

## Attachment D Next Step Plan

## Appendix C - Next Step Plan

Next Step Plan (Template Form Found Online) Complete a sample Next Step Plan for each program of study.  
<https://webnew.ped.state.nm.us/bureaus/college-career-readiness/next-step-plan/>

Next Step Plan Template				SCHOOL NAME:				
<b>STUDENT INFORMATION</b>								
Student Name:	XYZ, 123 student			High School Entry Date:	Aug 2018			
Student State ID Number:	000 000 0000			Target Graduation Date:	May 2019			
Student Email Address:	student@sodacharter.net			Course of Study:	Studio Art			
Birthdate:	01/01/2001			Age:				
Check those that apply:	SO4 Plan <input type="checkbox"/>	IEP <input type="checkbox"/>	ELL <input type="checkbox"/>	SAT <input type="checkbox"/>	Grade Level:	9 <sup>th</sup> Grade <input type="checkbox"/>	10 <sup>th</sup> Grade <input type="checkbox"/>	
						11 <sup>th</sup> Grade <input type="checkbox"/>	12 <sup>th</sup> Grade <input checked="" type="checkbox"/>	
School Designee:				Date Initiated:				
<b>CAREER GOAL</b>		<b>PERSONAL GOAL</b>		<b>POST-GRADUATION GOAL</b>				
Career Cluster:	Arts/Film Tech		To live independently from family		Work Full-Time: Yes <input type="checkbox"/> No <input type="checkbox"/>			
Occupation:	Studio Design		ACADEMIC GOAL		Work Part-Time: Yes <input type="checkbox"/> No <input type="checkbox"/>			
Occupation Skill Sets:	Create Design		Keep GPA of 3.8		Enter the Military: Yes <input type="checkbox"/> No <input type="checkbox"/>			
Wage Info:	\$30 - start mid		FAMILY AND COMMUNITY SUPPORT SYSTEMS		Apprenticeship: Yes <input type="checkbox"/> No <input type="checkbox"/>			
Occupation Demand:	8% growth		Mom, grandparents		2-Year Training: Yes <input type="checkbox"/> No <input type="checkbox"/>			
					2-Year Degree: Yes <input type="checkbox"/> No <input type="checkbox"/>			
					4-Year Degree: Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>			
					Undecided: Yes <input type="checkbox"/>			
					Notes:			
<b>EXTRA HELP STRATEGIES (Extra Assistance)</b>		<b>ACADEMIC ENHANCEMENT OPTIONS/Scholarship Requirements</b>		<b>EXTRA/CO-CURRICULAR ACTIVITIES</b>		<b>POSTSECONDARY/CAREER ENHANCEMENT OPTIONS</b>		
Staff tutoring & Math Lab & Writing Lab		ACT Prep Bridge Daniels Fund		Band 4 years		Volunteer at Time Gallery Art Studio		
<b>INDUSTRY CERTIFICATION GOAL</b>				<b>ATTACHMENTS</b>				
What industry certification will be pursued: Studio Design Assoc				<input type="checkbox"/> Interest Inventory <input type="checkbox"/> Transcript <input type="checkbox"/> Degree Requirements				
Target Date for Completion: May 2019				<input type="checkbox"/> Assessment Results <input type="checkbox"/> Semester Schedule <input type="checkbox"/> Course Credit Check				
Certification Completed: Yes <input type="checkbox"/> No <input type="checkbox"/> Met Standard Yes <input type="checkbox"/> No <input type="checkbox"/>				<input type="checkbox"/> Transition Assessment (required for students) <input type="checkbox"/> Other:				



# Next Step Plan Template

Cert. Completed: ☐ Yes ☐ No ☐ Transition Assessment (receiving special education services) ☐ Other: ☐

(INSERT CAREER CLUSTER LOGO) PROGRAM OF STUDY:  STUDENT NAME & ID:

Diploma Options (Students with Disabilities):  
 Standard Diploma ☐ Career Readiness ☐ Ability ☐

DEPARTMENT NAME:  (INSERT SCHOOL LOGO)

	9 <sup>TH</sup> GRADE		10 <sup>TH</sup> GRADE		11 <sup>TH</sup> GRADE		12 <sup>TH</sup> GRADE	
	Course Name	Grade	Course Name	Grade	Course Name	Grade	Course Name	Grade
<b>State of New Mexico Graduation Requirements</b>								
Mathematics	Alg I		Geometry		Math 120		Math 121	
English Language Arts	Eng I		Eng II		Eng III		Eng 150	
Social Studies	NM Hist		US Hist.		Govt / Pol. Sci		Ec 105	
Science	Pol. Sci		Biology		Botany			
Physical Education	PE							
Cluster/Workplace/Language	College Suc.							
Health Education								
<b>School District Graduation Requirements</b>								
<b>Career Pathway Requirements/Elective</b>								
					Art 104			
					Art 101			
					Art Adv 101			
<b>General Electives</b>								
	BAND							
<b>Courses Required to be Repeated</b>								
<b>Mandatory Assessments</b>								
	PARCC		PARCC SBA		PARCC		ACT	
			EOC Math				PSAT	
<b>Optional Assessments</b>								
Codes:	Advanced Placement = AP	Distance Learning = DL	International Baccalaureate = IB	Other:				



Dual Credit = DC	Honors Course = HC	Online Line Class = OL	Other:
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This Postsecondary Program of Study should be completed for students in grades 11–12, and is optional for students in grades 9–10.

2 year - College or Program Name:	UWM Valencia	Degree Name/Training Program:	PhD ed Art
4 year - University Name:		Degree Name:	Asst of Art

Year 1		Year 2		
Summer	Fall	Spring	Summer	Spring
General Education Requirements for the POS/Degree/Training Plan				
BIO 110	SPAN 101	SPAN 102	MATH 120	HED 191
				MATH 120
Degree/Training Emphasis Courses (Major)				
		MUSIC APP 139	HIST 101	Polity Thesis 229
		Public Sp. 130	HEC 101	HEC 101
			HEC 101	HEC 101
Electives				
			EDUC 293	
			PSY 103	

State law at Section 21-1B-1 to 6 NMSA 1978, directs the New Mexico Higher Education Department to establish policies designed to allow core courses successfully completed by students at New Mexico public higher education institutions to guarantee transfer to any other New Mexico public higher education institutions. The listing of transferable courses can be found at <http://med.state.nm.us>.



## Next Step Plan Template

Next Step Plan Signature Page

STUDENT NAME and ID:

We have reviewed and approved this Next Step Plan (Legal Guardian may be substituted for Parent where applicable)

Parent Name:

Phone Number:

Email Address:

### Entering 9<sup>th</sup> Grade

Student Signature

Date

Parent Signature

Date

Print Parent Name

Parent Signature

Date

Print Parent Name

School Official  
Signature

Date

### Entering 10<sup>th</sup> Grade

Student Signature

Date

Parent Signature

Date

Print Parent Name

Parent Signature

Date

Print Parent Name

School Official  
Signature

Date

### Entering 11<sup>th</sup> Grade

Student Signature

Date

Parent Signature

Date

Print Parent Name

Parent Signature

Date

Print Parent Name

School Official  
Signature

Date

### Entering 12<sup>th</sup> Grade

Student Signature

Date

Parent Signature

Date

Print Parent Name

Parent Signature

Date

Print Parent Name

School Official  
Signature

Date

Comments (Entering 9<sup>th</sup> Grade):

Comments (Entering 10<sup>th</sup> Grade):

Comments (Entering 11<sup>th</sup> Grade):

Note: Review the attached Final Next Step Plan at this time in preparation for the senior year.

Comments (Entering 12<sup>th</sup> Grade):

## Next Step Plan Template

Final Next Step Plan

To be completed by all exiting Seniors

STUDENT NAME & ID:

Select the option(s) you plan to pursue after graduation.

