

SECONDARY STUDENT

STANDARDS-BASED IEP

Alabama State Department of Education, Special Education Services



Standards & Curriculum Guides

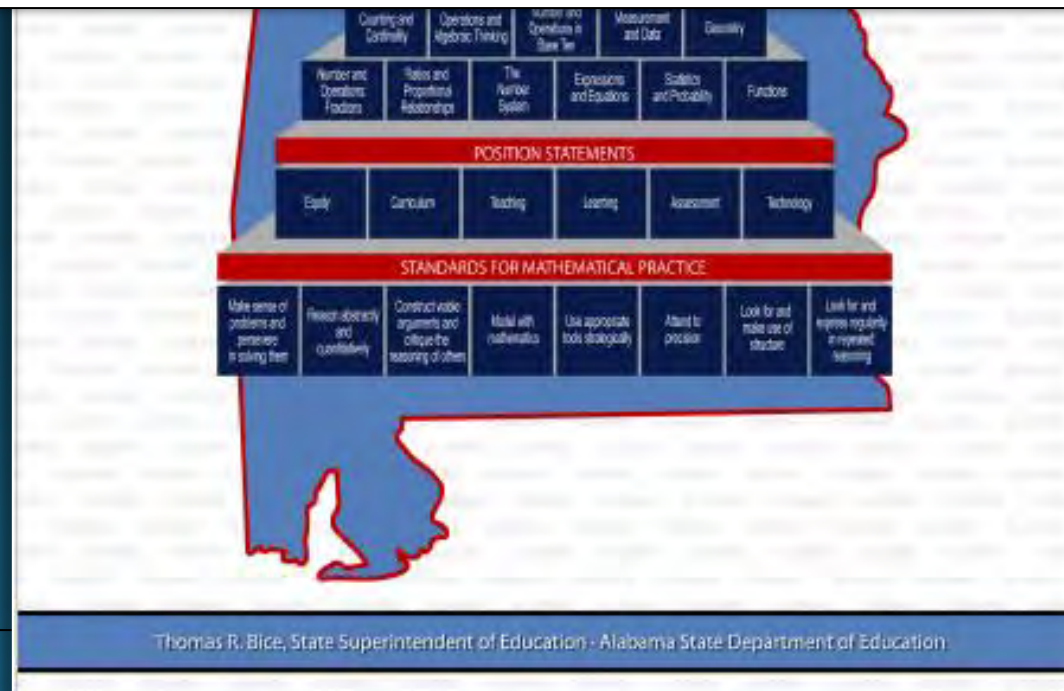
- Alabama College - & Career – Ready Standards



2015 REVISED ALABAMA COURSE OF STUDY
MATHEMATICS

Algebra I - Quantities

4. Use units as a way to understand problems and to guide the solution of multistep problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays. [N-Q1]



Standards & Curriculum Guides

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



Curriculum Guide

Algebra I - Quantities

4. Use units as a way to understand problems and to guide the solution of multistep problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays. [N-Q1] (ALG I: A)

Objectives:

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



Standards & Curriculum Guides

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

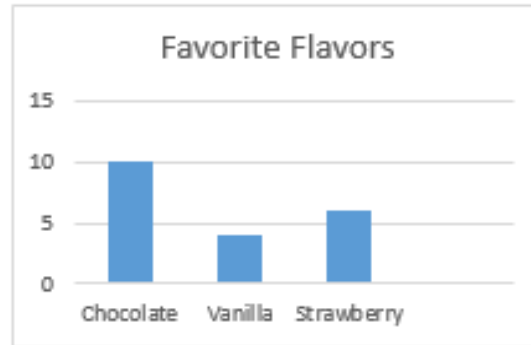


ALABAMA EXTENDED STANDARDS

9th Grade

M. ES 9.1: Interpret data from a graph or chart. (ALGL4)

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?

TIPPING GUIDE											
BILL	15%	20%	BILL	15%	20%	BILL	15%	20%	BILL	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	80.00	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	6.80	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	12.75	17.00
11.00	1.65	2.20	36.00	5.40	7.20	61.00	9.15	12.20	86.00	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	63.00	9.45	12.60	88.00	13.20	17.60
14.00	2.10	2.80	39.00	5.85	7.80	64.00	9.60	12.80	89.00	13.35	17.80
15.00	2.25	3.00	40.00	6.00	8.00	65.00	9.75	13.00	90.00	13.50	18.00
16.00	2.40	3.20	41.00	6.15	8.20	66.00	9.90	13.20	91.00	13.65	18.20
17.00	2.55	3.40	42.00	6.30	8.40	67.00	10.05	13.40	92.00	13.80	18.40
18.00	2.70	3.60	43.00	6.45	8.60	68.00	10.20	13.60	93.00	13.95	18.60
19.00	2.85	3.80	44.00	6.60	8.80	69.00	10.35	13.80	94.00	14.10	18.80
20.00	3.00	4.00	45.00	6.75	9.00	70.00	10.50	14.00	95.00	14.25	19.00
21.00	3.15	4.20	46.00	6.90	9.20	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	97.00	14.55	19.40
23.00	3.45	4.60	48.00	7.20	9.60	73.00	10.95	14.60	98.00	14.70	19.60
24.00	3.60	4.80	49.00	7.35	9.80	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



