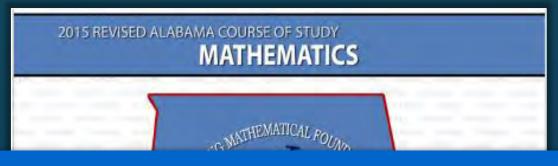
#### SECONDARY STUDENT

## STANDARDS-BASED IEP

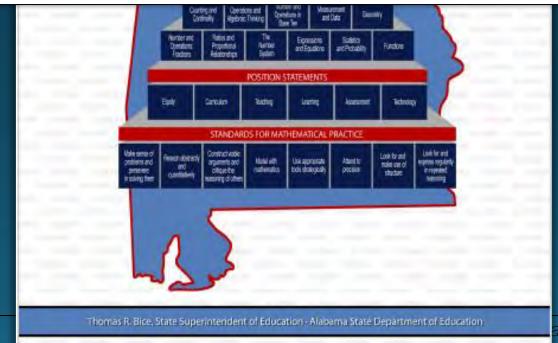


Alabama College - & Career – Ready Standards



### Algebra I - Quantities

 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]





- Alabama College & Career Ready Standards
- Alabama Curriculum Guides



## Curriculum Guide Algebra I - Quantities

 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.



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

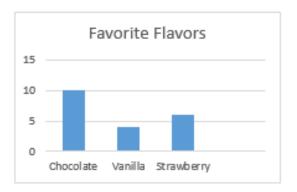


#### ALABAMA EXTENDED STANDARDS

#### 9th Grade

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

Example: What is the favorite flavor of ice cream?



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?

				- 1	PPIN	g guib	E				
851.5	15%	20%	9515	19%	20%	8117.5	19%	20%	9113	15%	20%
1.00	. 0.15	0.20	26.00	3.90	5.20	51.00	7.65	10.20	76.00	11.40	15.20
2:00	0.30	0.40	27.00	4.05	5.40	52:00	7.80	10.40	77.00	11.55	15.40
3.00	0.45	0.60	28.00	4.20	5.60	53.00	7.95	10.60	78.00	11.70	15:60
4.00	0.60	0.80	29.00	4.35	5.80	54.00	8.10	10.80	79.00	11.85	15.80
5-00	0.75	1.00	30.00	4.50	6.00	55.00	8.25	11.00	m0.00	12.00	16.00
6.00	0.90	1.20	31.00	4.65	6.20	56.00	8.40	11.20	81.00	12.15	16.20
7.00	1.05	1.40	32.00	4.80	6.40	57.00	8.55	11.40	82.00	12.30	16.40
8.00	1.20	1.60	33.00	4.95	6.60	58.00	8.70	11.60	83.00	12.45	16.60
9.00	. 1.35	1.80	34.00	5.10		59.00	8.85	11.80	84.00	12.60	16.80
10.00	1.50	2:00	35.00	5.25	7.00	60.00	9.00	12.00	85.00	12.76	17.00
11.00	1.65	2:20	36.00	5.40	7.20	61.00	9.15	12.20	266.00	12.90	17.20
12.00	1.80	2.40	37.00	5.55	7.40	62.00	9.30	12.40	87.00	13.05	17.40
13.00	. 1.95	2:60	38.00	5.70	7.60	64.00	9.45	12.60	88.00	13.20	17.60
14.00	2.10	2.80	39:00	5.85		65.00	9.60	12.80	200.00	13.35	17.80
15.00	2.25	3.00	40.00	6.00	8.00	65.00	9.75	13.00	80.00	13.50	18.00
16.00	2.40	3.20	41.00	6.15		66.00	9.90	13.20	91.00	13.65	18.20
17.00	2.55	3.40	42.00	6.30		67.00	10:05		92:00	13.80	18.40
18.00	2.70	3.60	43:00	6.45	8.60	68.00	10.20	13.60	80.00	13.95	18.60
19.00	. 2.85	3.80	44.00	6.60		49.00	10.35	13.80	84.00	14.10	18.80
20.00	3.00	4.00	45.00	6.75	9.00	70.00	10.50	14.00	85.00	14.25	19.00
21.00	3.15	4.20	46.00	6.90		71.00	10:65	14.20	96.00	14.40	19.20
22.00	3.30	4.40	47.00	7.05	9.40	72.00	10.80	14.40	87.00	14.55	19.40
23.00	. 3.45	4.60	48.00	7.20		73.00	10.95	14.60	58.00	14.70	19.60
24.00	. 3.60	4.80	49.00	7.35		74.00	. 11.10	14.80	99.00	14.85	19.80
25.00	3.75	5.00	50.00	7.50	10.00	75.00	11.25	15.00	100.00	15.00	20.00



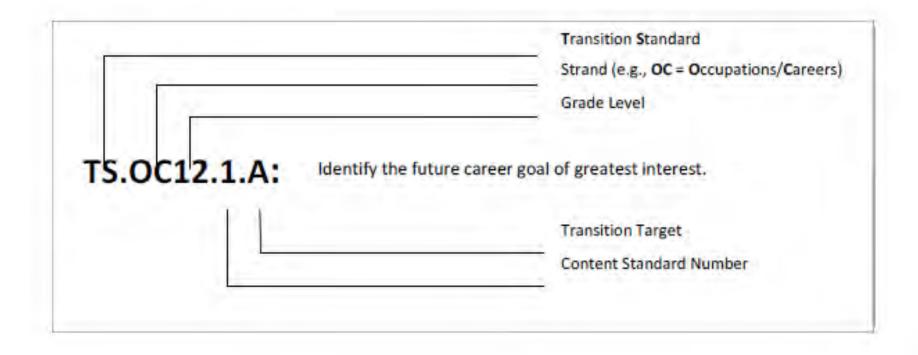
- Alabama College & Career Ready Standards
- Alabama Curriculum Guides
- Alabama Extended Standards
- Alabama Transition Standards



#### 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:



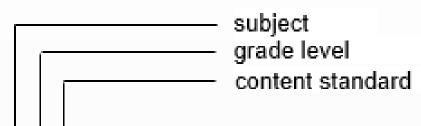
- Alabama College & Career Ready Standards
- Alabama Curriculum Guides
- Alabama Extended Standards
- Alabama Transition Standards
- Alabama Developmental Standards for Preschool Children



Alabama Developmental Standards for Preschool Children	Alabama Course of Study	Head Start Child Development and Early Learning Framework
Approaches to Learning	None	Approaches to Learning
		Logic and Reasoning
Language and Literacy	English Language Arts -	Language Development
	Kindergarten	Literacy Knowledge and Skills
Mathematics	Mathematics - Kindergarten	Mathematics Knowledge and Skills
Science and Environmental	Science - Kindergarten	Science Knowledge and Skills
Education		
Technology	Technology Education	Science Knowledge and Skills
Social and Emotional	Social Studies	Social and Emotional Development
Development		Social Studies Knowledge and Skills
Physical Development	Physical Education	Physical Development and Health
Health and Daily Living	Health Education	Physical Development and Health
Creative Arts	Arts Education - Kindergarten	Creative Arts Expression

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





#### Standard M. 3.10

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

> Content Standard Identifier from Common Core State Standards

objective |

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



PLEASE NOTE: THE FOLLOWING IS CNLY ONE WAY EVELOP 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				
The purpose of this meeting is to:	The following people will be invited to meet with us:				
☐ Determine if Referral Requires Evaluation *	✓ Local Education Agency Representative				
☐ Discuss the Need for Additional Data Collection	✓ Someone Who Can Interpret the Instructional				
Determine Initial or Continued Eligibility	Implications of the Evaluation Results				
Develop Initial IEP	✓ General Education Teacher				
Review/Revise IEP	✓ Special Education Teacher				
✓ Annual Review / Develop Annual IEP	✓ Parent				
✓ Discuss Transition/Postsecondary Services	✓ Student				
Conduct Manifestation Determination	✓ Career/Technical Representative				
Develop Functional Behavioral Assessment Plan	Other Agency Representative(s) for Transition**				
Develop/Revise Behavioral Intervention Plan	Agency Name				
Conduct a Resolution Session					
	✓ 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	at 334-242-8114
(Name)	(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 05/0	5/2015					
Results of 1st Attempt	Parent unable to atten	d.				
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					

STUDENT'S NAME: Michael Johnson	
MEETING DATE:05/14/2015 TIME:2:00 PM	LOCATION: Anytown High School
The purpose of this meeting is to:	The following people will be invited to meet with us:
Determine if Referral Requires Evaluation *	Local Education Agency Representative
Discuss the Need for Additional Data Collection	Someone Who Can Interpret the Instructional
Determine Initial or Continued Eligibility	Implications of the Evaluation Results
Develop Initial IEP	General Education Teacher
Review Revise IEP	☑ Special Education Teacher
Annual Review / Develop Annual IEP	Parent
Discuss Transition Postsecondary Services	☑ Student
Conduct Manifestation Determination	Career/Technical Representative
Develop Functional Behavioral Assessment Plan	Other Agency Representative(s) for Transition**
Develop/Revise Behavioral Intervention Plan	Agency Name
Conduct a Resolution Session	
	Guidance Counselor

# Complete Form and Close in SETS

	was if agencies** are indicated above: sentatives from other transition agencies indicated above to attend the meeting.
	annuciae.
	for representatives from other transition agencies indicated above to attend the meetin
Carol Johnson	05/07/2015
Signature of Parent or Student (A	Age 19) Date
FOR SCHOOL PERSONNEL - Do	ocumented attempts to contact parent/student (age 19) for the IEP Team meeting.
Date Notice Sent 05/05/2015	
Results of 1st Attempt Parent unab	ible to attend.
2nd Attempt Date	Action
E - h -62-1 t	
Assists of And America	
ALL CANADA CONTRACTOR OF THE PARTY OF THE PA	lent/agency for an IEP Team meeting including transition services.
Results of 2nd Attempt  Documented attempts to contact stude Student was notified on 05/05/201	