**Note:** Use additional pages to address plans of action and follow-up.

Program Options	Provide information about your selections under Program Options.	Signatures below confirm review and approval of this Final Next Step Plan.
<b>Bachelor Degree Program:</b> Name of Degree Plan <input type="text"/> Name Public College/University <input type="text"/> Name Private College/University <input type="text"/>	Student Applied Yes <input type="checkbox"/> No <input type="checkbox"/> If no, include a plan of action. Student Admitted Yes <input type="checkbox"/> No <input type="checkbox"/>	<input type="text"/> Student Signature <span style="float: right;">Date</span>
<b>Associate Degree Program:</b> Name of Degree Plan <input type="text"/> Name Postsecondary institution <input type="text"/>	Student Applied Yes <input type="checkbox"/> No <input type="checkbox"/> If no, include a plan of action. Student Admitted Yes <input type="checkbox"/> No <input type="checkbox"/>	<input type="text"/> Parent Signature <span style="float: right;">Date</span>
<b>Trade Certification Program :</b> Name of Certificate program <input type="text"/> Name of Training Institution <input type="text"/>	Student Applied Yes <input type="checkbox"/> No <input type="checkbox"/> If no, include a plan of action. Student Admitted Yes <input type="checkbox"/> No <input type="checkbox"/>	<input type="text"/> School Designee <span style="float: right;">Date</span>
<b>Military Service:</b> Branch <input type="text"/>	Student Applied Yes <input type="checkbox"/> No <input type="checkbox"/> If no, include a plan of action. Student Admitted Yes <input type="checkbox"/> No <input type="checkbox"/>	<b>Notes:</b> <div style="border: 1px solid black; height: 200px; width: 100%;"></div>
<b>Work Study/Apprenticeship Program:</b> Career Area of Focus <input type="text"/>	Student Applied Yes <input type="checkbox"/> No <input type="checkbox"/> If no, include a plan of action. Student Admitted Yes <input type="checkbox"/> No <input type="checkbox"/>	
<b>Employment:</b> Career Area of Focus <input type="text"/>	Student Applied Yes <input type="checkbox"/> No <input type="checkbox"/> If no, include a plan of action. Student Hired Yes <input type="checkbox"/> No <input type="checkbox"/>	
Has the student applied for financial aid/scholarships? Yes <input type="checkbox"/> No <input type="checkbox"/> Include a plan for necessary follow-up: Has the student applied for campus (or other) housing? Yes <input type="checkbox"/> No <input type="checkbox"/> Include a plan for necessary follow-up: Has the student arranged transportation? Yes <input type="checkbox"/> No <input type="checkbox"/> Include a plan for necessary follow-up:		



## Appendix C - Next Step Plan

Next Step Plan (Template Form Found Online) Complete a sample Next Step Plan for each program of study.  
<https://webnew.ped.state.nm.us/bureaus/college-career-readiness/next-step-plan/>

Next Step Plan Template			
STUDENT INFORMATION		SCHOOL NAME:	
Student Name:	Student Name	High School Entry Date:	Aug 2018
Student State ID Number:	00 000 0000	Target Graduation Date:	May 2019
Student Email Address:	abc@studentemail.com	Course of Study:	Gen Mgmt
Birthdate:	01/01/01	Age:	16
Check those that apply:	<input type="checkbox"/> 504 Plan <input type="checkbox"/> IEP <input type="checkbox"/> ELL <input type="checkbox"/> SAT	Grade Level:	9 <sup>th</sup> Grade <input type="checkbox"/> 10 <sup>th</sup> Grade <input type="checkbox"/> 11 <sup>th</sup> Grade <input type="checkbox"/> 12 <sup>th</sup> Grade <input checked="" type="checkbox"/>
School Designee:		Date Initiated:	

CAREER GOAL	PERSONAL GOAL	POST-GRADUATION GOAL
Career Cluster: Bus Mgmt Assoc. Occupation: Business Adm Occupation Skill Sets: Manage, Commun, Criticism Wage Info: \$36 / hour Occupation Demand: 10% growth	To earn degrees & live well  ACADEMIC GOAL Keep as close to 4.0  FAMILY AND COMMUNITY SUPPORT SYSTEMS Parents brothers, friends	Work Full-Time: Yes <input type="checkbox"/> No <input type="checkbox"/> Work Part-Time: Yes <input type="checkbox"/> No <input type="checkbox"/> Enter the Military: Yes <input type="checkbox"/> No <input type="checkbox"/> Apprenticeship: Yes <input type="checkbox"/> No <input type="checkbox"/> 2-Year Training: Yes <input type="checkbox"/> No <input type="checkbox"/> 2-Year Degree: Yes <input type="checkbox"/> No <input type="checkbox"/> 4-Year Degree: Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> Undecided: Yes <input type="checkbox"/> Notes:

EXTRA HELP STRATEGIES (Extra Assistance)	ACADEMIC ENHANCEMENT OPTIONS/Scholarship Requirements	EXTRA/CO-CURRICULAR ACTIVITIES	POSTSECONDARY/CAREER ENHANCEMENT OPTIONS
Tutoring lab Advisors	College Courses Scholarship - Questbridge Daniels Fund	NHS Art	

INDUSTRY CERTIFICATION GOAL	ATTACHMENTS
What industry certification will be pursued: Bachelor of Bus. Adm	<input type="checkbox"/> Interest Inventory <input type="checkbox"/> Transcript <input type="checkbox"/> Degree Requirements
Target Date for Completion: May 2021	<input type="checkbox"/> Assessment Results <input type="checkbox"/> Semester Schedule <input type="checkbox"/> Course Credit Check
Certification Completed: Yes <input type="checkbox"/> No <input type="checkbox"/> Met Standard Yes <input type="checkbox"/> No <input type="checkbox"/>	<input type="checkbox"/> Transition Assessment (required for students) <input type="checkbox"/> Other:



# Next Step Plan Template

Cert. Completed: ☐ Yes ☐ No ☐ Transition Assessment (receiving special education services) ☐ Other:

(INSERT CAREER CLUSTER LOGO)

PROGRAM OF STUDY:

STUDENT NAME & ID:

Diploma Options (Students with Disabilities):

Standard Diploma ☐ Career Readiness ☐ Ability ☐

DEPARTMENT NAME:

(INSERT SCHOOL LOGO)

	9 <sup>TH</sup> GRADE		10 <sup>TH</sup> GRADE		11 <sup>TH</sup> GRADE		12 <sup>TH</sup> GRADE	
	Course Name	Grade	Course Name	Grade	Course Name	Grade	Course Name	Grade
<b>State of New Mexico Graduation Requirements</b>								
Mathematics	Alg I		Geometry		Math 120		Math 121	
English Language Arts	Eng I		Eng II		Eng III / Eng 110		Eng 150	
Social Studies	NM Hist		US Hist		Pol Sci		EON 105	
Science	Phys Science		Biology		Chemistry			
Physical Education	PE				HIS 141			
Cluster/Workplace/Language	College Readiness							
Health Education								
<b>School District Graduation Requirements</b>								
<b>Career Pathway Requirements/Elective</b>								
			Eng 120		BIO		Comp Bus. Stud.	
			Acct Fund. 101		BIO Lab		Calc I	
			Acct Fin II		Psych 105			
<b>General Electives</b>								
					Art 106			
					Sign Lang 201			
<b>Courses Required to be Repeated</b>								
<b>Mandatory Assessments</b>								
	PARCC		PARCC/SBA		PARCC		EOC/EOG	
	EOC				EOC/GOVT			
<b>Optional Assessments</b>								
Codes:	Advanced Placement = AP		Distance Learning = DL		International Baccalaureate = IB		Other:	



Dual Credit = DC	Honors Course = HC	Online Line Class = OL	Other:

This Postsecondary Program should be completed for students in grades 11–12, and is optional for students in grades 9–10.

Degree Name/Training Program:

Degree Name:

Year 1			Year 2		
Summer	Fall	Spring	Summer	Fall	Spring
General Education Requirements for the POS/Degree/Training Plan					
	Math 120	Meta 121	Art 106	Eus 105	
	Eng 105			Tech 219	
	Spa 101	Spa 102		Acct 1	Acct II
				Computing	
				Bus. 321	
Degree/Training Emphasis Courses (Major)					
Electives					

State law at Section 21-1B-1 to 6 NMCSA 1978, directs the New Mexico Higher Education Department to establish policies designed to allow core courses successfully completed by students at New Mexico public higher education institutions to guarantee transfer to any other New Mexico public higher education institutions. The listing of transferable courses can be found at <http://hed.state.nm.us>.

