assignment. He needs to increase his range of reading to grade 7/8 complexity band to increase his understanding of grade level text.

His below grade level reading negatively affects his ability to complete classroom assignments.

- **HOW DISABILITY AFFECTS PERFORMANCE IN GENERAL EDUCATION CURRICULUM:**
Recent assessments reveal that Michael is currently reading on a level that is consistent with a student in the sixth grade. When given a large reading passage he becomes frustrated and at times questions the teacher about why he needs to complete an assignment. He needs to increase his ranges of reading to grade 7/8 complexity band to increase his understanding of grade level text. His below grade level reading negatively affects his ability to complete classroom assignments.
INDIVIDUALIZED EDUCATION PROGRAM

STUDENT'S NAME: Michael Johnson
DOB: 12/02/1999

Identify the area the MEASURABLE ANNUAL GOAL will address. The area may be an academic content area (e.g., math, science) and/or a functional area (e.g., behavior, organization). For all students working on Extended Standards (following the Alternate Achievement Standards pathway), each content area (e.g., reading, math, science, language arts, and social studies) must be addressed.

AREA: Reading

PRESENT LEVEL OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE:
State how the student’s disability affects his/her involvement and progress in the general education curriculum for this particular area of instruction, or for preschool age students, how the disability affects the student’s participation in age-appropriate activities.

Recent assessments reveal that Michael is currently reading on a level that is consistent with a student in the sixth grade. When given a large reading passage he becomes frustrated and at times questions the teacher about why he needs to complete an assignment. He needs to increase his range of reading to grade 7/8 complexity band to increase his understanding of grade level text. His below grade level reading negatively affects his ability to complete classroom assignments.
MEASURABLE ANNUAL GOAL related to meeting the student's needs.

Target the individual needs of the student resulting from the student's disability and how the student's disability affects his/her involvement and progress in the general education curriculum. Describe what a student can reasonably be expected to accomplish within one school year.

Through direct instruction using a scientifically based reading program, Michael will increase his reading level, scoring 90% accuracy on progress monitoring at the 7/8 text complexity, to read and complete classroom assignments by the end of the 4th nine weeks. (ELA. 9.9.1)

DATE OF MASTERY: ____________

TYPE(S) OF EVALUATION FOR ANNUAL GOAL:

Check each type of evaluation that will be used to evaluate the MEASURABLE ANNUAL GOAL. (At least one must be chosen.)

☑ Curriculum Based Assessment ☐ Teacher/Text Test ☐ Teacher Observation ☐ Grades
☑ Data Collection ☐ State Assessment(s) ☐ Work Samples ☐ Other: __________________________
☐ Other: __________________________
9. By the end of Grade 9, read and comprehend literature, including stories, dramas, and poems, in the Grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range. [RL.9-10.10]

**Objectives:**

**ELA 9.9.1:** Read and comprehend literature, including stories, dramas, and poems, in the Grades 7-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

**ELA 9.9.2:** Read and comprehend literature, including stories, dramas, and poems, in the Grades 6-7 text complexity band proficiently, with scaffolding as needed at the high end of the range.

**ELA 9.9.3:** Read and comprehend literature, including stories, dramas, and poems, in the Grades 5-6 text complexity band proficiently, with scaffolding as needed at the high end of the range.
ANNUAL GOAL:

- WHO (The Student):
  Michael

- BEHAVIOR (will do what):
  will increase his reading level, to read and complete classroom assignments

- CONDITIONS (under what conditions):
  Through direct instruction using a scientifically based reading program,

- CRITERION (to what level):
  scoring 90% accuracy on progress monitoring at the 7/8 text complexity

- TIME FRAME (in what length of time):
  By the end of the 4th nine weeks  (ELS 9.9.1)
Through direct instruction using a scientifically based reading program, Michael will increase his reading level, scoring 90% accuracy on progress monitoring at the 7/8 text complexity, to read and complete classroom assignments by the end of the 4th nine weeks. (ELA 9.9.1)
MEASURABLE ANNUAL GOAL related to meeting the student's needs.
Target the individual needs of the student resulting from the student’s disability and how the student’s disability affects his/her involvement and progress in the general education curriculum. Describe what a student can reasonably be expected to accomplish within one school year.