NOTICE AND I	NVITATION TO A MEET	TING / CO	ONSENT FOR AGENCY PARTICIPATION		
STUDENT'S NAME:					
MEETING DATE: TIME:			LOCATION:		
The purpose of this meeting is to:			The following people will be invited to meet with us:		
[ ] Determine if Referral re	quires Evaluation*	[]	Local Education Agency (LEA) Representative		
[ ] Discuss the Need for Additional Data Collection			Someone Who Can Interpret the Instructional Implications of		
[ ] Determine Initial or Continued Eligibility			the Evaluation Results		
[ ] Develop Initial IEP		[]	General Education Teacher		
[ ] Review / Revise IEP		[ ]	Special Education Teacher		
Annual Review / Develop Annual IEP		ίi	Parent		
Discuss Transition / Postsecondary Services		ίi	Student		
Conduct Manifestation Determination		[ ]	Career/Technical Representative		
Develop Functional Behavioral Assessment Plan		Ĺĺ	Other Agency Representative(s) for Transition**		
Develop/Revise Behavioral Intervention Plan			Agency Name		
[ ] Conduct a Resolution Se	ssion	[]			

## New Date/Time = New Meeting Notice

LJ	T CANNOT Meet at me o	iate and time indicated.	Please contact me to arrange	anomer ume.	
[]	I WILL NOT BE ABLE TO MEET WITH YOU. I will contact you if I want more information.				
Please ch	eck one of the following b	oxes if agencies** are	indicated above:		
[]	I GIVE CONSENT for	representatives from o	other transition agencies indic	ated above to attend the meeting.	
	(EXCLUDING the follo	wing agencies:		)	
[]	I DO NOT GIVE CONS	ENT for representative	es from other transition agencie	es indicated above to attend the meeting.	
	Signature of Parent or S	tudent (Age 19)		Date	
FO	R SCHOOL PERSONNE	L - Documented atte	empts to contact parent/stud	lent (age 19) for the IEP Team meeting.	
Date Noti	ce Sent				
Results o	f 1st Attempt				
$2^{nd}$ Attem	pt Date	Action			
Results o	f 2 <sup>nd</sup> Attempt				
Documen	ted attempts to contact stu	dent/agency for an IEI	P Team meeting including tra	nsition services.	
Student v	as notified on		via		
A			****	· ·	



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

PARENT - STUD	ENT (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 inde	icated 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.						
Date Notice Sent 05	/05/2015					
Results of 1st Attempt Parent unable to attend.						
2nd Attempt Date 05	/08/2015 Actio	Phone call to reschedule; notice sent				
Results of 2nd Attempt Parent attended, meeting held.						
Documented attempts to contact student/agency for an IEP Team meeting including transition services.						
Student was notified or	05/08/2015	via Written Notice of Invitation				
Agency was notified or	1	via				