Standards & Curriculum Guides

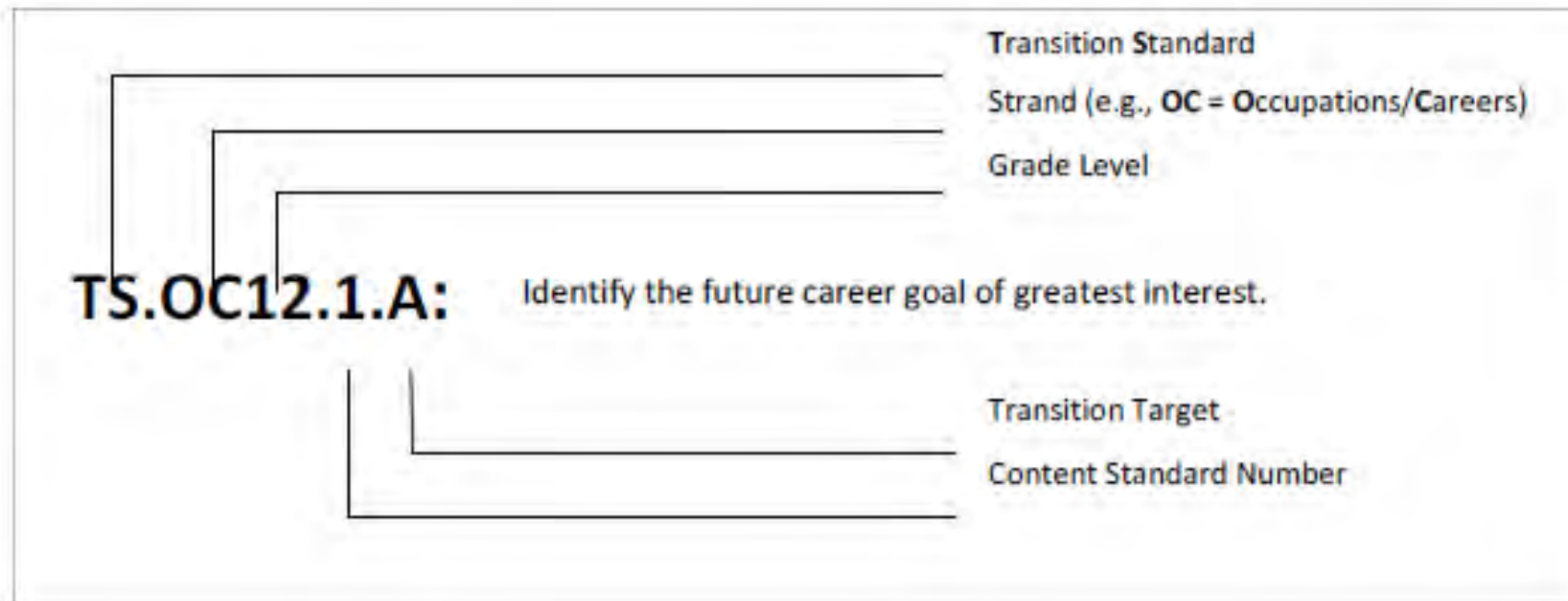
- Alabama College - & Career – Ready Standards
- Alabama Curriculum Guides
- Alabama Extended Standards
- Alabama Transition Standards



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:



Standards & Curriculum Guides

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



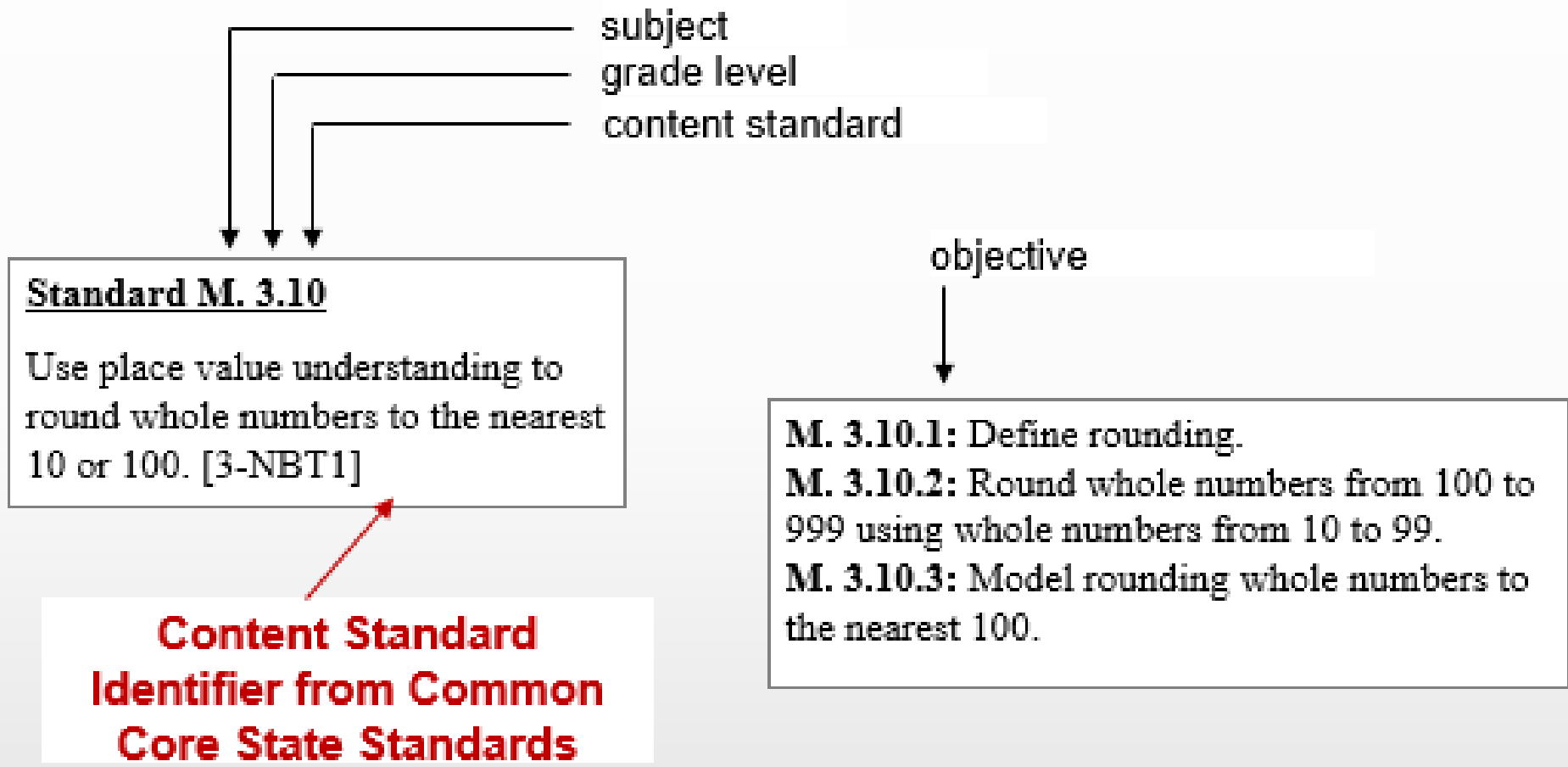
Alabama Developmental Standards for Preschool Children	Alabama Course of Study	Head Start Child Development and Early Learning Framework
Approaches to Learning	None	Approaches to Learning Logic and Reasoning
Language and Literacy	English Language Arts - Kindergarten	Language Development Literacy Knowledge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



Standards & Curriculum Guides

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





PLEASE NOTE:
THE FOLLOWING EXAMPLE
IS ONLY ONE WAY
TO DEVELOP A STANDARDS-
BASED IEP

DISCLAIMER



STANDARDS-BASED IEP

Notice and Invitation to a Meeting/ Consent for Agency Participation

Alabama State Department of Education, Special Education Services



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:

- Determine if Referral Requires Evaluation *
- Discuss the Need for Additional Data Collection
- Determine Initial or Continued Eligibility
- Develop Initial IEP
- Review/Revise IEP
- Annual Review / Develop Annual IEP
- Discuss Transition/Postsecondary Services
- Conduct Manifestation Determination
- Develop Functional Behavioral Assessment Plan
- Develop/Revise Behavioral Intervention Plan
- Conduct a Resolution Session
- _____
- _____

The following people will be invited to meet with us:

- Local Education Agency Representative
 - Someone Who Can Interpret the Instructional Implications of the Evaluation Results
 - General Education Teacher
 - Special Education Teacher
 - Parent
 - Student
 - Career/Technical Representative
 - Other Agency Representative(s) for Transition**
- Agency Name _____
- _____
- Guidance Counselor _____
- _____

Enclosure: *Special Education Rights



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

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

Cynthia Mayo

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
Signature of Parent or Student (Age 19)

05/07/2015
Date



FOR SCHOOL PERSONNEL - Documented attempts to contact parent/student (age 19) for the IEP Team meeting.

Date Notice Sent 05/05/2015

Results of 1st Attempt Parent unable to attend.

2nd Attempt Date _____ Action _____

Results of 2nd Attempt _____

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

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

Agency was notified on _____ via _____



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:

- Determine if Referral Requires Evaluation *
- Discuss the Need for Additional Data Collection
- Determine Initial or Continued Eligibility
- Develop Initial IEP
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- Annual Review / Develop Annual IEP
- Discuss Transition Postsecondary Services
- Conduct Manifestation Determination
- Develop Functional Behavioral Assessment Plan
- Develop/Revise Behavioral Intervention Plan
- Conduct a Resolution Session
-

The following people will be invited to meet with us:

- 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

Complete Form and Close in SETS

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

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

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

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

Carol Johnson _____ 05/07/2015
 Signature of Parent or Student (Age 19) Date

FOR SCHOOL PERSONNEL - Documented attempts to contact parent/student (age 19) for the IEP Team meeting:

Date Notice Sent 05/05/2015

Results of 1st Attempt Parent unable to attend.