Through direct instruction using a scientifically based reading program, Michael will increase his reading level, scoring 90% accuracy on progress monitoring at the 7/8 text complexity, to read and complete classroom assignments by the end of the 4th nine weeks. (ELA. 9.9.1)

DATE OF MASTERY: ________________

TYPE(S) OF EVALUATION FOR ANNUAL GOAL:
Check each type of evaluation that will be used to evaluate the MEASURABLE ANNUAL GOAL. (At least one must be chosen.)

- [x] Curriculum Based Assessment
- [ ] Teacher/Text Test
- [ ] Teacher Observation
- [ ] Grades
- [x] Data Collection
- [ ] State Assessment(s)
- [ ] Work Samples
- [ ] Other:
  ________________________________
- [ ] Other:
  ________________________________
STANDARDS-BASED IEP

Special Education and Related Service(s)
INDIVIDUALIZED EDUCATION PROGRAM

STUDENT'S NAME: Michael Johnson

DOB: 12/02/1999

SPECIAL EDUCATION AND RELATED SERVICE(S): (Special Education, Supplementary Aids and Services, Program Modifications, Accommodations Needed for Assessments, Related Services, Assistive Technology, and Support for Personnel.)
<table>
<thead>
<tr>
<th>Service(s)</th>
<th>Anticipated Frequency of Service(s)</th>
<th>Amount of time</th>
<th>Beginning/Ending Duration Date</th>
<th>Location of Service(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Special Education</td>
<td>Daily</td>
<td>30</td>
<td>08/17/2015 05/27/2016</td>
<td>Gen Ed Classroom</td>
</tr>
<tr>
<td>Reading</td>
<td>Daily</td>
<td>30</td>
<td>08/17/2015 05/27/2016</td>
<td>Counselors Office</td>
</tr>
<tr>
<td>Transition</td>
<td>Daily</td>
<td>15</td>
<td>08/17/2015 05/27/2016</td>
<td>Homeroom</td>
</tr>
<tr>
<td>Behavior</td>
<td>Daily</td>
<td>50</td>
<td>08/17/2015 05/27/2016</td>
<td>Gen Ed Classroom</td>
</tr>
</tbody>
</table>
| English       | Special Education teacher will reteach/reinforce concepts not mastered and assist with larger reading assignments.
### Supplementary Aids and Services

<table>
<thead>
<tr>
<th>Daily</th>
<th>Needed</th>
<th>Not Needed</th>
</tr>
</thead>
<tbody>
<tr>
<td>20</td>
<td>08/17/2015</td>
<td>05/27/2016</td>
</tr>
<tr>
<td>Gen Ed Classroom</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Collaboration**
Special Education staff will collaborate and consult with general education teachers to get daily assignments and monitor progress.

<table>
<thead>
<tr>
<th>Weekly</th>
<th>Needed</th>
<th>Not Needed</th>
</tr>
</thead>
<tbody>
<tr>
<td>08/17/2015</td>
<td>05/27/2016</td>
<td></td>
</tr>
<tr>
<td>Gen Ed Classroom</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Shortened assignments.**
**Extended time on projects and classroom assignments.**

### Program Modifications

<table>
<thead>
<tr>
<th>Needed</th>
<th>Not Needed</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>✔ (Not Needed)</td>
</tr>
</tbody>
</table>
### Accommodations Needed for Assessments

- **Weekly**
  - 08/17/2015
  - 05/27/2016
  - Gen Ed Classroom

- Read aloud on extended and complex passages. Extended time.
- Formative classroom assessments: student conference, oral questioning, or graphic organizer.

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<td>Amount of time</td>
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<td>Location of Service(s)</td>
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# Individualized Education Program

**Student Name:** Michael Johnson  
**DOB:** 02/12/1997

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<th>Ending Date</th>
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</table>
INDIVIDUALIZED EDUCATION PROGRAM

STUDENT'S NAME: Michael Johnson

DOB: 12/02/1999

TRANSFER OF RIGHTS

(Beginning not later than the IEP that will be in effect when the student reaches 18 years of age.)

Date student was informed that the rights under the IDEA will transfer to him/her at the age of 19

EXTENDED SCHOOL YEAR SERVICES (ESY)

The IEP Team has considered the need for extended school year services.

☑ Yes □ No
LEAST RESTRICTIVE ENVIRONMENT

Does this student attend the school (or for a preschool-age student, participate in the environment) he/she would attend if nondisabled?  ☑ Yes  ☐ No

If no, explain:

Does this student receive all special education services with nondisabled peers?  ☑ Yes  ☐ No

If no, explain (explanation may not be solely because of needed modifications in the general curriculum):

☐ 6-21 YEARS OF AGE  ☑ 3-5 YEARS OF AGE

Least Restricted Environment:
COPY OF IEP

Was a copy of the IEP given to parent/student (age 19) at the IEP meeting?