UDENT'S NAME: Michael Johnson	
the same of the sa	LOCATION: Anytown High School
he purpose of this meeting is to:  Determine if Referral Requires Evaluation # Discuss the Need for Additional Data Collection  Determine Initial or Continued Fligibility  Develop Initial IEP  Review Revise IEP  Annual Review / Develop Annual IEP  Discuss Transition Postsecondary Services  Conduct Manistration Determination  Develop Functional Behavioral Assessment Plan  Develop/Revise Behavioral Intervention Plan  Conduct a Resolution Session	The following people will be invited to meet with un:    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	
	rstanding. You are fully protected under the rights addressed in
rrange a conference, please contact:	f you want another copy of your rights, have any questions, or u  at 334-242-8114  (Telephone)
mange a conference, please contact:  ithia Mayo  (Name)  ithia Mayo	st 334-242-8114
mange a conference, please contact:  othica Mayo  (Name)  othica Mayo  nature of Education Agency Official	at 334-242-8114 (Telephone)
mange a conference, please contact:  ithia Mayo (Name)  ithia Mayo nature of Education Agency Official  PARENT - ST	at 334-242-8114 (Telephone)  FUDENT (Age 19 or older)
mange a conference, please contact:  tithia Mayo (Name)  tithia Mayo nature of Education Agency Official PARENT - ST see check one of the following boxes, sign, date, and:	at 334-242-8114 (Telephone)  FUDENT (Age 19 or older)
manige a conference, please contact:  official Mayo  (Name)  official Mayo  nature of Education Agency Official  PARENT - ST  page check one of the following boxes, sign, date, and so  OS/13/2015  1 WILL BE ABLE TO MEET WITH YOU.	at 334-242-8114 (Telephone)  FUDENT (Age 19 or older)  return this form to Cynthia Mayo
manige a conference, please contact:  official Mayo  (Name)  official PARENT - ST  one check one of the following boxes, sign, date, and so  I WILL BE ABLE TO MEET WITH YOU.  I CANNOT meet at the date and time indicated. P	at 334-242-8114 (Telephone)  FUDENT (Age 19 or older)  return this form to Cynthia Mayo  Please contact the to arrange another time.
manige a conference, please contact:  official Mayo  official PARENT - ST  see check one of the following boxes, sign, date, and so  I WILL BE ABLE TO MEET WITH YOU.  I CANNOT meet at the date and time indicated. P  I WILL NOT BE ABLE TO MEET WITH YOU.	at 334-242-8114  (Telephone)  FUDENT (Age 19 or older)  return this form to Cynthia Mayo  Please contact me to arrange another time.  J. I will contact you if I want more information.
trange a conference, please contact:  official Mayo  (Name)  official PARENT - ST  see check one of the following boxes, sign, date, and official WILL BE ABLE TO MEET WITH YOU.  I CANNOT meet at the date and time indicated. P  I WILL NOT BE ABLE TO MEET WITH YOU.  see check one of the following boxes if agencies** are	at 334-242-8114  (Telephone)  FUDENT (Age 19 or older)  return this form to Cynthia Mayo  Please contact me to arrange another time.  U. I will contact you if I want more information.  e indicated above:
trining a conference, please contact:  tithia Mayo  (Name)  tithia Mayo  nature of Education Agency Official  PARENT - ST  see check one of the following boxes, sign, date, and so  105 05/13/2015  I WILL BE ABLE TO MEET WITH YOU.  I CANNOT meet at the date and time indicated. P  I WILL NOT BE ABLE TO MEET WITH YOU.  IS check one of the following boxes if agencies** are  I GIVE CONSENT for representatives from other	at 334-242-8114  (Telephone)  FUDENT (Age 19 or older)  return this form to Cynthia Mayo  Please contact me to arrange another time.  J. I will contact you if I want more information.
trange a conference, please contact:  tithia Mayo  (Name)  tithia Mayo  nature of Education Agency Official  PARENT - ST  see check one of the following boxes, sign, date, and so  OS/13/2015  I WILL BE ABLE TO MEET WITH YOU.  I CANNOT meet at the date and time indicated. P  I WILL NOT BE ABLE TO MEET WITH YOU.  Is check one of the following boxes if agencies** are  I GIVE CONSENT for representatives from other  (EXCLUDING the following agencies:	at 334-242-8114  (Telephone)  FUDENT (Age 19 or older)  return this form to Cynthia Mayo  Please contact me to arrange another time.  U. I will contact you if I want more information.  e indicated above:
trange a conference, please contact:  tithia Mayo  (Name)  tithia Mayo  nature of Education Agency Official  PARENT - ST  see check one of the following boxes, sign, date, and so  OS/13/2015  I WILL BE ABLE TO MEET WITH YOU.  I CANNOT meet at the date and time indicated. P  I WILL NOT BE ABLE TO MEET WITH YOU.  Is check one of the following boxes if agencies** are  I GIVE CONSENT for representatives from other  (EXCLUDING the following agencies:	at 334-242-8114  (Telephone)  FUDENT (Age 19 or older)  return this form to Cynthia Mayo  Please contact me to arrange another time.  U. I will contact you if I want more information.  e indicated above:  returnsition agencies indicated above to attend the meeting.
trining a conference, please contact:  tithia Mayo  (Name)  tithia Mayo  nature of Education Agency Official  PARENT - ST  the check one of the following boxes, sign, date, and so  OS/13/2015  I WILL BE ABLE TO MEET WITH YOU.  I CANNOT meet at the date and time indicated. P  I WILL NOT BE ABLE TO MEET WITH YOU.  I GIVE CONSENT for representatives from other  (EXCLUDING the following agencies:  I DO NOT GIVE CONSENT for representatives:	at 334-242-8114  (Telephone)  FUDENT (Age 19 or older)  return this form to Cynthia Mayo  Please contact me to arrange another time.  U. I will contact you if I want more information.  I indicated above:  r transition agencies indicated above to attend the meeting.  from other transition agencies indicated above to attend the meeting.
trining a conference, please contact:  tithia Mayo  (Name)  tithia Mayo  nature of Education Agency Official  PARENT - ST  see check one of the following boxes, sign, date, and see 05/13/2015  I WILL BE ARLE TO MEET WITH YOU.  I CANNOT meet at the date and time indicated. P  I WILL NOT BE ABLE TO MEET WITH YOU.  IS check one of the following boxes if agencies.** are  I GIVE CONSENT for representatives from other (ENCLUDING the following agencies:  I DO NOT GIVE CONSENT for representatives:  I DO NOT GIVE CONSENT for representatives:  I DO NOT GIVE CONSENT for representatives:  RESCHOOL PERSONNEL - Documented attempts.	at 334-242-8114  (Telephone)  FUDENT (Age 19 or older)  return this form to Cynthia Mayo  Please contact me to arrange another time.  U. I will contact you if I want more information a indicated above remaining agencies indicated above to attend the meeting.  from other transition agencies indicated above to attend the meeting.  05/12/2015
trange a conference, please contact:  official Mayo  (Name)  official PARENT - ST  see check one of the following boxes, sign, date, and so  of S/13/2015  I WILL BE ABLE TO MEET WITH YOU.  I CANNOT meet at the date and time indicated. P  I WILL NOT BE ABLE TO MEET WITH YOU are check one of the following boxes if agencies:** are  I GIVE CONSENT for representatives from other (EXCLUDING the following agencies:  I DO NOT GIVE CONSENT for representatives:  tol Johnson  guature of Parent or Student (Age 19)	at 334-242-8114  (Telephone)  FUDENT (Age 19 or older)  return this form to Cynthia Mayo  Please contact me to arrange another time.  U. I will contact you if I want more information and indicated above to attend the meeting.  from other transition agencies indicated above to attend the meeting.  05/12/2015  Date
trining a conference, please contact:  tithia Mayo  (Name)  tithia Mayo  nature of Education Agency Official  PARENT - ST  see check one of the following boxes, sign, date, and so  05/13/2015  I WILL BE ABLE TO MEET WITH YOU.  I CANNOT meet at the date and time indicated P  I WILL NOT BE ABLE TO MEET WITH YOU.  Is check one of the following boxes if agencies** are  I GIVE CONSENT for representatives from other  (EXCLUDING the following agencies:  I DO NOT GIVE CONSENT for representatives:  tol Johnson  guature of Parent or Student (Age 19)  R SCHOOL PERSONNEL - Documented attempts  8 Notice Sent  Discosting to attend	at 334-242-8114  (Telephone)  FUDENT (Age 19 or older)  return this form to Cynthia Mayo  Please contact me to arrange another time.  U. I will contact you if I want more information and indicated above to attend the meeting.  from other transition agencies indicated above to attend the meeting.  05/12/2015  Date
trining a conference, please contact:  tithia Mayo  (Name)  tithia Mayo  nature of Education Agency Official  PARENT - ST  the check one of the following boxes, sign, date, and so  OS/13/2015  I WILL BE ABLE TO MEET WITH YOU.  I CANNOT meet at the date and time indicated. P  I WILL NOT BE ABLE TO MEET WITH YOU.  I CANNOT meet at the following boxes if agencies** are check one of the following boxes if agencies**  I GIVE CONSENT for representatives from other (EXCLUDING the following agencies:  I DO NOT GIVE CONSENT for representatives:  TO Johnson  guarture of Parent or Student (Age 19)  R SCHOOL PERSONNEL - Documented attempts to Notice Sent OS/05/2015  Parent unable to affend.	at 334-242-8114  (Telephone)  FUDENT (Age 19 or older)  return this form to Cynthia Mayo  Please contact me to arrange another time.  U. I will contact you if I want more information and indicated above to attend the meeting.  from other transition agencies indicated above to attend the meeting.  05/12/2015  Date
triange a conference, please contact:  tithia Mayo  (Name)  tithia Mayo  nature of Education Agency Official  PARENT - ST  see check one of the following boxes, sign, date, and so  05/13/2015  I WILL BE ABLE TO MEET WITH YOU.  I CANNOT meet at the date and time indicated P  I WILL NOT BE ABLE TO MEET WITH YOU.  Is echeck one of the following boxes if agencies** are  I GIVE CONSENT for representatives from other  (EXCLUDING the following agencies:  I DO NOT GIVE CONSENT for representatives:  rol Johnson  gnature of Parent or Student (Age 19)  R SCHOOL PERSONNEL - Documented attempts  Notice Sent  05/05/2015  mits of 1st Amentet  Attempt Date  05/08/2015  Action  Phone	at 334-242-8114  (Telephone)  FUDENT (Age 19 or older)  return this form to Cynthia Mayo  Please contact his to arrange another time.  U. I will contact you if I want more information.  a indicated above:  r transition agencies indicated above to attend the meeting.  from other transition agencies indicated above to attend the mee  05/12/2015  Date  to contact parent/student (age 19) for the IEP Team meetin  call to reschedule; notice sent
trining a conference, please contact:  tithia Mayo  (Name)  tithia Mayo  nature of Education Agency Official  PARENT - ST  the check one of the following boxes, sign, date, and so  OS/13/2015  I WILL BE ABLE TO MEET WITH YOU.  I CANNOT meet at the date and time indicated. P  I WILL NOT BE ABLE TO MEET WITH YOU.  I CANNOT meet at the following boxes if agencies** are check one of the following boxes if agencies**  I GIVE CONSENT for representatives from other (EXCLUDING the following agencies:  I DO NOT GIVE CONSENT for representatives:  TO Johnson  guarture of Parent or Student (Age 19)  R SCHOOL PERSONNEL - Documented attempts to Notice Sent OS/05/2015  Parent unable to affend.	at 334-242-8114  (Telephone)  FUDENT (Age 19 or older)  return this form to Cynthia Mayo  Please contact his to arrange another time.  U. I will contact you if I want more information.  a indicated above:  r transition agencies indicated above to attend the meeting.  from other transition agencies indicated above to attend the mee  05/12/2015  Date  to contact parent/student (age 19) for the IEP Team meetin  call to reschedule; notice sent
trining a conference, please contact:  tithia Mayo  (Name)  tithia Mayo  nature of Education Agency Official  PARENT - ST  see, check one of the following boxes, sign, date, and so  the OS/13/2015  I WILL BE ABLE TO MEET WITH YOU.  I CANNOT meet at the date and time indicated P  I WILL NOT BE ABLE TO MEET WITH YOU.  IS GIVE CONSENT for representatives from other  (EXCLUDING the following agencies:  I DO NOT GIVE CONSENT for representatives:  TO Johnson  guature of Parent or Student (Age 19)  R SCHOOL PERSONNEL - Documented attempts  Notice Sent.  OS/OS/2015  mits of 1st Amentyt  Parent unable to attend.  Amentyt Date OS/OS/2015  Action Phone of the output of and amenty to contact student/agency for an IEI  content of 2nd Amentyt to contact student/agency for an IEI  content of 2nd Amentyt to contact student/agency for an IEI  content of 2nd Amentyt to contact student/agency for an IEI	at 334-242-8114  (Telephone)  FUDENT (Age 19 or older)  return this form to Cynthia Mayo  Please contact me to arrange another time.  U. I will contact you if I want more information.  a indicated above:  r transition agencies indicated above to attend the meeting.  from other transition agencies indicated above to attend the meeting.  05/12/2015  Date  to contact parent/student (age 19) for the IEP Team meeting.  Call to reschedule; notice sent.  d.  P Team meeting including transition services.
trining a conference, please contact:  tithia Mayo  (Name)  tithia Mayo  nature of Education Agency Official  PARENT - ST  see check one of the following boxes, sign, date, and so  105 05/13/2015  I WILL BE ABLE TO MEET WITH YOU.  I CANNOT meet at the date and time indicated. P  I WILL NOT BE ABLE TO MEET WITH YOU.  IS check one of the following boxes if agencies:** are  I GIVE CONSENT for representatives from other  (EXCLUDING the following agencies:  I DO NOT GIVE CONSENT for representatives:  I DO NOT GIVE CONSENT for representatives:  I DO NOT GIVE CONSENT for representatives:  Notice Sour 05/05/2015  Notice Sour 05/05/2015  Parent unable to attend.  Amount Date 05/08/2015 Action Phone:  Parent attended, meeting held	at 334-242-8114  (Telephone)  FUDENT (Age 19 or older)  return this form to Cynthia Mayo  Please contact me to arrange another time.  U. I will contact you if I want more information.  a indicated above:  r transition agencies indicated above to attend the meeting.  from other transition agencies indicated above to attend the meeting.  05/12/2015  Date  to contact parent/student (age 19) for the IEP Team meeting.  Call to reschedule; notice sent.  d.  P Team meeting including transition services.



# STANDARDS-BASED IEP Profile Page

#### INDIVIDUALIZED EDUCATION PROGRAM

STUDENT'S NAME: Michael Johnson

DOB 12/02/1999 SCHOOL YEAR 2015 - 2016 GRADE 09 \_ 09

IEP INITIATION/DURATION DATES FROM 08/17/2015 TO 05/27/2016

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:

#### Strengths of the student -

Include information regarding the student's strengths in academic and functional areas.

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).



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 courisous nature and strong leadership skills. He excels as an arbiele as evidenced by the recent visits from college scouts watching him play basketball. His coacherssed the possibility for him to get a scholarship at the college of his choice if he continues to progress in his abilities.

Parental concern: for enhancing the education -

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

Michael's more 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 Preference; and/or Interest; -

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 extracumicular activities. A parent interview reveals he is very independent, attends activities outside the home, and that he has friends outside of school activities. His morn 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. Followiup 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 skillis 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 trustration, improving

nis penorma	nce in the general education classroom and prepare him to take assessments for entrance into college.
Other-	THE STATE OF
Include any in	aformation pertinent to the development of the IEP that was not included anywhere else on the Student Profile page
Because Mic	that has the opportunity to earn an athletic scholarship to a four year university it is important that he

For the child transitioning from EI to Preschool, justify if IEP will not be implemented on the child's 3rd birthday -

is during the summer or holiday(s) justification is required).