## Next Step Plan Template

Next Step Plan Signature Page

STUDENT NAME and ID: \_\_\_\_\_

We have reviewed and approved this Next Step Plan (Legal Guardian may be substituted for Parent where applicable)

Parent Name: \_\_\_\_\_

Phone Number: \_\_\_\_\_

Email Address: \_\_\_\_\_

Entering 9 <sup>th</sup> Grade		Entering 10 <sup>th</sup> Grade		Entering 11 <sup>th</sup> Grade		Entering 12 <sup>th</sup> Grade	
Student Signature	Date	Student Signature	Date	Student Signature	Date	Student Signature	Date
Parent Signature	Date	Parent Signature	Date	Parent Signature	Date	Parent Signature	Date
Print Parent Name		Print Parent Name		Print Parent Name		Print Parent Name	
Parent Signature	Date	Parent Signature	Date	Parent Signature	Date	Parent Signature	Date
Print Parent Name		Print Parent Name		Print Parent Name		Print Parent Name	
School Official Signature	Date	School Official Signature	Date	School Official Signature	Date	School Official Signature	Date

Comments (Entering 9<sup>th</sup> Grade):

Comments (Entering 10<sup>th</sup> Grade):

Comments (Entering 11<sup>th</sup> Grade):

*Note: Review the attached Final Next Step Plan at this time in preparation for the senior year.*

Comments (Entering 12<sup>th</sup> Grade):



## Next Step Plan Template

Final Next Step Plan

To be completed by all exiting Seniors

STUDENT NAME & ID:

Select the option(s) you plan to pursue after graduation.

**Note:** Use additional pages to address plans of action and follow-up.

Program Options	Provide information about your selections under Program Options.	Signatures below confirm review and approval of this Final Next Step Plan.
<b>Bachelor Degree Program:</b> Name of Degree Plan <input type="text"/> Name Public College/University <input type="text"/> Name Private College/University <input type="text"/>	Student Applied Yes <input type="checkbox"/> No <input type="checkbox"/> If no, include a plan of action. Student Admitted Yes <input type="checkbox"/> No <input type="checkbox"/>	<input type="text"/> Student Signature _____ Date _____ <input type="text"/> Parent Signature _____ Date _____ <input type="text"/> School Designee _____ Date _____
<b>Associate Degree Program:</b> Name of Degree Plan <input type="text"/> Name Postsecondary institution <input type="text"/>	Student Applied Yes <input type="checkbox"/> No <input type="checkbox"/> If no, include a plan of action. Student Admitted Yes <input type="checkbox"/> No <input type="checkbox"/>	
<b>Trade Certification Program :</b> Name of Certificate program <input type="text"/> Name of Training Institution <input type="text"/>	Student Applied Yes <input type="checkbox"/> No <input type="checkbox"/> If no, include a plan of action. Student Admitted Yes <input type="checkbox"/> No <input type="checkbox"/>	
<b>Military Service:</b> Branch <input type="text"/>	Student Applied Yes <input type="checkbox"/> No <input type="checkbox"/> If no, include a plan of action. Student Admitted Yes <input type="checkbox"/> No <input type="checkbox"/>	
<b>Work Study/Apprenticeship Program:</b> Career Area of Focus <input type="text"/>	Student Applied Yes <input type="checkbox"/> No <input type="checkbox"/> If no, include a plan of action. Student Admitted Yes <input type="checkbox"/> No <input type="checkbox"/>	
<b>Employment:</b> Career Area of Focus <input type="text"/>	Student Applied Yes <input type="checkbox"/> No <input type="checkbox"/> If no, include a plan of action. Student Hired Yes <input type="checkbox"/> No <input type="checkbox"/>	
Has the student applied for financial aid/scholarships?	Yes <input type="checkbox"/> No <input type="checkbox"/> Include a plan for necessary follow-up:	<b>Notes:</b> <div style="border: 1px solid black; height: 200px; width: 100%;"></div>
Has the student applied for campus (or other) housing?	Yes <input type="checkbox"/> No <input type="checkbox"/> Include a plan for necessary follow-up:	
Has the student arranged transportation?	Yes <input type="checkbox"/> No <input type="checkbox"/> Include a plan for necessary follow-up:	

Courses to be added for CR	Semester	Credit	Counselor Signature	E2020 Signature	Teacher Signature	Date
Pre-Calc (3) Adv.			J. L.			8/10/17
For SS (1)			R. Adh	Donna Naylor		
ECON 105 (2) 1	Fall			don.naylor@msn.com		
Agriculture (5)						
Sci of Large Animals (5)						



### Graduation Checklist for 2018 Cohort: Credit Requirements

At least one course must be Honors (H), Advanced Placement (AP), Dual Credit (DC), or Distance Learning (DL). Distance Learning is not Credit Recovery and cannot be counted as such. Please list which course(s) meets this requirement by placing an H, AP, DC, or DL in the box when completed. Final examinations shall be administered to all students in all classes offered for credit.

Student Name: \_\_\_\_\_

	Course Name	Course	H, AP, DC, DL	Date Completed	Credit #	
English Language Arts	English I				1	Requirement: 4 credits of English with major emphasis on grammar, nonfiction writing, and literature. Options: English Language Arts (ELA) 1 (1001), ELA 2 (1002), ELA 3 (1003), ELA 4 (1004). AP courses covering the required content are also permitted.
	English II				1	
	English	110	DC		1	
	Eng/Lang Arts	150	DC		1	
	Total Credits: English Language Arts				4	

	Course Name	Course	H, AP, DC, DL	Date Completed	Credit #	
Math	Algebra I				1	Requirement: 4 credits of math in high school including Algebra II (or equivalent) unless excused in junior Next Step Plan*. Options: Pre-Algebra (2021)**, Algebra I (2031), Geometry (2034), Applied Math (2024), Algebra II (2041), Algebra II/Trig (2044), Financial Literacy (2097), Integrated Pathway: Math I (2080), Integrated Pathway: Math II (2081), Integrated Pathway: Math III (2083), AP Courses, and courses at a higher level than Algebra II. *Students who use the Algebra I EoC score to meet Assessment Requirements may not waive Algebra II. **Ninth Grade Pre-Algebra will no longer be an option for high school credit beginning with the 2019 cohort.
	Geometry				1	
	Algebra II				1	
	Pre-Calculus				0.5	
	Total Credits: Math				3.5	

	Course Name	Course	H, AP, DC, DL	Date Completed	Credit #	
World	NM History				0.5	Requirement: 3.5 credits to include US History and Geography, World History and Geography, Government and Economics, and 0.5 credit of NM History. Options: US History and Geography (2729), World History and Geography (2706), 0.5 US Government (2730), 0.5 Economics (2741), 0.5 NM History (2717). AP courses covering the required content are also permitted.
	Health				0.5	
	World History				1	
	US History				1	
	Government/Economics				0.5	
	Total Credits: Social Studies				3.5	

### Graduation Checklist for 2018 Cohort: Credit Requirements

Student Name: Naylor, Yolonne

	Course Name	Course	H, AP, DC, DL	Date Completed	Credit #	
Science	Physical Science				1	Requirement: 3 credits of science, two of which must have a laboratory component. Options: Secondary courses under STARS codes in the 1700s.
	Biology				1	
	Forensic Science				1	
	Total Credits: Science				3	

	Course Name	Course	H, AP, DC, DL	Date Completed	Credit #	
Physical Education	Physical Education				1	Requirement: One unit in physical education. Option: May include participation in marching band, JROTC, or interscholastic sports sanctioned by the New Mexico Activities Association.
	Total Credits: Physical Education				1	

	Course Name	Course	H, AP, DC, DL	Date Completed	Credit #	
Career Cluster, Workplace Readiness, Language	Educ	293			1	Requirement: One unit in a career cluster course, workplace readiness or a language other than English.
	Total Credits: CC, WR, Language				1	

Electives	Course Name	Course	H, AP, DC, DL	Date Completed	Credit #	Requirement: 7.5 elective units that meet department content and performance standards. Options: student service learning, pre-apprenticeship programs, media literacy, additional courses in core subjects, and numerous other options.
	Science of Large Ag Animals				0.5	
	Intro To Agriculture				1	
	Horticulture /Botany				1	
	Health Occupations	293	DC	15-16	1	
	Test Preparation				1	
	Driver Ed				0.5	
	Spanish I				1	
	English III				1	
	Advisory				1.75	
Total Credits: Electives					8.75	
Health	Course Name	Course	H, AP, DC, DL	Date Completed	E, MS	Requirement: one course (0.5 or 1 credit) of Health (1401), either as an elective unit above (E) or as completed in Middle School (MS)
	Health					

Graduation Checklist for 2018 Cohort: Credit Requirements						
Student Name: Naylor, Yolonne						
Other	Course Name	Course	H, AP, DC, DL	Date Completed	Credit #	Districts and charter schools may add additional courses to reflect local credit requirements for graduation.
	Spanish	101	DC	15-16	1	
	Spanish	102	DC	15-16	1	
	Total Credits: Other				2	

Total High School Credits	26.75	Required: 24 Credits
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Select the option(s) you plan to pursue after graduation.