☑ Yes  ☐ No

If no, date sent: ____________________________

Date copy of amended IEP provided/sent to parent/student (age 19) ____________________________

COPY OF SPECIAL EDUCATION RIGHTS

Was a copy of the Special Education Rights given to parent/student (age 19) at the IEP meeting?

☐ Yes  ☑ No

If no, date sent: 05/05/2015

SPECIAL EDUCATION RIGHTS
UNDER THE INDIVIDUALS WITH DISABILITIES EDUCATION ACT (IDEA)

To: Carol Johnson

Date Provided: 05/05/2015

You are receiving a copy of Special Education Rights (procedural safeguards) for the following reason(s):

☑ Required annual copy

☐ Parental request

☐ Initial referral/Parental request for evaluation

☐ 1st State complaint filed

☐ Disciplinary action resulting in change of placement

☐ 1st Request for due process hearing

If you have questions or need further assistance in understanding these rights, please contact:

Cynthia Mayo
Name

334-242-8114
Telephone Number
<table>
<thead>
<tr>
<th>Position</th>
<th>Signature</th>
<th>Date</th>
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<tr>
<td>Parent</td>
<td>Carol Johnson</td>
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<td>Parent</td>
<td>Gail Comins</td>
<td>05/19/2015</td>
</tr>
<tr>
<td>General Education Teacher</td>
<td>Cynthia Mayo</td>
<td>05/19/2015</td>
</tr>
<tr>
<td>LEA Representative</td>
<td>Curtis Gage</td>
<td>05/19/2015</td>
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<tr>
<td>Someone Who Can Interpret the Instructional Implications of the Evaluation Results</td>
<td>Cynthia Mayo</td>
<td>05/19/2015</td>
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<td>Student</td>
<td>Michael Johnson</td>
<td>05/19/2015</td>
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<tr>
<td>Career/Technical Education Representative</td>
<td>Phillip Cleveland</td>
<td>05/19/2015</td>
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<td>Other Agency Representative</td>
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<tr>
<td>Guidance Counselor</td>
<td>Kemeche Green</td>
<td>05/19/2015</td>
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</table>
STANDARDS-BASED IEP

Notice of Proposal or Refusal to Take Action
NOTICE OF PROPOSAL OR REFUSAL TO TAKE ACTION

The IEP Team has met to consider the following, regarding the educational program for:

STUDENT'S NAME: Michael Johnson

☐ Identification  ☐ Evaluation  ☐ Placement  ☐ Other __________________
☐ LEA Response to DPH Request  ☑ Provision of Free Appropriate Public Education  ☐ Other __________________

DECISION REGARDING SPECIFIC ACTION PROPOSED OR REFUSED.

The IEP Team met and developed an IEP for the 2015-2016 school year for Michael.

It has been decided that action will be taken by the local education agency.

Check one:

☑ The local education agency will take the proposed action immediately and without undue delay.
☐ The local education agency’s proposed action will be taken in _______ calendar days to afford the parent a reasonable period of time to consider the proposed action.
BASIS FOR DECISION(S)

Data collection of student performance indicates the need for specially designed instruction in reading as outlined in the proposed 2015-2016 IEP.

DESCRIPTION OF OTHER OPTIONS CONSIDERED AND WHY THE OPTIONS WERE REJECTED

Both the General Education and Essentials/Life Skills pathways were considered, however, due to his interest in attending a 4 year university, the team decided the general education pathway is appropriate at this time. His deficit in reading requires specialized instruction to enable him to receive full access to the general curriculum and even though the team discussed a more restrictive setting, the team decided that at this time, Michael needs to receive all services with his age appropriate classmates.
**THE FOLLOWING EVALUATION PROCEDURES, ASSESSMENTS, RECORDS, AND/OR REPORTS WERE USED IN MAKING THE DECISION**

<table>
<thead>
<tr>
<th>Procedure</th>
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<td>Hearing</td>
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<td>Motor</td>
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<td>Grades</td>
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<td>Developmental Scales</td>
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<td>Work Samples</td>
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<td>Medical Records</td>
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<td>Other</td>
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</table>