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



#### INDIVIDUALIZED EDUCATION PROGRAM

STUDENT'S NAME: Michael Johnson	DOB:	12/02/1999				
SPECIAL INSTRUCTIONAL FACTORS						
Items checked "YES" will be addressed in this IEP:		YES	NO			
- Does the student have behavior which impedes his/her learning or the learning of other	rs?	<b>✓</b>				
- Does the student have a Behavioral Intervention Plan?			<b>✓</b>			
- Does the student have limited English proficiency?			<b>✓</b>			
- Does the student need instruction in Braille and the use of Braille?			<b>✓</b>			
- Does the student have communication needs?			<b>✓</b>			
- Does the student need assistive technology devices and/or services?			<b>✓</b>			
- Does the student require specially designed P.E.?			<b>✓</b>			
- Is the student working toward alternate achievement standards and participating in the						
Alabama Alternate Assessment?			<b>✓</b>			
- Are transition services addressed in this IEP with an annual goal(s)?		<b>✓</b>				

TRANSPORTATION	<u>N</u>	
Student's mode of transportation:		
✓ Regular bus ☐ Bus for special needs ☐ Parent contract  Does the student require transportation as a related service?  If yes, check any transportation needs:	☐ Other: ☐ YES	✓ NO
<ul> <li>☐ Bus assistance</li> <li>☐ Preferential seating</li> <li>☐ Behavioral Intervention Plan</li> <li>☐ Wheelchair lift and securement system</li> <li>☐ Restraint system</li> <li>Specify Type:</li> </ul>		
Other Specify:		
Bus driver and support personnel are aware of the student's beha	avioral and/o	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).

School District	AL High School (9-12) INDIVIDUAL	IZED EDUCA:	TION PI	ROCRAM	Page 3	Of 3
CTUDENTIC N	AME: Michael Johnson	ILLDLDCCA	110., 1	DOB:	12/02/1999	
STUDENTSN		INSTRUCTIONAL	FACTORS			
Itams chacked	SPECIA "YES" will be addressed in	L INSTRUCTIONAL	FACTORS		YES	NO
	nt have behavior which impe		the learning	of others?	<b>∠</b>	
	nt have a Behavioral Interve		me learning	of others:		
	nt have limited English profi					
	nt need instruction in Braille				H	V
	nt have communication need					V
	nt need assistive technology		.7		П	V
	nt require specially designed		2.		П	V
- Is the student v	vorking toward alternate ach		participatin	g in the	П	
- Are transition	services addressed in this IE	P with an annual goal(s	12		V	
- MC GAMBINON	mon costo in tills 1E.	TRANSPORTATIO			14.1	ш
Student's mode	of transportation:	1101.01.01111110.				
	Bus for special needs	Parent contract	Other:			
	t require transportation as a r		☐ YES	☑ NO		
	ny transportation needs:	cance service.		G-10		
Bus assistan		☐ Medical support				
	intervention Plan lift and securement system stem	· A				
Other Spe	rify:	J				
Bus driver a	nd support personnel are aw	are of the student's beh	avioral and/o	or medical conce	ms.	
	NONACADEMIC	and EXTRACURRIC	ULAR AC	TIVITIES		
Will the studen nondisabled pe	t have the opportunity to par	Mile Andrews and the second of			th his/her	
VYES.						
The state of the s	apports. Describe:					
	apports. Describe.					
□NO. Explan	nation must be provided:					
Details a contract	REQUENCY FOR REPO	Carlo Tarin a Marin and Fill Co.		The San Leville, Name		

### STANDARDS-BASED IEP Transition

#### INDIVIDUALIZED EDUCATION PROGRAM

STUDENT'S NAME:	Michael Johnson	<b>DOB:</b> 12/02/1999
annually then		the student is 16, or earlier if appropriate, and updated ardless of their age, transition must be addressed.
	t of the parent or student (Age 19) was ob IEP Team meeting.	tained, other agency representatives
	postsecondary goals are addressed on the	ces, and interests that will reasonably enable the transition goal page in this IEP.
(Select the assessment(s) use	ed to determine the student's measurable posts	econdary transition goals.)
✓ Student Interview	Career Awareness	✓ Interest Inventory
✓ Parent Interview	Student Portfolio	Interest Learning Profile
Student Survey	Vocational Assessment	Career Aptitude
✓ Other ASPIRE		

# Assessment: Interviews and Observations Assessment: ASPIRE Long-Term Goal: 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. If Other is Selected, specify:

Assessment:	Kudei	r Interest Inventory	Date:	02/19/2015
Assessment: Interv		views and Observation		03/24/2015
Long-Term		Student will be prepared to engage in career-related planning leading to the select		

Assessment:	Interv	iews and Observation	Da	ite: 03/24/2015
Assessment:			Da	ite:
Long-Term G	Goal:	Student will be prepared to participate in community activities and lachieved and identification of community/living options.	live independently based on indep	pendent living skill lev

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:									
<ul> <li>✓ General Education Pathway (Intended to prepare student for college and career)</li> <li>□ Essentials/Life Skills Pathway (Intended to prepare student for a career/competitive employment)</li> <li>□ Alternate Achievement Standards Pathway (AAS) (Intended to prepare students for supported/competitive employment)</li> </ul>									
For each course taken, indicate program credit to be earned next to the appropriate pathway.  ENGLISH  MATH  SCIENCE  SOCIAL STUDIES									
General Education Pathway	1	1	1	1					
Essentials / Life Skills Pathway									
Essentials / Life Skills Pathway									
Essentials / Life Skills Pathway  Alternate Achievement Standards Pathway									

## 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.



#### 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.

#### 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:

#### STRENGTHS:

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.

#### 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:

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.

HOW DISABILITY AFFECTS PERFORMANCE IN GENERAL EDUCATION CURRICULUM:



- ampeniamita

His below grade level reading ability negatively affects his ability ge to complete entrance requirements for post-secondary education.

■ IIOW DIMEDILIT ATTECTO FERTOIMMANCE IN GENERAL EDUCATION COMMUCICION



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:

(Link to Transition Standards)

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.)

#### Postsecondary Education/Training Goal:

Date of Completion/Mastery:

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)

\* 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.
- 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



Standard 5:	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).
TS.AT12.5.A	Develop at least one complete application package for the postsecondary learning program(s) of choice.
TS.AT11.5.A	Complete a mockup of at least one application procedure for postsecondary education or training.
TS.AT10.5.A	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.
TS.AT9.5.A	Identify general components of an application packet for postsecondary education or training program choice.



#### 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 4<sup>th</sup> 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:

(Link to Transition Standards)

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.)

#### Postsecondary Education/Training Goal:

Date of Completion/Mastery:

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)

\* 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.
- 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:	Employ	ment/	Occup	ation/	Career	Goal:
------------------------------------	--------	-------	-------	--------	--------	-------

Date of Completion/Mastery:

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.

- 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:	Employ	ment/	Occup	ation/	Career	Goal:
------------------------------------	--------	-------	-------	--------	--------	-------

Date of Completion/Mastery:

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.

- 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	v/Inde	nendent	Living	Goal:
Communi	y/Inue	репиені	Living	Guai.

Date of Completion/Mastery:

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)

\* 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.

- 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



Standard 1:	Demonstrate acceptance of personal responsibility.
TS.PS12.1.C	Demonstrate acceptance of personal responsibility by fulfilling responsibilities and/or accepting consequences of not fulfilling responsibilities.
TS.PS11.1.C	Analyze the consequences associated with completing or not completing personal responsibilities (e.g., effort put into academics affecting the likelihood of attending college).
TS.PS10.1.C	Discuss personal responsibilities and expectations of others (e.g., parents, administrators, or others may provide assistance but are ultimately not responsible for success).
TS.PS9.1.C	Identify personal responsibilities across settings (e.g., academic or employment requirements, paying bills, and upkeep of living arrangements).



#### 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 4<sup>th</sup> 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:

Date of Completion/Mastery:

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)

\* 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.