**Note: Use additional pages to address plans of action and follow-up.**

Program Options	Provide information about your selections under Program Options.
<b>Bachelor Degree Program:</b>	Student Applied Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> If no, include a plan of action. Student Admitted Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>
Name of Degree Plan ➡	General Science/Liberal Arts
Name Public College/University ➡	UNM VC
Name Private College/University ➡	
<b>Associate Degree Program:</b>	Student Applied Yes <input type="checkbox"/> No <input type="checkbox"/> If no, include a plan of action. Student Admitted Yes <input type="checkbox"/> No <input type="checkbox"/>
Name of Degree Plan ➡	
Name Postsecondary institution ➡	
<b>Trade Certification Program :</b>	Student Applied Yes <input type="checkbox"/> No <input type="checkbox"/> If no, include a plan of action. Student Admitted Yes <input type="checkbox"/> No <input type="checkbox"/>
Name of Certificate program ➡	
Name of Training Institution ➡	
<b>Military Service:</b>	Student Applied Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> If no, include a plan of action. Student Admitted Yes <input type="checkbox"/> No <input type="checkbox"/>
Branch ➡	Air Force
<b>Work Study/Apprenticeship Program:</b>	Student Applied Yes <input type="checkbox"/> No <input type="checkbox"/> If no, include a plan of action. Student Admitted Yes <input type="checkbox"/> No <input type="checkbox"/>
Career Area of Focus ➡	
<b>Employment:</b>	Student Applied Yes <input type="checkbox"/> No <input type="checkbox"/> If no, include a plan of action. Student Hired Yes <input type="checkbox"/> No <input type="checkbox"/>
Career Area of Focus ➡	

Has the student applied for financial aid/scholarships?

Yes ☒ No ☐ Include a plan for necessary follow-up:

Has the student applied for campus (or other) housing?

Yes ☐ No ☒ Include a plan for necessary follow-up:

Has the student arranged transportation?

Yes ☒ No ☐ Include a plan for necessary follow-up:

Signatures below confirm review and approval of this Final Next Step Plan.

	3/8/18
Student Signature	Date
	3/8/18
Parent Signature	Date
	3/8/18
School Designee	Date

#### Notes:

Community Service Hours - 20hrs completed. *REQUIRED.*

-Pre-Calc-B  
-Econ

18

Grad Standard Year

#

e: mail: shule9800@outlook.com


(1.5)  
B(1) ✓

S.S.  
2/5/2014

64m Hours

(1)  
(1)  
(1)  
(.5)  
(1)  
(1)  
(.5)  
(1)  
(.5)  
(1)

B

(TP)  B-

AP, Dual Credit or Distance Learning	✓	✓
High School Graduation Assessment (SBA)		

- \*Univ. of Denver transfer
- \*Scholarships (applying)
- \*ACT / Sept. Oct.
- \*Test Strategies
- \*EOC (Alg I) as PARCC Assessment

[illegible]



credit. Distance Learning is not Credit Recovery and cannot be counted as such. Final examinations shall be administered to all students in all classes offered for credit.

Student Name: Williams,

English Language Arts	Course Name	Course	H, AP, DC, DL	Date Completed	Credit #	Requirement: 4 credits of English with major emphasis on grammar, nonfiction reading, and writing. Options: English Language Arts (ELA) 1 (1001), ELA 2 (1002), ELA 3 (1003), ELA 4 (1004). AP courses covering the required content are also permitted.
	English I				1	
	English II				1	
	English III (120)				1	
	English 150				1	
Total Credits: English Language Arts					4	

Math	Course Name	Course	H, AP, DC, DL	Date Completed	Credit #	Requirement: 4 credits of math in high school including Algebra II (or equivalent) unless excused in junior Next Step Plan*. Options: Pre-Algebra (2021)**, Algebra I (2031), Geometry (2034), Applied Math (2024), Algebra II (2041), Algebra II/Trig (2044), Financial Literacy (2097), Integrated Pathway: Math I (2080), Integrated Pathway: Math II (2081), Integrated Pathway: Math III (2083), AP Courses, and courses at a higher level than Algebra II. *Students who use the Algebra I EoC score to meet Assessment Requirements may not waive Algebra II. **Ninth Grade Pre-Algebra will no longer be an option for high school credit beginning with the
	Algebra I				1	
	Geometry				1	
	Math 120				1	
	College Algebra 121	(In progress)			X	
Total Credits: Math					4	

Social Studies	Course Name	Course	H, AP, DC, DL	Date Completed	Credit #	Requirement: 3.5 credits to include US History and Geography, World History and Geography, Government and Economics, and 0.5 credit of NM History. Options: US History and Geography (2729), World History and Geography (2706), 0.5 US Government (2730), 0.5 Economics (2741), 0.5 NM History (2717). AP courses covering the required content are also permitted.
	NM History				0.5	
	World History				1	
	US History (162)				1	
	Government/Economics				2	
Total Credits: Social Studies					4.5	

Student Name: Williams,						
Science	Course Name	Course	H, AP, DC, DL	Date Completed	Credit #	Requirement: 3 credits of science, two of which must have a laboratory component. Options: Secondary courses under STARS codes in the 1700s.
	Physical Science				1	
	Biology				1	
	Forensic Science				1	
	Total Credits: Science				3	
Physical Education	Course Name	Course	H, AP, DC, DL	Date Completed	Credit #	Requirement: One unit in physical education. Option: May include participation in marching band, JROTC, or interscholastic sports sanctioned by the New Mexico Activities Association.
	PE				1	
	Total Credits: Physical Education				1	
Career Cluster, Workplace Readiness, Language	Course Name	Course	H, AP, DC, DL	Date Completed	Credit #	Requirement: One unit in a career cluster course, workplace readiness or a language other than English.
	Elem Spanish I				1	
	Total Credits: CC, WR, Language				1	
Electives	Course Name	Course	H, AP, DC, DL	Date Completed	Credit #	Requirement: 7.5 elective units that meet department content and performance standards. Options: student service learning, pre-apprenticeship programs, media literacy, additional courses in core subjects, and numerous other options.
	Advisory				1.5	
	Intro to Art				1	
	Digital Arts				2	
	Intro to Sign 201				1	
	Li/Wrtg 298/219/113				2.5	
	Teacher Aide				1	
	Biology 123/124				1.5	
	History of Art				1	
Total Credits: Electives				11.5		
Health	Course Name	Course	H, AP, DC, DL	Date Completed	E, MS	Requirement: one course (0.5 or 1 credit) of Health (1401), either as an elective unit above (E) or as completed in Middle School (MS)
	Health				0.5	



Student Name: Williams, /

Other

Course Name:  
Intro to Geo  
Dev Psych

Course

M, AP,  
Honors, DL

Course  
Completed

Credit #

Credit requirements for graduation.  
Additional courses to reflect local

Total Credits: Other

Total High School Credits

29

Required: 24 Credits

College Readiness

1

# Next Step Plan Template

STUDENT NAME & ID: Williams, Ashlei N.

Select the option(s) you plan to pursue after graduation.

and follow-up.

Program of Study

Bachelor Degree Program:

Student Applied Yes ☒ No ☐ If no, include a plan of action.  
Student Admitted Yes ☐ No ☐

Name of Degree Plan

Name Public College/University

Name Private College/University

NMSU

Signatures below confirm review and approval of this Final Next Step Plan.

Ashlei Williams 2-12-18  
Student Signature Date

Michelle Williams 2-12-18  
Parent Signature Date

2-12-18  
School Designee Date

Associate Degree Program:

Student Applied Yes ☒ No ☐ If no, include a plan of action.  
Student Admitted Yes ☒ No ☐

Name of Degree Plan

Name Postsecondary institution

General Studies

NMSU

Trade Certification Program :

Student Applied Yes ☒ No ☐ If no, include a plan of action.  
Student Admitted Yes ☒ No ☐

Name of Certificate program

Name of Training Institution

Military Service:

Student Applied Yes ☐ No ☒ If no, include a plan of action.  
Student Admitted Yes ☐ No ☒

Branch

Work Study/Apprenticeship Program:

Student Applied Yes ☐ No ☒ If no, include a plan of action.  
Student Admitted Yes ☐ No ☒

Career Area of Focus

Employment:

Student Applied Yes ☒ No ☐ If no, include a plan of action.  
Student Hired Yes ☒ No ☐

Career Area of Focus

Has the student applied for financial aid/scholarships?

Yes ☒ No ☐ Include a plan for necessary follow-up:

Has the student applied for campus (or other) housing?

Yes ☒ No ☐ Include a plan for necessary follow-up:

Has the student arranged transportation?