2nd Attempt Date _____ Action _____

Results of 2nd Attempt _____

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

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

Agency was notified on _____ via _____



NOTICE AND INVITATION TO A MEETING / CONSENT FOR AGENCY PARTICIPATION

STUDENT'S NAME: _____

MEETING DATE: _____ TIME: _____ LOCATION: _____

The purpose of this meeting is to:

- Determine if Referral requires Evaluation*
- Discuss the Need for Additional Data Collection
- Determine Initial or Continued Eligibility
- Develop Initial IEP
- Review / Revise IEP
- Annual Review / Develop Annual IEP
- Discuss Transition / Postsecondary Services
- Conduct Manifestation Determination
- Develop Functional Behavioral Assessment Plan
- Develop/Revise Behavioral Intervention Plan
- Conduct a Resolution Session
-

The following people will be invited to meet with us:

- Local Education Agency (LEA) 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 _____
-
-

New Date/Time = New Meeting Notice

- 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.

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 _____
Results of 1st Attempt _____
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 _____ via _____
Agency was notified on _____ via _____



NOTICE AND INVITATION TO A MEETING / CONSENT FOR AGENCY PARTICIPATION

STUDENT'S NAME: Michael Johnson

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

The purpose of this meeting is to:

- Determine if Referral Requires Evaluation *
- Discuss the Need for Additional Data Collection
- Determine Initial or Continued Eligibility
- Develop Initial IEP
- Review/Revise IEP
- Annual Review / Develop Annual IEP
- Discuss Transition/Postsecondary Services
- Conduct Manifestation Determination
- Develop Functional Behavioral Assessment Plan
- Develop/Revise Behavioral Intervention Plan
- Conduct a Resolution Session
- _____
- _____

The following people will be invited to meet with us:

- 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



PARENT - STUDENT (Age 19 or older)

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

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

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

- I GIVE CONSENT** for representatives from other transition agencies indicated above to attend the meeting.
(EXCLUDING the following agencies: _____)
- I DO NOT GIVE CONSENT** for representatives from other transition agencies indicated above to attend the meeting.

Carol Johnson

05/12/2015

Signature of Parent or Student (Age 19)

Date



FOR SCHOOL PERSONNEL - Documented attempts to contact parent/student (age 19) for the IEP Team meeting.

Date Notice Sent 05/05/2015

Results of 1st Attempt Parent unable to attend.

2nd Attempt Date 05/08/2015 Action 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 on 05/08/2015 via Written Notice of Invitation

Agency was notified on _____ via _____



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

PARENT - STUDENT (Age 19 or older)

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

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

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

- I GIVE CONSENT for representatives from other transition agencies indicated above to attend the meeting. (EXCLUDING the following agencies: _____)
- I DO NOT GIVE CONSENT for representatives from other transition agencies indicated above to attend the meeting.

Carol Johnson _____ 05/12/2015 _____
 Signature of Parent or Student (Age 19) Date

FOR SCHOOL PERSONNEL - Documented attempts to contact parent/student (age 19) for the IEP Team meeting.

Date Notice Sent 05/05/2015

Results of 1st Attempt Parent unable to attend.
 Action Phone call to reschedule, notice sent

2nd Attempt Date 05/08/2015

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 on 05/08/2015 via Written Notice of Invitation

Agency was notified on _____ via _____



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).



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.

STUDENT PROFILE - WILL INCLUDE GENERAL STATEMENTS REGARDING:**Strengths of the student -**

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

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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 -

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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).

DRAFT



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 others?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
- Does the student have a Behavioral Intervention Plan?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
- Does the student have limited English proficiency?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
- Does the student need instruction in Braille and the use of Braille?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
- Does the student have communication needs?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
- Does the student need assistive technology devices and/or services?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
- Does the student require specially designed P.E.?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
- Is the student working toward alternate achievement standards and participating in the <i>Alabama Alternate Assessment</i> ?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
- Are transition services addressed in this IEP with an annual goal(s)?	<input checked="" type="checkbox"/>	<input type="checkbox"/>



TRANSPORTATION

Student's mode of transportation:

Regular bus Bus for special needs Parent contract Other: _____

Does the student require transportation as a related service? YES NO

If yes, check any transportation needs:

Bus assistance Adult support Medical support

Preferential seating

Behavioral Intervention Plan

Wheelchair lift and securement system

Restraint system

Specify Type:

Other Specify: _____

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



NONACADEMIC and EXTRACURRICULAR ACTIVITIES

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

YES.