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

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



School District	Al. High School	(942)				Page (107)
	INDIVIDUA	LIZED	EDUCATION	PROGRA	M	
STUDENT'S	NAME: Michael Johnson				OB:	12/02/1990
	Beginning not later than the fi ammally thereafter. For all student was invited to the IE.	udents enterin	ig 9th grade, regardless of			
☑ After p	rior consent of the parent	or student (A	The second secon	ther agency rep	resenta	tives
Transit student Age Appropri	ion services based on the s to meet the postsecondary iste Transition Assessmen	tudent's stree goals are ad ats:	ldressed on the transitio	n goal page in t	his IEF	
	sement(s) used to determine to		The state of the s			
✓ Student In	The same of the sa	Career Aw		/ Interest Inve		
☑ Parent Int ☐ Student S ☑ Other	urvey	Student Po Vocational		Career Apti	-	tonie
Enter the assess	ment(s) used to determine the	student's sel	lected long-term postsecor	dary transition g	oals:	
Postsecondar	y Education/Training Go	al				
Assessment	Interviews and Observation	15			Date:	03/24/2015
Assessment.					Date:	
Long-Term	Goal: Student will be prepared requirements and subcust	to participate in a sion of application	s 2 to 4 year postsoomdary oduc on for propliment	ation program based,		ation of graduation
If Other is Se	lected, specify:	eor of approach	2 to 4 year postsecondary educ- on for providingent	afana program based o		mon of graduation
If Other is Se Employment	lected, specify: Occupation/Career Goal	eor of approach	I I to 4 year postsecondary educ on for problement	ation program based o	as compl	ation of graduation
If Other is Se Employment Assessment:	lected, specify:	eon of approach	Tio 4 year podescondary educ or for provinces	ation program bised o	Date:	
If Other is Se Employment Assessment: Assessment:	lected, specify:  Occupation/Career Goal  Kuder Interest Invantory	sion of application	on for expoliment		Date:	03/19/2015 03/24/2015
If Other is Se Employment/ Assessment: Assessment: Long-Term	requirements and subrus locted, specify: Occupation/Career Goal Kuder Interest Inventory Interviews and Observation Goal: Stadont will be prepared	sion of application	on for expoliment		Date:	03/19/2015 03/24/2015
If Other is So Employment! Assessment: Assessment: Long-Term If Other is So	opatements and subrus locted, specify: Occupation/Career Goal Kudse Interest Inventory Interviews and Observation Goal: Student will be proposed approach, abilities, and o	sion of application	on for expoliment		Date:	03/19/2015 03/24/2015
If Other is Se Employment' Assessment: Assessment: Long-Term If Other is Se Community/I	requirements and subrus locted, specify:  Occupation/Career Goal Kuder Interest Inventory Interviews and Observation Goal: Stadent will be prepared aptriades, shelling, and o	1 to engage in care companyal infor	on for expoliment		Date:	03/19/2015 03/24/2015
If Other is Se Employment' Assessment: Assessment: Long-Term If Other is Se Community I	repairments and subrus lected, specify:  Occupation/Career Goal Kudse Interest Invantory Interviews and Observation Goal: Student well be prepared agtitudes, and to lected, specify: Independent Living Goal	1 to engage in care companyal infor	on for expoliment		Date:	020/19/2015 03/24/2015 o personal careier/intens
If Other is Se Employment' Assessment Assessment Long-Term If Other is Se Community/I Assessment Assessment	repairments and subrus lected, specify:  Occupation/Career Goal Kudse Interest Invantory Interviews and Observation Goal: Student well be prepared agtitudes, and to lected, specify: Independent Living Goal	to participate in o	co-related planning leading to the	a selection of a cancer	Date: Date: Date: Date:	02/19/2015 03/24/2015 o personal carrier intere
If Other is Se Employment: Assessment: Assessment: Long-Term If Other is Se Community/I Assessment: Long-Term	requirements and subrus locted, specify:  Occupation/Career Goal  Kudse Interest Invantory Interviews and Observation Goal: Student will be prepared aptriates, shellow, and o locted, specify: Independent Living Goal Interviews and Observation Goal: Student will be prepared	to participate in o	co-related planning leading to the	a selection of a cancer	Date: Date: Date: Date:	02/19/2015 03/24/2015 o personal careier/intens 03/24/2015
If Other is Se Employment' Assessment: Long-Term If Other is Se Community/I Assessment: Long-Term If Other is Se	repairments and subrus locted, specify:  Occupation/Career Goal  Knder Interest Inventory Interviews and Observation Goal: Statems will be prepared againston, whitee, and o lected, specify:  Independent Living Goal Interviews and Observation Goal: Statems will be prepared achieved and identificate	to engage in coro companiessi information in a to participate in a confidencial information in a confidencial in a	on for problement.  on-related planning leading to the matter.  contrastity softwices and live its disring options.	a selection of a canera	Date: Date: Date: Date:	02/19/2015 03/24/2015 o personal carrier intere
If Other is Se Employment' Assessment: Long-Term If Other is Se Community/I Assessment: Long-Term If Other is Se	requirements and subrus lected, specify:  Occupation/Career Goal Kudse Interest Inventory Interviews and Observation Goal: Student will be prepared aptitudes, and o lected, specify:  Interviews and Observation Goal: Student will be prepared achieved and identificate lected, specify:  is in a middle school course o	to engage in coro computeral infor- to participate in o consumity.	on for problement.  on-related planning leading to the matter.  contrastity softwices and live its disring options.	a selection of a canera	Date: Date: Date: Date:	02/19/2015 03/24/2015 o personal carrier intere
If Other is Se Employment' Assessment Assessment Long-Term If Other is Se Community/I Assessment Long-Term If Other is Se  This student Anticipated Di	requirements and subrus lected, specify:  Occupation/Career Goal Kudse Interest Inventory Interviews and Observation Goal: Student will be prepared aptitudes, and o lected, specify:  Interviews and Observation Goal: Student will be prepared achieved and identificate lected, specify:  is in a middle school course o	to engage in care companies in companies in companies in companies in companies in companies in community.	servolated planning leading to the matter.  community activities and live in- diving options.  Fill help prepare him/her f Year: 2019	a selection of a canera	Date: Date: Date: Date:	02/19/2015 03/24/2015 o personal carrier intere
If Other is Se Employment' Assessment: Assessment: Long-Term If Other is Se Community/I Assessment: Long-Term If Other is Se This student Anticipated Di Selected Pathw   General Ed	requirements and subrus locted, specify:  Occupation/Career Goal Knober Interest Inventory Interviews and Observation Goal: Stateme will be prepared againston, whilese, and o locted, specify: Independent Living Goal Interviews and Observation Goal: Stateme will be prepared achieved and identificate locted, specify: is in a middle school course o ate of Exit: Month:	to engage in core to engage in core companiest infor- to participate in core and community.  If other that w May thout Diploms to prepare shad	to-related planning leading to the matter.  controlling propers and live to diving options.  Fill help propers him/her for Year: 2019  East for college and career	a selection of a cancer lependently hasol on or transition.	Date: Date: Date: Date: Date: Date: Date: Date: Date:	03/19/2015 09/24/2015 personal currier inten 03/24/2015

For each course taken, indicate program credit to ENGLISH MATH SCIENCE SOCIAL STUDIES be earned next to the appropriate pathway. General Education Pathway Essentials / Life Skills Pathway Alternate Achievement Standards Pathway

(enter total number of electives)

ALIGNITHOS 2/1/2015 ALSDE Asserted Feb 2015 All School Street, Al. (542) School (9-12) Page | Of3

#### INDIVIDUALIZED EDUCATION PROGRAM ANNUAL TRANSITION GOALS

STUDENT'S NAME: Michies Johnson

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 attends classes regularly and seems to enjoy school. He 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 fifth grade. According to the Knder Interest Inventory he would like to attend a #-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 increase his range of reading to grade 67 complexity band to increase his understanding of completing two prerequisites for entrance into a postsecondary learning institution. He also needs to develop a career plan that will assist him in reaching his goals. His reading ability below grade level negatively affects his ability to complete entrance requirements for postneoundary education.

#### MEASURABLE ANNUAL POST-SECONDARY TRANSITION GOALS:

(Link to Transition Standards)

Academic areas new 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.)

#### Postsecondary Education/Training Goal:

Date of Completion/Mastery

Through direct instruction using a scientifically based reading program, Michael will increase his reading level, scoring 90% accuracy on progress monitoring at the 6/7 text complexity, to read and complete a college application and develop a short essay by the end of the 4th nine weeks. (TS.AT10.5A) (ELA 9.9.2)

\* 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

- Weekly instruction in reading.
- Bi-weekly progress monitoring in reading.
- Get sample application packet from counselor to complete.
- 4. Develop a short essay about himself.

Person(s)/Agency Involved: Student, Case Manager, Comselor

#### Employment Occupation Career Goal:

Date of Completion/Mastery

By the end of the 1st nine weeks and with direct instruction, Michael will develop a checklist that includes a personal 4 x 4 career plan to follow during high school with 100% accuracy. (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.

- . Meet with guidance counselor for  $4 \times 4$  plan requirements to attend a 4-year postsecondary institution. Develop a checklist using personal  $4 \times 4$  plan.

Person(s) Agency Involved: Student, Guidance Counselor, Case Manager

#### Community Independent Living Goal:

Date of Completion/Mastery

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)

\* 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.

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

Person(s)/Agency Involved: Student, Parent, Case Manager

AL6017810 7/1003

AUSEN Asserted Feb 2015

# 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.

• 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:

• 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:

CONTRACTOR.

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.



#### 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:



OMDENIOMITO.

ιe

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

to

HOW DISABILITY AFFECTS PERFORMANCE IN GENERAL EDUCATION CURRICULUM:



CONDENSIONITE:

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.

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 GO Target the individual needs of the st involvement and progress in the gen within one school year.	udent resulting from the stu	udent's disability and how th	e student's disability affects his/her reasonably be expected to accomplish
Through direct instruction using a seaccuracy on progress monitoring at weeks. (ELA. 9.9.1)			ase his reading level, scoring 90% in assignments by the end of the 4th nine
DATE OF MASTERY: TYPE(S) OF EVALUATION	 FOR ANNUAL GOAL		
			GOAL. (At least one must be chosen.)
<ul> <li>✓ Curriculum Based Assessment</li> <li>✓ Data Collection</li> <li>Other:</li> </ul>	☐ Teacher/Text Test ☐ State Assessment(s)	☐ Teacher Observation ☐ Work Samples ☐ Other:	Grades

 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.
<b>♦ELA 9.9.3:</b>	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 4<sup>th</sup> 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 4<sup>th</sup> nine weeks. (ELA 9.9.1)

MEASURABLE ANNUAL GO Target the individual needs of the st involvement and progress in the gen within one school year.	udent resulting from the stu	udent's disability and how th	e student's disability affects his/her reasonably be expected to accomplish
Through direct instruction using a seaccuracy on progress monitoring at weeks. (ELA. 9.9.1)			ase his reading level, scoring 90% in assignments by the end of the 4th nine
DATE OF MASTERY: TYPE(S) OF EVALUATION	 FOR ANNUAL GOAL		
			GOAL. (At least one must be chosen.)
<ul> <li>✓ Curriculum Based Assessment</li> <li>✓ Data Collection</li> <li>Other:</li> </ul>	☐ Teacher/Text Test ☐ State Assessment(s)	☐ Teacher Observation ☐ Work Samples ☐ Other:	Grades