Yes ☒ No ☐ Include a plan for necessary follow-up:

Notes:



# OFFICIAL TRANSCRIPT

STUDENT NAME: Williams, ...  
 GRADE: 12 BIRTH DATE: 05/16/2000  
 Graduation Year: 2018



## School of Dreams Academy

906 Juan Perea Rd.  
 Los Lunas, New Mexico  
 87031

	S1	CR	S2	CR		SEMESTER 1	SEMESTER 2
17-18 School of Dreams Academy Secondary							
Developmental Psychology 220 (DC)		0.00					
Intro to Geology Lab 105L (DC)		0.00					
College Algebra 121 (DC)		0.00					
16-17 School of Dreams Academy							
HS Advisory	A+	0.25	A+	0.25			
16-17 School of Dreams Academy Secondary							
Physical Education (C)					A+	1.00	
16-17 The University of New Mexico							
Elementary Spanish I (SPAN 101)			B-	1.00			
Study of Literature (ENGL 150)			B	1.00			
U.S. History (HIST 162)			B+	1.00			
Tech and Prof. Writing (ENGL 219)					B+	1.00	
History of Art I	C-	1.00					
ENGL 120 Composition III	B-	1.00					
Math 120 Intermediate Algebra	B	1.00					
BIOL 123 Biology	C	1.00					
BIOL 124 L Biolog Lab	B-	0.50					
POLS 11 (Government)	B-	1.00					
16-17 The University of New Mexico							
Introductory Microeconomics (ECON 106)					B+	1.00	
15-16 School of Dreams Academy							
Physical Education	B+	0.50	B-	0.50			
HS Advisory	A+	0.25	A-	0.25			
Psychology 101	B+	0.50	B+	0.50			
English II	A-	0.50	C	0.50			
GEOMETRY	B	0.50	A-	0.50			
Biology	B-	0.50	B-	0.50			
World History	B-	0.50	B-	0.50			
15-16 The University of New Mexico							
ENGL 115 Enhanced Composition			A+	1.00			
ENGL 226 Workshop in Lit or Wrtg			A+	0.50			
ENGL 227 Workshop in Signed Language			A-	1.00			
14-15 School of Dreams Academy							
Physical Education	A	0.50	A-	0.50	A = 4.00	ACT-English 15	
Math	A+	0.25	A-	0.25	B = 3.00	ACT-Reading 20	
Psychology 101	A+	0.50	A+	0.50	C = 2.00	ACT-Math 16	
English	A-	0.50	B+	0.50	D = 1.00	ACT-Science 12	
Math	A	0.50			F = 0.00		
Physical Education	A-	0.50	A-	0.50	P = Passing	ACT-Comp. 16	
Physical Education	A-	0.50	A	0.50	WF = Withdraw Fail	ACT Date 04/18/2015	
Physical Education	A-	0.50	A	0.50	NC = No Credit		
Physical Education	A-	0.50	A	0.50	DC = Dual Credit		
14-15 The University of New Mexico							
College Business	A-	1.00					
General Psychology			A	1.00			
None The University of New Mexico							
Elementary Spanish I (SPAN 101)			B-	1.00			

Total Units Completed: 15.0  
 Cumulative GPA: 3.00  
 Rank: 14 of 15  
 Graduation Date:

SIGNATURE

DATE

### UNM Valencia Requires A Minimum of 60 Acceptable Semester Hours

EARNED: 38.00 HOURS

IN-PROGRESS 6.00 HOURS

NEEDS: 16.00 HOURS



### A MINIMUM OF 15 SEMESTER HOURS MUST BE EARNED IN RESIDENCE AT UNM VALENCIA

#### Residency Requirement Complete

S:15 EDUC293	1.0 A-	T: College Readiness
F:15 PSY 105	3.0 A	General Psychology
S:16 ENGL113	4.0 A+	Enhanced Composition
S:16 ENGL298	2.0 A+	Wkshp in Lit Or Wrtg
S:16 SIGN201	3.0 A-	Intro to Signed Language
F:16 BIOL123	3.0 C	Bio for Health Related Sci
F:16 BIOL124L	1.0 B-	Bio-Health Sci Lab
F:16 ENGL120	3.0 B-	Composition III
F:16 MATH120	0.0 CR >D	Intermediate Algebra
PROCESSED AS: MATH103		

### UNM Branch Campus requirement of a minimum 2.00 GPA complete

### ASSOCIATE OF APPLIED SCIENCE in INTEGRATED STUDIES

EARNED: 35.00 HOURS

3.238 GPA

IN-PROGRESS 6.00 HOURS

NEEDS: 19.00 HOURS

#### 1) English 101/110 Complete

S:16 ENGL113 3.0 A+ >S Enhanced Composition

#### 2) English 102/120 Complete

F:16 ENGL120 3.0 B- Composition III  
>>MATCHED AS: ENGL102

$$\begin{aligned}
 W+S &= 9 \\
 P+S &= 8 \\
 M &= 3 \\
 S+B &= 6 \\
 H &= 6 \\
 FA &= 3 \\
 FL &= 3 \\
 \hline
 &= 38
 \end{aligned}$$

Apodaca  
UNM ID: 101-71-8011  
DATE OF BIRTH: 31-AUG-2000

THE UNIVERSITY OF NEW MEXICO  
OFFICE OF THE REGISTRAR  
ALBUQUERQUE, NEW MEXICO 87131-0001

PAGE: 1  
DATE ISSUED: 26-JUN-2018

Course Level: Associate/Certificate

SUBJ NO.	COURSE TITLE	CRED GRD	PTS R
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INSTITUTION CREDIT:

Fall 2017

Non-Degree Status

WLDT 141	M I G & T I G Wldg	4.00 B	12.00
Ehrs: 4.00	GPA-Hrs: 4.00	Qpts: 12.00	GPA: 3.00

Spring 2018

Non-Degree Status

WLDT 101	Welding Blueprint Reading	4.00 A+	17.32
WLDT 105	Arc Welding I	4.00 A-	14.68
Ehrs: 8.00	GPA-Hrs: 8.00	Qpts: 32.00	GPA: 4.00

\*\*\*\*\* TRANSCRIPT TOTALS \*\*\*\*\*

	Earned Hrs	GPA Hrs	Points	GPA
TOTAL INSTITUTION	12.00	12.00	44.00	3.66

TOTAL TRANSFER	0.00	0.00	0.00	0.00
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OVERALL	12.00	12.00	44.00	3.66
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\*\*\*\*\* CONTINUED ON PAGE 2 \*\*\*\*\*

ISSUED TO:

SCHOOL OF DREAMS ACADEMY  
906 JUAN PEREA RD  
LOS LUNAS, NM 87031-7778

UNOFFICIAL ACADEMIC  
TRANSCRIPT

NOT TO BE RELEASED  
TO THIRD PARTY WITHOUT  
STUDENT CONSENT



Apodaca  
UNM ID: 101-71-8011  
DATE OF BIRTH: 31-AUG-2000

THE UNIVERSITY OF NEW MEXICO  
OFFICE OF THE REGISTRAR  
ALBUQUERQUE, NEW MEXICO 87131-0001

PAGE: 2  
DATE ISSUED: 26-JUN-2018

Course Level: Non Degree Undergraduate

Current Program

Non-Degree Program

Program : Non-Degree Undergraduate

College : Non-Degree Status

Campus : Valencia

Major : Non-Degree

SUBJ NO.	COURSE TITLE	CRED GRD	PTS R
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INSTITUTION CREDIT:

Spring 2015

Non-Degree Status

EDUC 293	T: College Readiness	1.00 C+	2.33
Ehrs: 1.00	GPA-Hrs: 1.00	Qpts: 2.33	GPA: 2.33

Fall 2015

\*\*\*\*\*

\*\*\* ADMINISTRATIVE COMMENTS \*\*\*

Withdrew 10-SEP-2015

\*\*\*\*\*

\*\*\*\*\* TRANSCRIPT TOTALS \*\*\*\*\*

	Earned Hrs	GPA Hrs	Points	GPA
TOTAL INSTITUTION	1.00	1.00	2.33	2.33

TOTAL TRANSFER	0.00	0.00	0.00	0.00
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OVERALL	1.00	1.00	2.33	2.33
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\*\*\*\*\* END OF TRANSCRIPT \*\*\*\*\*

ISSUED TO:

SCHOOL OF DREAMS ACADEMY  
906 JUAN PEREA RD  
LOS LUNAS, NM 87031-7778

UNOFFICIAL ACADEMIC  
TRANSCRIPT

NOT TO BE RELEASED  
TO THIRD PARTY WITHOUT  
STUDENT CONSENT

**1800 Main St. NESuite 250,  
Los Lunas, New Mexico 87031**

## Secondary Individualized Education Program (IEP)

### Student Demographics

<b>★ Most Recent Evaluation Date:</b>	09/15/2015	<b>Next Evaluation Date:</b>	09/15/2018	<b>Next Annual IEP Date:</b>	05/23/2018
<b>Student Name:</b>	-	<b>Student State ID#:</b>	103580403	<b>Date:</b>	05/23/2018
<b>Grade:</b>	Twelfth grade	<b>DOB:</b>	07/17/1999	<b>Age:</b>	18
<b>Gender:</b>	Male	<b>Ethnicity:</b>	Caucasian		
<b>Parent(s) /Guardian(s):</b>	-	<b>Home Phone:</b>	505-916-6377	<b>Work Phone:</b>	
<b>Address:</b>	24 Viasa Rd	<b>City:</b>	Los Lunas	<b>State/Zip:</b>	New Mexico 87031
<b>School:</b>	School of Dreams Academy	<b>School Phone:</b>			
<b>School Address:</b>	1800 Main St. NE	<b>City:</b>	Los Lunas	<b>State/Zip:</b>	New Mexico 87031
<b>IEP Meeting Purpose:</b> Other: Senior Transition IEP					
<b>Based on assessment and evaluation information and the IEP determination of eligibility:</b> <b>★ The primary disability is:</b> Other Health Impairment <b>Identified areas of need:</b> Math, reading, written language, behavior, language  <b>★ The secondary is:</b> <b>Identified areas of need:</b>					

<b>Student Profile</b>			
<b>Student Name:</b>		<b>Student State ID#:</b>	103580403
<b>Date:</b>	05/23/2018		
<b>What do the parent(s) and student envision as the student's future?</b> <b>Student/Family Vision Statement:</b> Deric sees himself graduating from high school and going into the military. He is interested in the Marines.			
<b>Employment:</b> Deric would like to join the Marines. Deric would like to get his EMT license and his welder's license.			
<b>Community Participation:</b> Currently Deric is not participating in any community projects, however he helps his uncle with caring for his pig farm. He helps with feeding and watering. He also helps his dad with odd jobs. He will also help his grandmother with yard work and with the house.			
<b>Recreation &amp; Leisure</b> Deric likes to target shoot. He likes to do anything and everything. He enjoys listening to music, hanging out with friends and being outdoors. He loves swimming.			
<b>Post-Secondary Training &amp; Learning</b> After high school Deric plans on <del>joining the military</del> .			
<b>Daily/Independent Living:</b> Deric has chores that he does at home on the weekends. He also takes care of the family pets by feeding and watering them. He does dishes on occasion. He helps his little brother when possible. He will do the family laundry.			
Note: Completion of this section requires the IEP team to consider and describe the student's academic and functional strengths and concerns as identified by the parent, student, teachers, related service staff, and other team members. The IEP team must consider additional results from: state and district-wide assessments, transition assessments, initial and most recent psychological educational evaluations, evaluations provided by the district, parents or guardians, and any extracurricular and non-academic areas that may be affected.			
<b>Domain</b>		<b>Description</b>	
<b>Academic:</b> - State and district assessments - Language assessments		<b>Strengths</b> 2017-2018 Semester 1 Grades: Advisory-94(A); Teacher's Aid-92(A-); Government- C-; Dance C Team- A; English IV-72(C-); Financial Literacy-90 (A-).  2017-2018 Semester 2 Grades: Advisory-93(A-); Teacher's Aid-91(A-); Economics-66(D); Dance C Team-98 (A+); English IV-61(D-); Financial Literacy-82(B-).  Mrs. Buda states that Deric is a hard worker and has a lot of knowledge about construction and cars. He is polite and respectful. He had to take an ADC and completed it for his graduation requirement.  Mrs. Schildknecht state that he is polite and respectful.  SLP: Mrs. Hernandez states that he is very charming and loves to discuss various topics.	



	<p>School Social Worker: Mrs. Nelson states that Deric has gotten better at his self advocacy skills. He can take redirection much better now. He is very helpful and willing to help anyone. He is compassionate.</p> <p>Deric has been scheduled to retake the ASVAB within the next month or two.</p> <p>Derek was scoring in the Level I on both Math and Language Arts for the Spring of 2017.</p> <p>Derek's MAP's Scores: Physical Science-197; Life Skills-197; Earth and Space-197.</p> <p><b>Concerns/Recommendations</b> Derek feels like he is doing well in his classes.</p> <p>Mrs. Buda states that he has difficulty academically in particular with his writing skills. She believes that he may be afraid to ask for help.</p> <p>Mrs. Schildknecht stated that he never has asked for help.</p> <p>SLP: Mrs. Hernandez states that he did not have very good attendance to his Speech Therapy.</p> <p>School Social Worker: Mrs. Nelson states that Deric sometimes lacks self motivation and is not always appropriate with self-control. He gets stressed and will shut down. He has some difficulty with coping skills.</p>
<p><b>Recreation &amp; Leisure:</b> (extra-curricular and non-academic)</p>	<p><b>Strengths</b> Deric likes to target shoot. He likes to do anything and everything. He enjoys listening to music, hanging out with friends and being outdoors.</p> <p><b>Concerns/Recommendations</b> None</p>
<p><b>Community Participation:</b></p>	<p><b>Strengths</b> Currently Deric is not participating in any community projects, however he helps his uncle with caring for his pig farm. He helps with feeding and watering. He also helps his dad with odd jobs.</p> <p><b>Concerns/Recommendations</b> None</p>
<p><b>Jobs and Job Training:</b> Transition assessments</p>	<p><b>Strengths</b> Deric would like to join the Marines.</p>

	<b>Concerns/Recommendations</b> None
<b>Post-Secondary Training or Learning:</b> Transition assessments	<b>Strengths</b> After high school Deric plans on attending the military and joining the Marines. <b>Concerns/Recommendations</b> None
<b>Independent Living:</b> Transition Assessments (if applicable)	<b>Strengths</b> Deric has chores that he does at home on the weekends. He also takes care of the family pets by feeding and watering them. <b>Concerns/Recommendations</b> None
<b>Other Areas:</b> - Health considerations - Attendance - Observations	<b>Strengths</b> Derek is currently diagnosed with ADHD and PTSD. <b>Concerns/Recommendations</b>
<b>Additional information considered by the IEP team:</b> - Evaluations provided by parent(s) or guardian(s) - Psychological Educational Evaluations and Eligibility Determinations	<b>Strengths</b> Review of Existing Evaluation Data (REED) and Evaluation Plan dated 9/15/15. <b>Concerns/Recommendations</b>

## Meeting Participants

Signature signifies attendance and participation in the development of the IEP.

Name	Signature	Role	Date
Deric		Student	05/23/2018
Angelica (		Parent/Guardian	05/23/2018
Sam Morerod		LEA Representative	05/23/2018
Natalia Schildknecht		Special Education Teacher	05/23/2018
M. Hernandez-SLP		Related Services Provider	05/23/2018
M. Nelson-MSW		Related Service Provider	05/23/2018
Tommy Downing		Grandparent	05/23/2018

Soni Bouda-Theraburg

Tom House

Regier Education Services 5/23/2018  
5/23/18

Tom House, CR5 RT



## Consideration Of Special Factors

Student Name:	D.	Student State ID#:	103580403	Date:	05/23/2018
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★ Is the student visually impaired (including blindness)? ☐ Yes ☒ No

Does the student have special oral and/or written communication needs? ☒ Yes ☐ No

If YES, describe the needs and services to be provided: Deric receives speech and language therapy for oral and written communication deficits.

★ Is the student deaf or hard of hearing? ☐ Yes ☒ No

★ Does the student have limited English Proficiency? ☐ Yes ☒ No

Does the student have assistive technology needs? ☐ Yes ☒ No

## Discipline

Does the student exhibit behaviors that impede his learning or that of others? ☐ Yes ☒ No

Which of the following discipline provisions is most appropriate for this student?

**Check at least one**

- ☒ The student will follow the school-wide discipline plan.
- ☐ The student requires the modifications described in this IEP under **ANNUAL GOALS and/or INSTRUCTIONAL ACCOMMODATIONS.**
- ☐ The student requires a Behavioral Intervention Plan. (Attach BIP to this IEP)

In regards to the BIP/and or FBA, who will inform administrators and teachers?

## Extended School Year (ESY)

Student Name:	Date:	Student State ID#:	103580403	Date:	05/23/2018
---------------	-------	--------------------	-----------	-------	------------

Does the student exhibit severe or substantial regression that cannot be recouped within a reasonable time period in one or more of the critical areas addressed in the annual measurable goals?