YES, with supports. Describe:

NO. Explanation must be provided:

METHOD/FREQUENCY FOR REPORTING PROGRESS OF ATTAINING GOALS TO PARENTS

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



INDIVIDUALIZED EDUCATION PROGRAMSTUDENT'S NAME: Michael JohnsonDOB: 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 others?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
- Does the student have a Behavioral Intervention Plan?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
- Does the student have limited English proficiency?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
- Does the student need instruction in Braille and the use of Braille?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
- Does the student have communication needs?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
- Does the student need assistive technology devices and/or services?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
- Does the student require specially designed P.E.?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
- Is the student working toward alternate achievement standards and participating in the <i>Alabama Alternate Assessment</i> ?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
- Are transition services addressed in this IEP with an annual goal(s)?	<input checked="" type="checkbox"/>	<input type="checkbox"/>

TRANSPORTATION

Student's mode of transportation:

 Regular bus Bus for special needs Parent contract Other: _____Does the student require transportation as a related service? YES NO

If yes, check any transportation needs:

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

Specify Type:

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

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

 YES. YES, with supports. Describe: NO. Explanation must be provided: _____**METHOD/FREQUENCY FOR REPORTING PROGRESS OF ATTAINING GOALS TO PARENTS**Annual Goal Progress reports will be sent to parents each time report cards are issued (every 9 weeks).

STANDARDS-BASED IEP Transition



INDIVIDUALIZED EDUCATION PROGRAM

STUDENT'S NAME: Michael Johnson

DOB: 12/02/1999

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

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

Age Appropriate Transition Assessments:

(Select the assessment(s) used to determine the student's measurable postsecondary transition goals.)

- | | | |
|---|--|--|
| <input checked="" type="checkbox"/> Student Interview | <input type="checkbox"/> Career Awareness | <input checked="" type="checkbox"/> Interest Inventory |
| <input checked="" type="checkbox"/> Parent Interview | <input type="checkbox"/> Student Portfolio | <input type="checkbox"/> Interest Learning Profile |
| <input type="checkbox"/> Student Survey | <input type="checkbox"/> Vocational Assessment | <input type="checkbox"/> Career Aptitude |
| <input checked="" type="checkbox"/> Other <u>ASPIRE</u> | | |



Postsecondary Education/Training Goal

Assessment: Interviews and Observations

Date: 03/24/2015

Assessment: ASPIRE

Date: 01/20/2015

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: _____



Employment/Occupation/Career Goal

Assessment: Kuder Interest Inventory

Date: 02/19/2015

Assessment: Interviews and Observation

Date: 03/24/2015

Long-Term Goal: Student will be prepared to engage in career-related planning leading to the selection of a career based on personal career interests, aptitudes, abilities, and occupational information.

If Other is Selected, specify: _____



Community/Independent Living Goal

Assessment: Interviews and Observation

Date: 03/24/2015

Assessment:

Date:

Long-Term Goal:

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

If Other is Selected, specify:



This student is in a middle school course of study that will help prepare him/her for transition.

Anticipated Date of Exit: Month: May Year: 2019

Selected Pathway to the Alabama High School Diploma:

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

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				
Alternate Achievement Standards Pathway				

Elective(s) 3 (enter total number of electives)



STANDARDS-BASED IEP

Annual Transition Goal Page(s)



**INDIVIDUALIZED EDUCATION PROGRAM
ANNUAL TRANSITION GOALS**

STUDENT'S NAME: Michael Johnson

DOB: 12/02/1999

PRESENT LEVEL OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE:

Based on the student's strengths, preferences, interests, and needs related to the postsecondary goals (include a description of age-appropriate transition assessments).

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



PRESENT LEVEL OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE:

- 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 being observed by college scouts and aspires to earn a scholarship for athletics.



PRESENT LEVEL OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE:

- **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 being observed by college scouts and aspires to earn a scholarship for athletics.

- **NEEDS:**

- **HOW DISABILITY AFFECTS PERFORMANCE IN GENERAL EDUCATION CURRICULUM:**



PRESENT LEVEL OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE:

- 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.



PRESENT LEVEL OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE:

- **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 being 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:**



PRESENT LEVEL OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE:

ACADEMIC ACHIEVEMENT:

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

HOW DISABILITY AFFECTS PERFORMANCE IN GENERAL EDUCATION CURRICULUM:



PRESENT LEVEL OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE:

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.



**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.
2. Complete application packets for post-secondary education.
3. Develop a short personal essay.

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



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 4th nine weeks. (TS.AT10.5A)



Through direct instruction, Michael will complete two prerequisite college requirements that include developing a short personal essay and obtaining at least two or three college applications to complete with 100% accuracy by the end of the 4th nine weeks. (TS.AT10.5A)



MEASURABLE ANNUAL POST-SECONDARY TRANSITION GOALS:

[\(Link to Transition Standards\)](#)

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.
2. Complete application packets for post-secondary education.
3. Develop a short personal essay.

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



Employment/Occupation/Career Goal:

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.

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

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



Standard 5: *Create a personal career plan to meet career goal(s) and objectives.*

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

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

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

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



ANNUAL GOAL:

- WHO (The Student):

Michael

- BEHAVIOR (will do what):

will develop a checklist of courses that outline his personal 4 x 4 plan to review and follow during high school.

- CONDITIONS (under what conditions):

with direct instruction

- CRITERION (to what level):

with 100% accuracy

- TIME FRAME (in what length of time):

by the end of the first nine weeks (TS.OC10.5A)



By the end of the first nine weeks with direct instruction, Michael will develop a checklist of course that outline his personal 4 x 4 plan to review and follow with 100% accuracy during high school. (TS.OC10.5)



Employment/Occupation/Career Goal:

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.