# 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.)

Service(s)	Anticipated Frequency of Service(s)	Frequency of Amount of Beginning/Ending		Location of Service(s)	
Special Education					Y
	Daily	30	08/17/2015	05/27/2016	Gen Ed Classroom
Reading					
The state of the s	pecial education staff will wo ng vocabulary, fluency, and o		ith Michael usi	ng a scientifica	ally based reading program
	Weekly	30	08/17/2015	05/27/2016	Counselors Office
Transition					
Direct instruction an institution.	d guidance in developing a p	ersonal plan and	completing en	trance requirer	ments for a postsecondary
	Daily	15	08/17/2015	05/27/2016	Homeroom
Behavior					
	aff will meet with Michael dons he is having and provide				
	Daily	50	08/17/2015	05/27/2016	Gen Ed Classroom
English Special Education te	acher will reteach/reinforce	concepts not mas	tered and assis	t with larger re	eading assignments.



oorate and consult with	20 general ed	08/17/2015 ducation teach 08/17/2015	05/27/2016 ners to get daily 05/27/2016	Gen Ed Classroom  assignments and monitor  Gen Ed Classroom
	ı general ec			
eekly		08/17/2015	05/27/2016	Gen Ed Classroom
ssroom assignments.				
	Needed	✓ Not Nee	eded	

Accommodations Needed for Assessments	✓ Needed	Not Needed
Weekly		08/17/2015 05/27/2016 Gen Ed Classroom
Read aloud on extended and complex passages Formative classroom assessmets: student con		oning, or graphic organizer.
Related Services	Needed	✓ Not Needed
Assistive Technology	Needed	✓ Not Needed
Support for Personnel	Needed	✓ Not Needed
The state of the s	Litected	V Interfeded

## OR



Accommodations Needed for Assessm	ents	✓Needed	Not Needed	
	Weekly		08/17/2015 05/27/2016	Gen Ed Classroom
Extended time. Read aloud on extended and co	omplex passages.			
Related Services		Needed	✓ Not Needed	
Assistive Technology		Needed	✓ Not Needed	
Services Cont	Anticipated			
Service(s)	Frequency of Service(s)	Amount of time	Beginning/Ending Duration Date	Location of Service(s)
Support for Personnel		Needed	✓ Not Needed	

All School Florence	Al High School (L.17)	Dans LCV

STUDENT'S NAME: Michael Johnson

AL00174010 6/15/2015

#### INDIVIDUALIZED EDUCATION PROGRAM

SPECIAL EDUCATION AND RELATED SERVICE(S): (Special Education, Supplementary Aids and Services	
The same Made and the Assessment of the Assessment Patrick Condense Assistant Productions and Co.	

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.)

Anticipated Frequency of Service(s) Service(s)		Amount of	Beginning/Ending Duration Date		Location of Service(s	
Special Education						
	Daily	30	08/17/2015	05/27/2016	Gen Ed Classroom	
Reading						
During study hall, special ed to increase his reading vocal			th Michael usi	ng a scientifica	ally based reading progra	
	Weekly	30	08/17/2015	05/27/2016	Counselors Office	
Transition						
Direct instruction and guida institution.	nce in developing a p	personal plan and	completing en	trance requires	ments for a postsecondary	
	Daily	15	08/17/2015	05/27/2016	Homercom	
Behavior Special Education staff will discuss any frustrations he is						
	Daily	50	08/17/2015	05/27/2016	Gen Ed Classroom	
English Special Education teacher w	ill reteach/reinforce	concepts not mas	tered and assis	with larger re	ading assignments	
Supplementary Aids and Services		✓ Needed	Not Needed			
	Daily	20	08/17/2015	05/27/2016	Gen Ed Classroom	
2000						
Collaboration Special Education staff will progress.	collaborate and cons	ult with general e	ducation teach	ers to get daily	assignments and monit	
Special Education staff will	collaborate and cons Weekly	ult with general e			Gen Ed Classroom	
Special Education staff will progress.  Shortened assignments.	Weekly					
Special Education staff will progress.  Shortened assignments.  Extended time on projects a	Weekly					
Special Education staff will progress.  Shortened assignments.  Extended time on projects as	Weekly			05/27/2016		
Special Education staff will progress.  Shortened assignments.  Extended time on projects as	Weekly and classroom assigm	ments.	08/17/2015	05/27/2016 led		
Special Education staff will progress.  Shortened assignments. Extended time on projects a Program Medifications	Weekly and classroom assigm	ments.	08/17/2015  Not Need	05/27/2016 led		
Special Education staff will progress.  Shortened assignments. Extended time on projects a Program Medifications  Accommodations Needed for Assess  Read aloud on extended and	Weekly and classroom assigns ments Weekly complex passages.	ments.  □Needed  □Needed  □Needed	08/17/2015  Not Need  Not Need 08/17/2015	05/27/2016 led led 05/27/2016	Gen Ed Classroom	
Special Education staff will progress.  Shortened assignments. Extended time on projects at Program Medification:  Accommodations Needed for Assess	Weekly and classroom assigns ments Weekly complex passages.	Ments.  Needed  Needed  Needed  Extended time.	08/17/2015  Not Need 08/17/2015  ning, or graph	05/27/2016 led led 05/27/2016 ic organizer	Gen Ed Classroom	
Special Education staff will progress.  Shortened assignments. Extended time on projects a Program Medifications  Accommodations Needed for Assess  Read aloud on extended and Formative classroom assess.	Weekly and classroom assigns ments Weekly complex passages.	ments.  □Needed  □Needed  □Needed	08/17/2015  Not Need  Not Need 08/17/2015	05/27/2016 led led 05/27/2016 ic organizer	Gen Ed Classroom	

ALSDE Approved No. 2015

#### INDIVIDUALIZED EDUCATION PROGRAM

Support for Personnel		Needed	✓ Not Needed		
Service(s)	Frequency of Service(s)	Amount of time	Beginning/Ending Duration Date	Loc	ation of Service(s)
Services Cont	Anticipated				
STUDENT'S NAME: Michae	Johnson		_	DOB:	12/02/1999



# STANDARDS-BASED IEP Signature Page

INDIVIDUALIZED EDUCATION PROGRAM					
STUDENT'S NAME:	Michael Johnson	<b>DOB</b> : 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 const	idered the need for extended school year services.	✓ Yes No			

	TIVE ENVIRONMENT
attend if nondisabled? ✓ Yes □No  If no, explain:	ge student, participate in the environment) he/she would
Does this student receive all special education services were the special education services were special education services with the special education services were special education services were special education services with the special education services were special education services with the special education services were special education services with the special education services were special education services with the special education services were special education services with the special education services were special education services with the special education services with the special education services were special education services and the special education services with the special education services and the special education services are special education services.	
✓ 6-21 YEARS OF AGE  Least Restricted Environment:	☐ 3-5 YEARS OF AGE
Least Restricted Liivitoinitent.	

COPY OF IEP	COPY OF SPECIAL EDUCATION RIGHTS
Was a copy of the IEP given to parent/student (age 19) at the IEP meeting?	Was a copy of the Special Education Rights given to parent/ student (age 19) at the IEP meeting?
✓ Yes No	□Yes ✓No
If no, date sent:	If no, date sent: 05/05/2015
Date copy of amended IEP provided/sent to parent/stu	ident (age 19)

SPECIAL EDUCATION RIGHTS

UNDER THE INDIVIDUALS WITH I	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 un	derstanding these rights, please contact:
Cynthia Mayo	at 334-242-8114
Name	Telephone Number

### THE FOLLOWING PEOPLE ATTENDED AND PARTICIPATED IN THE MEETING TO DEVELOP THIS IEP.

Position	Signature	Date
Parent	Carol Johnson	05/19/2015
Parent		
General Education Teacher	Gail Comins	05/19/2015
Special Education Teacher	Cynthia Mayo	05/19/2015
LEA Representative	Curtis Gage	05/19/2015
Someone Who Can Interpret the Instructional Implications of the Evaluation Results	1 Cynthia Mayo	05/19/2015
Student	Michael Johnson	05/19/2015
Career/Technical Education Representative	Phillip Cleveland	05/19/2015
Other Agency Representative		
Guidance Counselor	Kemeche Green	05/19/2015