My signature below verifies that if you require notice and an explanation of your rights in your native language, the LEA/agency has accommodated you to ensure your understanding. You are fully protected under the rights addressed in your copy of the *Special Education Rights* document. If you want another copy of your rights, have any questions, or wish to arrange a conference, please contact:

Cynthia Mayo

(Date)

Signature of Education Agency Official

Date Provided/Sent: 05/19/2015
NOTICE OF PROPOSAL OR REFUSAL TO TAKE ACTION

The IEP Team has met to consider the following regarding the educational program for:

STUDENT’S NAME: Michael Johnson

☐ Identification ☐ Evaluation ☐ Placement ☐ Other

☐ LEA Response to IEP Request ☐ Provisions of Free Appropriate Public Education ☐ Other

DECISION REGARDING SPECIFIC ACTION PROPOSED OR REFUSED:
The IEP Team met and developed an IEP for the 2015-2016 school year for Michael.

It has been decided that action will be taken by the local education agency.

Check one:
☐ The local education agency will take the proposed action immediately and without undue delay.
☐ The local education agency’s proposed action will be taken in _______ calendar days to afford the parent a reasonable period of time to consider the proposed action.

BASIS FOR DECISION(S):

Data collection of student performance indicates the need for specially designed instruction in reading as outlined in the proposed 2015-2016 IEP.

DESCRIPTION OF OTHER OPTIONS CONSIDERED AND WHY THE OPTIONS WERE REJECTED:

Although both the general education and special education options were considered, however, due to his interest in attending a 4-year university, the team decided that the general education pathway is appropriate at this time. His deficit in reading requires specially designed instruction to enable him to receive full access to the general curriculum and even though the team discussed a more restrictive setting, the team decided that at this time, Michael needs to receive all services with his age appropriate classmates.

THE FOLLOWING EVALUATION PROCEDURES, ASSESSMENTS, RECORDS, AND/or REPORTS WERE USED IN MAKING THE DECISION:

☐ Vision ☐ Speech ☐ Testing Standards ☐ Medical Records
☐ Hearing ☐ Developmental Scales ☐ Other Agency Information ☐ Other
☐ Motor Skills ☐ Language Arts ☐ Work Sample ☐ Other
☐ Mathematics ☐ Discipline Records ☐ Other
☐ Behavior ☐ Absence Reports ☐ Other

My signature below verifies that you receive this notice and an explanation of your rights in your native language. The LEA agency has incorporated your rights under this notice and included a copy of the Special Education Rights Document. If you need another copy of your rights, have any questions, or wish to arrange a conference, please contact:

Cynthia Mayo

(Title)

Alabama State Department of Education, Special Education Services
STANDARDS-BASED IEP

Persons Responsible for IEP Implementation
# Persons Responsible for IEP Implementation

(Required Form in STI)

The following school personnel have access to the IEP and have been informed of their responsibility in implementing the IEP, and of the specific accommodations, modifications, and supports that must be provided for [student's name] for 2015/2016 school year.

<table>
<thead>
<tr>
<th>DATE</th>
<th>SIGNATURE</th>
<th>POSITION</th>
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<tbody>
<tr>
<td>08/17/2015</td>
<td>Cynthia Mayo</td>
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<td>Gail Comins</td>
<td>English Teacher</td>
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<td>08/17/2015</td>
<td>Phillip Cleveland</td>
<td>Career Tech Teacher</td>
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<td>Kemeche Green</td>
<td>Guidance Counselor</td>
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<td>08/17/2015</td>
<td>Brian Dunn</td>
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<td>Diann Jones</td>
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<td>Joe Eiland</td>
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## Persons Responsible for IEP Implementation

The following school personnel have access to the IEP and have been informed of their responsibility in implementing the IEP, and of the specific accommodations, modifications, and supports that must be provided for (student’s name) for 2015-2016 school year:

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<tr>
<td>06/17/2016</td>
<td>JoeBlind</td>
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Signature and position of person responsible for informing school personnel of their responsibility.

Cyntia Mayo  Case Manager
Regional Specialist

Stephanie Frucci 1 Clare Ward 7
Shelia Bolling 2 Susan Goldthwaite 8
Regina Sankey 3 Curtis Gage 9
Denise Gilham 4 Tina Sanders 10
Cynthia Augustine 5 Diann Jones 11A
Brian Dunn 6 Joe Eiland 11B
Shirley Farrell-(All Regions)

Revised 1/16