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

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



Community/Independent Living Goal:

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.

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

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



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



Community/Independent Living Goal:

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.

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

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



INDIVIDUALIZED EDUCATION PROGRAM

STUDENT'S NAME: Michael Johnson DOB: 12/02/1990

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

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

Age Appropriate Transition Assessments:

(Select the assessment(s) used to determine the student's measurable postsecondary transition goal(s).)

- Student Interview Career Awareness Interest Inventory
- Parent Interview Student Portfolio Interest Learning Profile
- Student Survey Vocational Assessment Career Aptitude
- Other: ASPIRE

Enter the assessment(s) used to determine the student's selected long-term postsecondary transition goal(s):

Postsecondary Education/Training Goal

Assessment: Interviews and Observations Date: 09/24/2015

Assessment: _____ Date: _____

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: _____

Employment/Occupation/Career Goal

Assessment: Kuder Interest Inventory Date: 02/19/2015Assessment: Interviews and Observation Date: 09/24/2015Long-Term Goal: Student will be prepared to engage in career-related planning leading to the selection of a career based on personal career interests, aptitudes, abilities, and occupational information.

If Other is Selected, specify: _____

Community/Independent Living Goal

Assessment: Interviews and Observation Date: 09/24/2015

Assessment: _____ Date: _____

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

If Other is Selected, specify: _____

 This student is in a middle school course of study that will help prepare him/her for transition.Anticipated Date of Exit: Month: May Year: 2019

Selected Pathway to the Alabama High School Diploma:

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

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				
Alternate Achievement Standards Pathway				

Elective(s) 3 (enter total number of electives)INDIVIDUALIZED EDUCATION PROGRAM
ANNUAL TRANSITION GOALSSTUDENT'S NAME: Michael Johnson DOB: 12/02/1990

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 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 increase his range of reading to grade 6/7 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 postsecondary 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 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.

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

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

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.

1. Meet with guidance counselor for 4 x 4 plan requirements to attend a 4-year postsecondary institution.
2. Develop a checklist using personal 4 x 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.

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

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

STANDARDS-BASED IEP Annual Goal Page(s)



INDIVIDUALIZED EDUCATION PROGRAM

STUDENT'S NAME: Michael Johnson

DOB: 12/02/1999

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

AREA: Reading

PRESENT LEVEL OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE:

State how the student's disability affects his/her involvement and progress in the general education curriculum for this particular area of instruction, or for preschool age students, how the disability affects the student's participation in age- appropriate activities.

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



PRESENT LEVEL OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE:

- STRENGTHS:

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

- NEEDS:

- HOW DISABILITY AFFECTS PERFORMANCE IN GENERAL EDUCATION CURRICULUM:



PRESENT LEVEL OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE:

- **STRENGTHS:**

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

- **NEEDS:**

- **HOW DISABILITY AFFECTS PERFORMANCE IN GENERAL EDUCATION CURRICULUM:**



PRESENT LEVEL OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE:

ACADEMICS:

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



PRESENT LEVEL OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE:

- **STRENGTHS:**

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

- **NEEDS:**

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

- **HOW DISABILITY AFFECTS PERFORMANCE IN GENERAL EDUCATION CURRICULUM:**



PRESENT LEVEL OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE:

ACADEMIC:

le

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

to

- HOW DISABILITY AFFECTS PERFORMANCE IN GENERAL EDUCATION CURRICULUM:



PRESENT LEVEL OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE:

ACADEMICS:

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 GOAL related to meeting the student's needs.

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

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

DATE OF MASTERY: _____

TYPE(S) OF EVALUATION FOR ANNUAL GOAL:

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

- | | | | |
|---|--|--|---------------------------------|
| <input checked="" type="checkbox"/> Curriculum Based Assessment | <input type="checkbox"/> Teacher/Text Test | <input type="checkbox"/> Teacher Observation | <input type="checkbox"/> Grades |
| <input checked="" type="checkbox"/> Data Collection | <input type="checkbox"/> State Assessment(s) | <input type="checkbox"/> Work Samples | |
| <input type="checkbox"/> Other: _____ | | <input type="checkbox"/> Other: _____ | |



9. By the end of Grade 9, read and comprehend literature, including stories, dramas, and poems, in the Grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range. [RL.9-10.10]

Objectives:

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

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

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



ANNUAL GOAL:

- WHO (The Student):

Michael

- BEHAVIOR (will do what):

will increase his reading level, to read and complete classroom assignments

- CONDITIONS (under what conditions):

Through direct instruction using a scientifically based reading program,

- CRITERION (to what level):

scoring 90% accuracy on progress monitoring at the 7/8 text complexity

- TIME FRAME (in what length of time):

By the end of the 4th nine weeks (ELS 9.9.1)



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



MEASURABLE ANNUAL GOAL related to meeting the student's needs.