STUDENT'S NAME: Michael Johnson		DOB: 12/02/1999
T	RANSFER OF RIGHTS	
(Beginning not later than the IEP th	nat will be in effect when the student re	aches 18 years of age.)
Date student was informed that the rights und		
EXTENDED	SCHOOL YEAR SERVICES (ESY)	
The IEP Team has considered the need for ex		Yes No
The IEF Team has considered the need for ex-	delided school year services.	ies Livo
LEAST RI	ESTRICTIVE ENVIRONMENT	
Does this student attend the school (or for a pratend if nondisabled? ☑Yes ☐No	reschool-age student, participate in the	environment) he/she would
If no, explain:		
Does this student receive all special education	n services with nondisabled peers?	Yes □No
If no, explain (explanation may not be solely t	because of needed modifications in the	general curriculum):
		Q/-
Ø 6-21 YEARS OF AG	GE 3-5 YEARS OF	AGE
Least Restricted Environment:		
01-100%-80% of the day Inside the Reg Ed Environment		
COPY OF IEP	COPY OF SPECLA	L EDUCATION RIGHTS
COPY OF IEP		al Education Rights given to par
COPY OF IEP  Was a copy of the IEP given to parent/student (age 1)	<li>Was a copy of the Special student (age 19) at the IEI</li>	al Education Rights given to par P meeting?
COPY OF IEP  Was a copy of the IEP given to parent/student (age 1) at the IEP meeting?  ☑ Yes □ No	9) Was a copy of the Species student (age 19) at the IEI	al Education Rights given to par P meeting? es ☑No
COPY OF IEP  Was a copy of the IEP given to parent/student (age 1) at the IEP meeting?  ☐ Yes ☐ No  If no, date sent:	9) Was a copy of the Specie student (age 19) at the IEI Y.  If no, date sent: 05/05/05	al Education Rights given to par P meeting? es ☑No
COPY OF IEP  Was a copy of the IEP given to parent/student (age 1) at the IEP meeting?  ☑ Yes □ No  If no, date sent:  Date copy of amended IEP provided/sent to	9) Was a copy of the Species student (age 19) at the IE.  The Property of the IE.  If no, date sent: 05/05/2  o parent/student (age 19)	al Education Rights given to par P meeting? es ☑ No 2015
COPY OF IEP  Was a copy of the IEP given to parent/student (age 1) at the IEP meeting?  ☐ Yes ☐ No  If no, date sent:  Date copy of amended IEP provided/sent to THE FOLLOWING PEOPLE ATTENDED	9) Was a copy of the Species student (age 19) at the IEI Y.  If no, date sent: 05/05/05 o parent/student (age 19)  AND PARTICIPATED IN THE MEET	al Education Rights given to par P meeting?  25 ☑ No  2015
COPY OF IEP  Was a copy of the IEP given to parent/student (age 1) at the IEP meeting?  ☐ Yes ☐ No  If no, date sent:  Date copy of amended IEP provided/sent to THE FOLLOWING PEOPLE ATTENDED  Position	9) Was a copy of the Species student (age 19) at the IEI V.  If no, date sent: 05:05:0  o parent/student (age 19)  AND PARTICIPATED IN THE MEET!  Signature	al Education Rights given to par P meeting? es ☑No 2015  ING TO DEVELOP THIS IEP  Date
COPY OF IEP  Was a copy of the IEP given to parent/student (age 1: at the IEP meeting?  [V]Yes [No]  If no, date sent:  Date copy of amended IEP provided/sent to THE FOLLOWING PEOPLE ATTENDED  Position  Parent	9) Was a copy of the Species student (age 19) at the IEI Y.  If no, date sent: 05/05/05 o parent/student (age 19)  AND PARTICIPATED IN THE MEET	al Education Rights given to par P meeting?  25 ☑ No  2015
COPY OF IEP  Was a copy of the IEP given to parent/student (age 1: at the IEP meeting?  Yes No  If no, date sent:  Date copy of amended IEP provided/sent to THE FOLLOWING PEOPLE ATTENDED  Position  Parent  Parent	9) Was a copy of the Specie student (age 19) at the IEI  TY  If no, date sent: 05/05// o parent/student (age 19)  AND PARTICIPATED IN THE MEET!  Signature  Carol Johnson	al Education Rights given to par P meeting? es ☑No 2015  ING TO DEVELOP THIS IEP  Date  05/19/2015
COPY OF IEP  Was a copy of the IEP given to parent/student (age 1: at the IEP meeting?  Yes No  If no, date sent:  THE FOLLOWING PEOPLE ATTENDED  Position  Parent  Parent  General Education Teacher	9) Was a copy of the Specie student (age 19) at the IEI  TY  If no, date sent: 05/05/2  o parent/student (age 19)  AND PARTICIPATED IN THE MEET!  Signature  Carol Johnson  Gail Comins	al Education Rights given to par P meeting? es ☑No 2015  ING TO DEVELOP THIS IEP  Date
COPY OF IEP  Was a copy of the IEP given to parent/student (age 1: at the IEP meeting?  Yes No  If no, date sent:  Date copy of amended IEP provided/sent to THE FOLLOWING PEOPLE ATTENDED  Position  Parent  Parent  General Education Teacher  Special Education Teacher	9) Was a copy of the Special student (age 19) at the IEI Y.  If no, date sent: 05/05/05  o parent/student (age 19)  AND PARTICIPATED IN THE MEET!  Signature Carol Johnson  Gail Comins Cynthia Mayo	al Education Rights given to par P meeting? es ☑No 2015  ING TO DEVELOP THIS IEP  Date  05/19/2015  05/19/2015
COPY OF IEP  Was a copy of the IEP given to parent/student (age 1) at the IEP meeting?  Yes No  If no, date sent:  Date copy of amended IEP provided/sent to THE FOLLOWING PEOPLE ATTENDED  Position  Parent  Parent  General Education Teacher  Special Education Teacher  LEA Representative	9) Was a copy of the Specie student (age 19) at the IEI  TY  If no, date sent: 05/05/2  o parent/student (age 19)  AND PARTICIPATED IN THE MEET!  Signature  Carol Johnson  Gail Comins	al Education Rights given to par P meeting?  2015  ING TO DEVELOP THIS IEP  Date  05/19/2015  05/19/2015
COPY OF IEP  Was a copy of the IEP given to parent/student (age 1: at the IEP meeting?  Yes No  If no, date sent:  Date copy of amended IEP provided/sent to THE FOLLOWING PEOPLE ATTENDED  Position  Parent  Parent  General Education Teacher  Special Education Teacher	9) Was a copy of the Species student (age 19) at the IEI Y.  If no, date sent: 05/05/0  o parent/student (age 19)  AND PARTICIPATED IN THE MEET!  Signature Carol Johnson  Gail Comins Cynthia Mayo Curtis Gage	al Education Rights given to par P meeting?  2016  ING TO DEVELOP THIS IEP  Date  05/19/2015  05/19/2015  05/19/2015
COPY OF IEP  Was a copy of the IEP given to parent/student (age 1st at the IEP meeting?  Yes No  If no, date sent:  Date copy of amended IEP provided/sent to THE FOLLOWING PEOPLE ATTENDED  Position  Parent  Parent  General Education Teacher  Special Education Teacher  LEA Representative  Someone Who Can Interpret the Instructional	9) Was a copy of the Species student (age 19) at the IEI Y.  If no, date sent: 05/05/0  o parent/student (age 19)  AND PARTICIPATED IN THE MEET!  Signature Carol Johnson  Gail Comins Cynthia Mayo Curtis Gage	al Education Rights given to par P meeting?  2016  ING TO DEVELOP THIS IEP  Date  05/19/2015  05/19/2015  05/19/2015
COPY OF IEP  Was a copy of the IEP given to parent/student (age 1st at the IEP meeting?  Yes No  If no, date sent:  Date copy of amended IEP provided/sent to THE FOLLOWING PEOPLE ATTENDED  Position  Parent  Parent  General Education Teacher  Special Education Teacher  LEA Representative  Someone Who Can Interpret the Instructional Implications of the Evaluation Results	9) Was a copy of the Specie student (age 19) at the IEI Y. If no, date sent: 05/05/2 o parent/student (age 19)  AND PARTICIPATED IN THE MEET)  Signature Carol Johnson  Gail Comins Cynthia Mayo Curtis Gage Cynthia Mayo	al Education Rights given to par P meeting? es ☑No 2015  ING TO DEVELOP THIS IEP  Date 05/19/2015 05/19/2015 05/19/2015 05/19/2015
COPY OF IEP  Was a copy of the IEP given to parent/student (age 1st at the IEP meeting?  Yes No  If no, date sent:  Date copy of amended IEP provided/sent to THE FOLLOWING PEOPLE ATTENDED  Position  Parent  Parent  General Education Teacher  Special Education Teacher  LEA Representative  Someone Who Can Interpret the Instructional Implications of the Evaluation Results  Student	9) Was a copy of the Specie student (age 19) at the IEI Y.  If no, date sent: 05/05/2  o parent/student (age 19)  AND PARTICIPATED IN THE MEET!  Signature Carol Johnson  Gail Comins  Cynthia Mayo  Curtis Gage Cynthia Mayo  Michael Johnson	al Education Rights given to par P meeting? es ☑No 2015  ING TO DEVELOP THIS IEP  Date  05/19/2015  05/19/2015  05/19/2015  05/19/2015  05/19/2015
COPY OF IEP  Was a copy of the IEP given to parent/student (age 1: at the IEP meeting?  Yes No  If no, date sent:  Date copy of amended IEP provided/sent to THE FOLLOWING PEOPLE ATTENDED  Position  Parent  Parent  General Education Teacher  Special Education Teacher  LEA Representative  Someone Who Can Interpret the Instructional Implications of the Evaluation Results  Student  Career/Technical Education Representative	9) Was a copy of the Specie student (age 19) at the IEI Y.  If no, date sent: 05/05/2  o parent/student (age 19)  AND PARTICIPATED IN THE MEET!  Signature Carol Johnson  Gail Comins  Cynthia Mayo  Curtis Gage Cynthia Mayo  Michael Johnson	al Education Rights given to par P meeting? es ☑No 2015  ING TO DEVELOP THIS IEP  Date  05/19/2015  05/19/2015  05/19/2015  05/19/2015  05/19/2015
COPY OF IEP  Was a copy of the IEP given to parent/student (age 1: at the IEP meeting?    Yes	9) Was a copy of the Special student (age 19) at the IEI Trudent (age 19) at the IEI Trudent (age 19) at the IEI Trudent (age 19)  AND PARTICIPATED IN THE MEET!  Signature Carol Johnson  Gail Comins Cynthia Mayo Curtis Gage Cynthia Mayo Michael Johnson Phillip Cleveland	al Education Rights given to par P meeting? es ☑No 2015  ING TO DEVELOP THIS IEP  Date 05/19/2015 05/19/2015 05/19/2015 05/19/2015 05/19/2015 05/19/2015
COPY OF IEP  Was a copy of the IEP given to parent/student (age 1: at the IEP meeting?    Yes	9) Was a copy of the Special student (age 19) at the IEI Trudent (age 19) at the IEI Trudent (age 19) at the IEI Trudent (age 19)  AND PARTICIPATED IN THE MEET!  Signature Carol Johnson  Gail Comins Cynthia Mayo Curtis Gage Cynthia Mayo Michael Johnson Phillip Cleveland	al Education Rights given to par P meeting? es ☑ No 2015  ING TO DEVELOP THIS IEP  Date 05/19/2015 05/19/2015 05/19/2015 05/19/2015 05/19/2015 05/19/2015
COPY OF IEP  Was a copy of the IEP given to parent/student (age 1: at the IEP meeting?    Yes	9) Was a copy of the Special student (age 19) at the IEI Trudent (age 19) at the IEI Trudent (age 19) at the IEI Trudent (age 19)  AND PARTICIPATED IN THE MEET!  Signature Carol Johnson  Gail Comins Cynthia Mayo Curtis Gage Cynthia Mayo Michael Johnson Phillip Cleveland	al Education Rights given to par P meeting? es ☑No 2015  ING TO DEVELOP THIS IEP  Date 05/19/2015 05/19/2015 05/19/2015 05/19/2015 05/19/2015 05/19/2015 05/19/2015
COPY OF IEP  Was a copy of the IEP given to parent/student (age 1: at the IEP meeting?    Yes	9) Was a copy of the Special student (age 19) at the IEI Truck (age 19) at the IEI Truck (age 19) and the IEI Truck (age 19) and truck (age 19) an	al Education Rights given to par P meeting? es ☑ No 2015  ING TO DEVELOP THIS IEP  Date 05/19/2015 05/19/2015 05/19/2015 05/19/2015 05/19/2015 05/19/2015 05/19/2015