☐ Yes ☒ No

If YES, documentation must be attached to the **ESY ADDENDUM** demonstrating the substantial regression and recoupment periods.

### Participation In State Mandated Assessments

☐ Special Education Standardized - No Accommodations

☒ Special Education - Allowable Accommodations

*Specify the accommodations to be provided:*

Assessment	Subject	Accommodations
PARCC	Reading Format: Online	<b>Administrative Considerations for All Students</b> <ul style="list-style-type: none"> <li>• 2a Small Group Testing</li> <li>• 2f Frequent Breaks</li> </ul> <b>Timing and Scheduling</b> <ul style="list-style-type: none"> <li>• 5a Extended Time</li> </ul>
PARCC	Math Format: Online	<b>Administrative Considerations for All Students</b> <ul style="list-style-type: none"> <li>• 2a Small Group Testing</li> <li>• 2f Frequent Breaks</li> </ul> <b>Response</b> <ul style="list-style-type: none"> <li>• 4e Calculation Device and Mathematics Tools (on Non-Calculator Sections of Mathematics Assessments)</li> </ul> <b>Timing and Scheduling</b> <ul style="list-style-type: none"> <li>• 5a Extended Time</li> </ul>
SBA	Science	Small Group Setting (Fewer than 10)
PARCC	Reading Format: Paper-Based	<b>Administrative Considerations for All Students</b> <ul style="list-style-type: none"> <li>• 2a Small Group Testing</li> <li>• 2f Frequent Breaks</li> </ul> <b>Timing and Scheduling</b> <ul style="list-style-type: none"> <li>• 5a Extended Time</li> </ul>
PARCC	Math Format: Paper-Based	<b>Administrative Considerations for All Students</b> <ul style="list-style-type: none"> <li>• 2a Small Group Testing</li> <li>• 2f Frequent Breaks</li> </ul> <b>Response</b> <ul style="list-style-type: none"> <li>• 4e Calculation Device and Mathematics Tools (on Non-Calculator Sections of Mathematics Assessments)</li> </ul> <b>Timing and Scheduling</b> <ul style="list-style-type: none"> <li>• 5a Extended Time</li> </ul>
SBA	Science	Small Group Setting (Fewer than 10)
PARCC	Reading Format: Online	<b>Administrative Considerations for All Students</b> <ul style="list-style-type: none"> <li>• 2a Small Group Testing</li> <li>• 2f Frequent Breaks</li> </ul> <b>Timing and Scheduling</b> <ul style="list-style-type: none"> <li>• 5a Extended Time</li> </ul>
PARCC	Math Format: Online	<b>Administrative Considerations for All Students</b> <ul style="list-style-type: none"> <li>• 2a Small Group Testing</li> </ul>

		<ul style="list-style-type: none"> <li>• 2f Frequent Breaks</li> </ul> <b>Response</b> <ul style="list-style-type: none"> <li>• 4e Calculation Device and Mathematics Tools (on Non-Calculator Sections of Mathematics Assessments)</li> </ul> <b>Timing and Scheduling</b> <ul style="list-style-type: none"> <li>• 5a Extended Time</li> </ul>
SBA	Science	Small Group Setting (Fewer than 10)
PARCC	Reading Format: Paper-Based	<b>Administrative Considerations for All Students</b> <ul style="list-style-type: none"> <li>• 2a Small Group Testing</li> <li>• 2f Frequent Breaks</li> </ul> <b>Timing and Scheduling</b> <ul style="list-style-type: none"> <li>• 5a Extended Time</li> </ul>
PARCC	Math Format: Paper-Based	<b>Administrative Considerations for All Students</b> <ul style="list-style-type: none"> <li>• 2a Small Group Testing</li> <li>• 2f Frequent Breaks</li> </ul> <b>Response</b> <ul style="list-style-type: none"> <li>• 4e Calculation Device and Mathematics Tools (on Non-Calculator Sections of Mathematics Assessments)</li> </ul> <b>Timing and Scheduling</b> <ul style="list-style-type: none"> <li>• 5a Extended Time</li> </ul>
SBA	Science	Small Group Setting (Fewer than 10)

This list of allowable accommodations can be found at <http://www.ped.state.nm.us/seb>

- ☐ Alternate Assessment - Attach **Alternate Assessment Addendum** and supporting documents.

### Participation In District-Wide Assessments

- ☐ Standardized - No Accommodations
- ☒ Special Education - Allowable Accommodations

*Specify the accommodations to be provided:*

Assessment	Subject	Accommodations
Short-Cycle Assessment	Reading	PED Approved Accommodation Not Otherwise Listed Small group setting
Short-Cycle Assessment	Science	PED Approved Accommodation Not Otherwise Listed Small group setting
Short-Cycle Assessment	Math	PED Approved Accommodation Not Otherwise Listed Small group setting



## Measurable Post-Secondary Goals (Required by age 14 or sooner if needed)

<b>Student Name:</b>		<b>Student State ID#:</b>	103580403	<b>Date:</b>	05/23/2018
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Measurable post-secondary goals are written in terms of what the student will do after exiting high school. These goals will address the following specific areas: education/training, employment and independent living (the latter if appropriate).

### Measurable Post-Secondary Goal(s) for Education/Training

When completing high school, Deric will join the military. He would like to join the Marines.

### Transition Assessment(s) used to identify goal:

Student interview

KUDERS

2017-2018 Career Cluster Inventory: Derek's Top Three Career Interests are 1)Transportation, Distribution and Logistics , 2)Architecture and Construction , 3)Agriculture, Food & Natural Resources.

### Measurable Post-Secondary Goal(s) for Employment

Upon finishing his military service, Deric would like to be a firefighter or EMT.

### Transition Assessment(s) used to identify goal:

Student interview

2017-2018 Career Cluster Inventory: Derek's Top Three Career Interests are 1)Transportation, Distribution and Logistics , 2)Architecture and Construction , 3)Agriculture, Food & Natural Resources.

### Measurable Post-Secondary Goal(s) for Independent Living (If Appropriate):

Derek will join the military and be independent.

### Transition Assessment(s) used to identify goal:

N/A

## Graduation Options

Student Name: \_\_\_\_\_ Student State ID#: 103580403 Date: 05/23/2018

★ The student's planned program of study meets the requirements for:

☒ Standard Option ☐ Career Readiness Option ☐ Ability Option

**For all Graduation Options:**

Projected date of graduation: 05/23/2018

Is the student on target with graduation requirements? ☒ Yes ☐ No

How will the concerns be addressed to support the student?:

**Services for Gifted Students Only: Describe diverse learning opportunities, alternative coursework, and flexible instructional arrangements unique to the student's capabilities.**

Has the student taken and passed the 11<sup>th</sup> Grade High School Graduation Assessment (HSGA)? ☐ Yes ☒ No

If **NO**, what is the plan of action: Student will take the PARCC assessment as a Junior.

Identify the scores for each subtest. If the student has taken the exit exam, and is on the Career Readiness or Ability Option, indicate the targeted proficiency level.

Subtest	Date Test Taken	Scores	Proficiency Level	Passed	• Students of the Standard Option must meet the State's cut score on the 11th Grade HSGA  • A Proficiency Level must be determined by the IEP team for all students on Career Readiness or Ability Options
Science					
Social Studies					
Math					
Reading					
Language Arts					
Written Composition (Standard Option: 3.0)					

Does the student need to retake any subtest(s) of the 11th Grade High School Graduation Assessment (HSGA)? ☐ Yes ☒ No *\*Note: High School Juniors in 2010/2011 will be the first cohort to take the 11th Grade HSGA in spring 2011. Cut scores will be determined late spring/early summer 2011. Seniors in 2010/2011 will be able to take the NMHSCE until 2016.*

★ Students in 12<sup>th</sup> grade who have completed four years of high school and continue to have educational and transition needs; may be granted a **Conditional Certificate of Transition in the form of a continuing or transition IEP**. This is not a program of study and does not end a student's right to a Free Appropriate Public Education (FAPE).

- ☐ The student's program and instruction have been appropriate.  
☐ The student has maintained realistic efforts to meet IEP goals.  
☐ The student has successfully completed four or more years of high school.  
☐ The student can participate equitably in all graduation activities.

Projected date of graduation for the student:

\*Describe how this graduation program of study aligns with the student's post-secondary goals and the state standards with benchmarks:

Deric is on target for graduation and is taking a variety of classes to help with the ASVAB test.