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

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

DATE OF MASTERY: _____

TYPE(S) OF EVALUATION FOR ANNUAL GOAL:

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

- | | | | |
|---|--|--|---------------------------------|
| <input checked="" type="checkbox"/> Curriculum Based Assessment | <input type="checkbox"/> Teacher/Text Test | <input type="checkbox"/> Teacher Observation | <input type="checkbox"/> Grades |
| <input checked="" type="checkbox"/> Data Collection | <input type="checkbox"/> State Assessment(s) | <input type="checkbox"/> Work Samples | |
| <input type="checkbox"/> Other: _____ | | <input type="checkbox"/> Other: _____ | |



STANDARDS-BASED IEP

Special Education and Related Service(s)



INDIVIDUALIZED EDUCATION PROGRAM

STUDENT'S NAME: Michael Johnson

DOB: 12/02/1999

SPECIAL EDUCATION AND RELATED SERVICE(S): (Special Education, Supplementary Aids and Services, Program Modifications, Accommodations Needed for Assessments, Related Services, Assistive Technology, and Support for Personnel.)



Service(s)	Anticipated Frequency of Service(s)	Amount of time	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 education staff will work one on one with Michael using a scientifically based reading program to increase his reading vocabulary, fluency, and comprehension.					
	Weekly	30	08/17/2015	05/27/2016	Counselors Office
Transition Direct instruction and guidance in developing a personal plan and completing entrance requirements for a postsecondary institution.					
	Daily	15	08/17/2015	05/27/2016	Homeroom
Behavior Special Education staff will meet with Michael daily to monitor his progress on completing unfinished assignments and discuss any frustrations he is having and provide options or techniques to deal with this frustration.					
	Daily	50	08/17/2015	05/27/2016	Gen Ed Classroom
English Special Education teacher will reteach/reinforce concepts not mastered and assist with larger reading assignments.					



Supplementary Aids and Services

Needed

Not Needed

Daily

20

08/17/2015

05/27/2016

Gen Ed Classroom

Collaboration

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

Weekly

08/17/2015

05/27/2016

Gen Ed Classroom

Shortened assignments.

Extended time on projects and classroom assignments.

Program Modifications

Needed

Not Needed



Accommodations Needed for Assessments Needed Not Needed

Weekly

08/17/2015

05/27/2016

Gen Ed Classroom

Read aloud on extended and complex passages. Extended time.

Formative classroom assessments: student conference, oral questioning, or graphic organizer.

Related Services Needed Not Needed

Assistive Technology Needed Not Needed

Support for Personnel Needed Not Needed

OR



Accommodations Needed for Assessments Needed Not Needed

Weekly

08/17/2015

05/27/2016

Gen Ed Classroom

Extended time.

Read aloud on extended and complex passages.

Related Services Needed Not Needed**Assistive Technology** Needed Not Needed**Services Cont...****Anticipated
Frequency of
Service(s)****Amount of
time****Beginning/Ending
Duration Date****Location of Service(s)****Service(s)****Support for Personnel** Needed Not Needed

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)	Amount of time	Beginning/Ending Duration Date	Location of Service(s)
Special Education				
Reading During study hall, special education staff will work one on one with Michael using a scientifically based reading program to increase his reading vocabulary, fluency, and comprehension.	Daily	30	08/17/2015 05/27/2016	Gen Ed Classroom
Transition Direct instruction and guidance in developing a personal plan and completing entrance requirements for a postsecondary institution.	Weekly	30	08/17/2015 05/27/2016	Counselors Office
Behavior Special Education staff will meet with Michael daily to monitor his progress on completing unfinished assignments and discuss any frustrations he is having and provide options or techniques to deal with this frustration.	Daily	15	08/17/2015 05/27/2016	Homeroom
English Special Education teacher will reteach/reinforce concepts not mastered and assist with larger reading assignments.	Daily	50	08/17/2015 05/27/2016	Gen Ed Classroom
Supplementary Aids and Services:		<input checked="" type="checkbox"/> Needed <input type="checkbox"/> Not Needed		
Collaboration Special Education staff will collaborate and consult with general education teachers to get daily assignments and monitor progress.	Daily	20	08/17/2015 05/27/2016	Gen Ed Classroom
Shortened assignments. Extended time on projects and classroom assignments.	Weekly		08/17/2015 05/27/2016	Gen Ed Classroom
Program Modifications:		<input type="checkbox"/> Needed <input checked="" type="checkbox"/> Not Needed		
Accommodations: Needed for Assessments		<input checked="" type="checkbox"/> Needed <input type="checkbox"/> Not Needed		
Read aloud on extended and complex passages. Extended time. Formative classroom assessment: student conference, oral questioning, or graphic organizer.	Weekly		08/17/2015 05/27/2016	Gen Ed Classroom
Related Services:		<input type="checkbox"/> Needed <input checked="" type="checkbox"/> Not Needed		
Assistive Technology		<input type="checkbox"/> Needed <input checked="" type="checkbox"/> Not Needed		

INDIVIDUALIZED EDUCATION PROGRAM

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

Services Cont... Service(s)	Anticipated Frequency of Service(s)	Amount of time	Beginning/Ending Duration Date	Location of Service(s)
Support for Personnel		<input type="checkbox"/> Needed <input checked="" type="checkbox"/> Not Needed		