# 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 Appro	opriate Public Education	Other	
DECISION	REGARDING SPECIFIC A	CTION PROPOSED OF	R REFUSED.	
The IEP Team met and developed	an IEP for the 2015-2016	school year for Michael.	•	
It has been decided that action will Check one:	be taken by the local educa	ition agency.		
✓ The local education agency	will take the proposed actio	n immediately and withou	out undue delay.	
The local education agency's reasonable period of time to	•		ar days to afford the parent a	



#### 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

Usion Hearing Intellectual ✓ Achievement Behavior	✓ Observation  ☐ Speech ☐ Language ☐ Motor ☐ Interview	✓ Grades  ☐ Developmental Scales  ✓ Work Samples ☐ Discipline Records ☐ Attendance Reports	Othe		
LEA/agency has according your copy of the	mmodated you to ensure	•	ılly protect		
Cynthia Mayo		at	33	4-242-8114	
	(Name)			(Telephone)	
Cynthia Mayo					
Signature of Education	n Agency Official				
Date Provided/Sent:	05/19/2015				



		Paralle Marie		CONTRACTOR
☐ Identification		Evaluation	Placement	Other
LEA Response to I		Provision of Free Appropriate Pub		Other
		ARDING SPECIFIC ACTION P		
The IEP Team met a	ind developed an II	EP for the 2015-2016 school ye	ar for Michael	
To have been decided to	has series will be se	aken by the local education agen	_	
Check pile	mat action was be to	are by the local education agen		
☑The local educa	ation agency will ta	ke the proposed action immedi	ately and with	out undue delay.
The state of the s		osed action will be taken in		ir days to afford the parent a
		ider the proposed action.		and a section of
1330 433000 63		The state of the s	ora.	
		BASIS FOR DECISION	(5)	
Both the General Et attending a 4 year i deficit in reading red even though the tea receive all services v	ducation and Esse university, the tea juires specialized in m discussed a mi with his age approp	PTIONS CONSIDERED AND Ward and indias/Life Skills pathways wer in decided the general educal instruction to enable him to record to enable the properties of the team flate classification. The team flate classification procedures PORTS WERE USED IN MAKED I	e considered, ton pathway I elve full acces n decided that ASSESSMEN	however, due to his intere s appropriate at this time. s to the general curriculum at this time, Michael need TS, RECORDS,
Both the General Er attending a 4 year i deficit in reading req even though the tea receive all services v	ducation and Esse university, the tea juires specialized in m discussed a m with his age approp	ntials/Life Skills pathways wer m decided the general educal instruction to enable him to record ore restrictive setting, the tean riate classmates.	e considered, ton pathway I elve full acces a decided that ASSESSMEN ING THE DEC	however, due to his intere s appropriate at this time. s to the general curriculum at this time, Michael need TS, RECORDS,
Both the General Et attending a 4 year i deficit in reading requirement though the tear receive all services when the se	ducation and Esse university, the tea julies specialized is im discussed a m with his age approp  HE FOLLOWING I  AND/OR RE	ntials/Life Skills pathways wer m decided the general educanstruction to enable him to recore restrictive setting, the team riate classmates.  EVALUATION PROCEDURES PORTS WERE USED IN MAK	e considered, fon pathway i elve full acces in decided that	however, due to his interes appropriate at this time, is to the general curriculum at this time, Michael need TS, RECORDS, CISION  Records
Both the General Ed attending a 4 year u deflict in reading req even though the tea eceive all services v The	ducation and Esse university, the tea juires specialized in m discussed a m with his age approp	ntials/Life Skills pathways wer m decided the general educal instruction to enable him to record ore restrictive setting, the tean riate classmates.	e considered, fon pathway i elve full acces in decided that	however, due to his interes appropriate at this time, so to the general curriculum at this time, Michael need at this time, Michael need this time, Mi
Soft the General Editending a 4 year is deficit in reading red even though the teal ecolve all services votes and services votes are services votes. The Vision Services in the services in the services with the services votes and services votes and services votes are services votes and services votes and services votes are services votes and services votes vo	ducation and Esse university, the tea uliversity, the tea uliversi	ntials/Life Skills pathways wer m decided the general educa- nstruction to enable him to rec ore restrictive setting, the tean flate classmates.  EVALUATION PROCEDURES PORTS WERE USED IN MAK  Grades  Developmental Scales	e considered, ton pathway I elve full acces n decided that  ASSESSMEN ING THE DEC  Medical  Other A	however, due to his interes appropriate at this time, so to the general curriculum at this time, Michael need at this time, Michael need this time, Mi
Both the General Edutending a 4 year of attending a 4 year of deficit in reading requirement though the tear receive all services with the services of the ser	ducation and Esse university, the tea ulives specialized in m discussed a m with his age approp  HE FOLLOWING I  AND/OR RE  Observation  Speech  Language	ntials/Life Skills pathways wer m decided the general educa- nstruction to enable him to reo ore restrictive setting, the tean flate classmates.  EVALUATION PROCEDURES PORTS WERE USED IN MAK  Grades Developmental Scales Work Samples	e considered, fon pathway ! elve full acces h decided that	however, due to his interes appropriate at this time, so to the general curriculum at this time, Michael need at this time, Michael need this time, Mi
Both the General Edatending a 4 year of deficit in reading requested in the services with the services	ducation and Esse university, the tea uliversity, the tea uliversity university universit	ntials/Life Skills pathways wern decided the general education for enable him to recover restrictive setting, the tean flate classmates.  EVALUATION PROCEDURES PORTS WERE USED IN MAK  Grades  Developmental Scales  Work Samples  Discipline Records  Attendance Reports  are notice and an explanation of your your understanding. You are this document. If you want and	e considered, for pathway I elve full access in decided that Assessment in Green and Green	however, due to his interes appropriate at this time, at this time, Michael need at this time.
Both the General Ecathending a 4 year of deficit in reading requirement though the tear receive all services with the services of the services	ducation and Esse university, the tea uliversity, the tea uliversity university universit	ntials/Life Skills pathways wern decided the general education for enable him to recover restrictive setting, the tean flate classmates.  EVALUATION PROCEDURES PORTS WERE USED IN MAK  Grades  Developmental Scales  Work Samples  Discipline Records  Attendance Reports  are notice and an explanation of your your understanding. You are this document. If you want and	ASSESSMEN ASSESSMEN Medical Other A Other Other our rights in you	however, due to his interes appropriate at this time, at this time, Michael need at this time.
Both the General Edatending a 4 year ideficit in reading request though the tearcelve all services were though the tearcelve all services with the services	ducation and Esse university, the tea uliversity, the tea uliversity university universit	ntials/Life Skills pathways wern decided the general education for enable him to recover restrictive setting, the tean flate classmates.  EVALUATION PROCEDURES PORTS WERE USED IN MAK  Grades  Developmental Scales  Work Samples  Discipline Records  Attendance Reports  are notice and an explanation of your your understanding. You are this document. If you want and	e considered, for pathway I elve full access in decided that Assessment ING THE DEC   Medical   Other Assessment of the copy of your rights in yor fully protected under copy of your states as 334-2.	however, due to his interes appropriate at this time, as to the general curriculum at this time, Michael need at the need to have any questions, and the need to have any questions, and the need the need to have any questions,



## 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.

DATE	SIGNATURE	POSITION
08/17/2015	Cynthia Mayo	Special Education Teacher
08/17/2015	Gail Comins	English Teacher
08/17/2015	Phillip Cleveland	Career Tech Teacher
08/17/2015	Kemeche Green	Guidance Counselor
08/17/2015	Brian Dunn	History Teacher
08/17/2015	Diann Jones	Science Teacher
08/17/2015	Joe Eiland	Math Teacher

#### 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.

DATE	SIGNATURE	POSITION
08/17/2015	Cynthia Mayo	Special Education Teacher
08/17/2015	Gall Comins	English Teacher
08/17/2015	Phillip Cleveland	Career Tech Teacher
08/17/2015	Kemeche Green	Guidance Counselor
08/17/2015	Brian Dunn	History Teacher
08/17/2015	Diann Jones	Science Teacher
08/17/2015	Joe Elland	Math Teacher
	_	
	_	
	_	

Signature and position of person responsible for informing school personnel of their responsibility.

Cynthia 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	11 <b>A</b>
Brian Dunn	6	Joe Eiland	11B

**Shirley Farrell-(All Regions)** 

Revised 1/16