DRAFT



STANDARDS-BASED IEP Signature Page



INDIVIDUALIZED EDUCATION PROGRAM

STUDENT'S NAME: Michael Johnson

DOB: 12/02/1999

TRANSFER OF RIGHTS

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

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

EXTENDED SCHOOL YEAR SERVICES (ESY)

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

Yes No



LEAST RESTRICTIVE ENVIRONMENT

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

If no, explain:

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

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

6-21 YEARS OF AGE

3-5 YEARS OF AGE

Least Restricted Environment:



COPY OF IEP

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

Yes No

If no, date sent: _____

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

COPY OF SPECIAL EDUCATION RIGHTS

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

Yes No

If no, date sent: 05/05/2015

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

To Carol Johnson Date Provided 05/05/2015

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

- Required annual copy
- Parental request
- Initial referral/Parental request for evaluation
- 1st State complaint filed
- Disciplinary action resulting in change of placement
- 1st Request for due process hearing

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

Cynthia Mayo 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	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



INDIVIDUALIZED EDUCATION PROGRAM

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

TRANSFER OF RIGHTS

(Beginning not later than the IEP that will be in effect when the student reaches 18 years of age.)
Date student was informed that the rights under the IDEA will transfer to him/her at the age of 19

EXTENDED SCHOOL YEAR SERVICES (ESY)

The IEP Team has considered the need for extended school year services. Yes No

LEAST RESTRICTIVE ENVIRONMENT

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

If no, explain:

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

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

6-21 YEARS OF AGE

3-5 YEARS OF AGE

Least Restricted Environment:
01-100%-80% of the day inside the Reg Ed Environment

COPY OF IEP

Was a copy of the IEP given to parent/student (age 19) at the IEP meeting?
 Yes No

If no, date sent: _____

COPY OF SPECIAL EDUCATION RIGHTS

Was a copy of the *Special Education Rights* given to parent/student (age 19) at the IEP meeting?
 Yes No

If no, date sent: 05/05/2015

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

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
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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

INFORMATION FROM PEOPLE NOT IN ATTENDANCE

Position	Name	Date



STANDARDS-BASED IEP

Notice of Proposal or Refusal to Take Action



NOTICE OF PROPOSAL OR REFUSAL TO TAKE ACTION

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

STUDENT'S NAME: Michael Johnson

- Identification Evaluation Placement Other _____
- LEA Response to DPH Request Provision of Free Appropriate Public Education Other _____

DECISION REGARDING SPECIFIC ACTION PROPOSED OR REFUSED.

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

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

Check one:

- The local education agency will take the proposed action immediately and without undue delay.
- The local education agency's proposed action will be taken in _____ calendar days to afford the parent a reasonable period of time to consider the proposed action.



BASIS FOR DECISION(S)

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

DESCRIPTION OF OTHER OPTIONS CONSIDERED AND WHY THE OPTIONS WERE REJECTED

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



**THE FOLLOWING EVALUATION PROCEDURES, ASSESSMENTS, RECORDS,
AND/OR REPORTS WERE USED IN MAKING THE DECISION**

- | | | | |
|---|---|--|---|
| <input type="checkbox"/> Vision | <input checked="" type="checkbox"/> Observation | <input checked="" type="checkbox"/> Grades | <input type="checkbox"/> Medical Records |
| <input type="checkbox"/> Hearing | <input type="checkbox"/> Speech | <input type="checkbox"/> Developmental Scales | <input type="checkbox"/> Other Agency Information |
| <input type="checkbox"/> Intellectual | <input type="checkbox"/> Language | <input checked="" type="checkbox"/> Work Samples | <input type="checkbox"/> State Assessments |
| <input checked="" type="checkbox"/> Achievement | <input type="checkbox"/> Motor | <input type="checkbox"/> Discipline Records | <input type="checkbox"/> Other _____ |
| <input type="checkbox"/> Behavior | <input type="checkbox"/> Interview | <input type="checkbox"/> Attendance Reports | <input type="checkbox"/> Other _____ |

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

Cynthia Mayo _____
(Name)

at 334-242-8114 _____
(Telephone)

Cynthia Mayo _____
Signature of Education Agency Official

Date Provided/Sent: 05/19/2015 _____



NOTICE OF PROPOSAL OR REFUSAL TO TAKE ACTION

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

STUDENT'S NAME: Michael Johnson

- Identification Evaluation Placement Other _____
 LEA Response to DPH Request Provision of Free Appropriate Public Education Other _____

DECISION REGARDING SPECIFIC ACTION PROPOSED OR REFUSED

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

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

Check one

- The local education agency will take the proposed action immediately and without undue delay.
 The local education agency's proposed action will be taken in _____ calendar days to afford the parent a reasonable period of time to consider the proposed action.

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

- Vision Observation Grades Medical Records
 Hearing Speech Developmental Scales Other Agency Information
 Intellectual Language Work Samples State Assessments
 Achievement Motor Discipline Records Other _____
 Behavior Interview Attendance Reports Other _____

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. If 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

Date Provided/Sent: 05/19/2015 _____



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 Michael Johnson
(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 Michael Johnson
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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 Etland	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	11A
Brian Dunn	6	Joe Eiland	11B
Shirley Farrell-(All Regions)			

Revised 1/16