<b>Course of Study</b>		
<b>Student Name:</b>	<b>Student State ID#:</b>	<b>Date:</b>
<b>Course of Study</b> (required by 14 years of age, or sooner if appropriate). IEP team must document all courses and other educational experiences that will help the student reach his measurable post-secondary goals.		
<b>School Year</b>	<b>Year</b>	<b>Proposed Courses Selected for High School Program (Including elective classes, work study, independent study)</b>
2014-2015	Yr. 1	Advisory (.5) English I (1.0) Algebra I (1.0) New Mexico History(.5)/Health(.5) Physical Science (1.0) P.E./Dance (1.0) College Readiness (1.0) Creative Art-Drawing/Painting(.5) Drama (.5) Core Classes Credits Earned:5.0 Elective Credits Earned: 2.0 Total Credits Earned 2014-2015: 7.5
2015-2016	Yr. 2	Advisory (.5) English II (1.0) Geometry (1.0) World History (1.0) Biology (1.0) Spanish 101 DC (1.0) PE Dance/C Team (1.0) Digital Arts II (1.0) Total Core Credits Earned: 5.0 Total Elective Credits Earned: 2.0 Total Credits Earned 2015-2016: 7.5
2016-2017	Yr. 3	Advisory (.5) English III (1.0) Algebra II (1.0) US History (1.0) Horticulture/Botany (.5)* HS Engineering (1.0) Dance Varsity competition team (1.0) Total Core Credits Earned: 3.5 Total Elective Credits Earned: 2.0 Total Credits Earned 2016-2017: 5.5
2017-2018	Yr. 4	Advisory (.5) English IV (1.0) Financial Literacy (1.0) Government (.5)/ Economics(.5) Horticulture/Botany (.5)* PE Dance/C Team (1.0) Teacher's Aid (1.0) Total Core Credits Earned: 3.5 Total Electives Credits Earned: 2.0 Total Credits Earned 2017-2018: 6.0
<b>Course of Study Summary</b>		Total Credits Earned 2014-2015: 7.5 Total Credits Earned 2015-2016: 7.5 Total Credits Earned 2016-2017: 5.5 Total Credits Earned 2017-2018: 6.0 Total Credits Earned: 26.5

	Cumulative GPA: 2.6400 Cumulative Class Rank: 36/54
<b>Ages 18-21</b>  <b>Specify planned activities by each projected year.</b>	



DericGrantland 103580403

<b>Instructional Accommodations and/or Modifications</b>			
<b>Student Name:</b>		<b>Student State ID#:</b>	103580403
		<b>Date:</b>	05/23/2018

The IEP team has determined that the identified accommodations and/or modifications are appropriate in the following areas: Math, Reading, Written Language

**\*Please be specific about what accommodations and/or modifications are needed.**

**Environment**

Small group, preferential seating

**Instructional Presentation Mode:****Instructional Material:**

Assignments to 75% completion.

**Instructional Strategies:**

Checking for understanding, frequent feedback

**Assignments/Homework:**

Allow extra time for assignments, reduced homework load.

**Student Response Mode:**

Written with extra time.

**Testing: (in classroom)**

Reduced amount of test items. Extended time to complete task.

**Other:****Behavior Supports:**

Clearly defined limits, breaks when deemed necessary.

**Grades will be determined by:**Regular education teacher  
Special education teacher**Grades will be based on:**Work completed and quality of work  
Common Core Standards, classroom performance,  
with considerations given to accommodations and  
modifications.**In case of failing grade:**Parents will be contacted via phone and or  
student/parent conference.  
505 916-6377. Angel Grantland.

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## Present Levels and Annual Measurable Goals In Identified Areas Of Need

### FUNCTIONAL PERFORMANCE

The measurable annual goals must align with the student's needs and reflect how they must support the student's post-secondary goals.

#### Identified Area of Need:

- |  |                                      |   |  |
|--|--------------------------------------|---|--|
| <input checked="" type="checkbox"/> Social/Emotional | <input type="checkbox"/> Life Skills | <input type="checkbox"/> Energy Level     | <input type="checkbox"/> Sustained Attention |
| <input type="checkbox"/> Memory Function             | <input type="checkbox"/> Impulse     | <input type="checkbox"/> Processing Speed | <input type="checkbox"/> Motor Skills        |
| <input type="checkbox"/> Behavior                    |                                      |   |  |
| <input type="checkbox"/> Other                       |                                      |   |  |

#### Present Levels of Functional Performance

Deric participates in social work services through therapeutic group sessions. He maintains positive peer interactions. He is funny caring and relates well with peers. Deric is polite, pleasant and demonstrates a desire to get along with others and please adults in therapeutic settings. Deric requires support in the classroom to maintain attention to task and ask for help when needing assistance with maintaining his academics. He needs to identify clear and obtainable future goals related to his academic progress. Deric does not seem to understand the linkages between academic progress and how this relates to future goals. This will assist him in maintaining his motivation towards academics and in learning new skills towards meeting academic and future occupational goals. He will also work on coping skills where he will be able to be re-directed and follow instructions more clearly and wait for an invitation to help other students.

**Student/Parent Input**  
Deric stated that he likes attending Social Work services.

#### Reference from NM Content Standards

#### Subject:

Health Education

#### Grade:

9-12

#### Strand:

Student will demonstrate the ability to use interpersonal communication skills to enhance health.

#### Content Standard:

Student will demonstrate refusal, negotiation, and collaboration skills to avoid potentially harmful situations

#### Benchmark:

Benchmark 22

#### ANNUAL GOAL:

Date Initiated 09/25/2017

By the end of the school year, Deric will focus his attention on his own studies/ assignments during class instruction with 80% accuracy as measured by teacher observations, and completion of student work samples.  
Check if Transition Activity ☐  
**Criteria for Mastery: 80%**  
**Anticipated Date of Mastery: 05/23/2018**  
**Position/Agency Responsible: School SSW, Classroom teachers**  
**Methods of Measurement: SSW observation, teacher consult, progress reports**

Objectives are not required in accordance with 34 CFR 300.320, with one exception: students with disabilities who take alternate assessments aligned to alternate academic achievement standards or the EGBE.

☐ OBJECTIVE or ☐ BENCHMARK: Check if Transition Activity ☐

Criteria for Mastery: 80%

Anticipated Date of Mastery: 05/23/2018

Position/Agency Responsible: SW/ Studnet

Methods of Measurement: observation and student work samples

**Report of Student Progress**

☐ Progress Monitoring (Graph) ☒ Progress Reporting (Text)

## Present Levels and Annual Measurable Goals In Identified Areas Of Need

### ACADEMIC ACHIEVEMENT

The measurable annual goals must align with the student's needs and reflect how they must support the student's post-secondary goals.

**Identified Area of Need:**

- |  |   |   |  |
|--|---|---|--|
| <input type="checkbox"/> Math              | <input checked="" type="checkbox"/> Reading   | <input type="checkbox"/> Written Language | <input type="checkbox"/> Problem Solving |
| <input type="checkbox"/> Processing Skills | <input type="checkbox"/> Communication Skills | <input type="checkbox"/> Career Readiness |  |
| <input type="checkbox"/> Other             |   |   |  |

**Present Levels of Academic Achievement**

The General Education Teacher states that Derek does do a lot of reading in class. He has had difficulty turning in assignments, needs more time to complete them. He needs to improve in this area. His work completion has improved since 9/11/17, but he still needs to work on turning in his work. Most of the F's in his English IV class are due mainly to missing assignments. If he is called on he will join in the discussions in class, but will not voluntarily participate in discussions. He still struggles with spelling, however he has learned to slow down and use a spell checker to correct his work.

**Student/Parent Input**  
Grandma states that Deric is doing better with his grades and academic classes.

Derek was scoring in the Level I on Language Arts for the Spring of 2017.

**Reference from NM Common Core ELA Standards**
**Subject:**

Language Arts

**Grade:**

9-12

**Strand:**

Strand 1: Reading Content Standard 1: Students read and understand a variety of materials.

**Focus Area:**
**Grade Level Standard:**

Content Standard 2: Students write and speak using correct grammar, syntax, usage, punctuation, capitalization and spelling.

Students write and speak using correct grammar, syntax, usage, punctuation, capitalization and spelling.

**ANNUAL GOAL:**

Date Initiated 09/25/2017

By the end of the school year, Deric will read various text and answer "wh" questions, open ended questions: restate, answer in own words, cite evidence, and expand upon the topic using grade level vocabulary and proper grammar, punctuation, and spelling (auto check on computers and technology), with 80% accuracy. He will learn to construct a literary analysis or research paper on various topics and conduct research and identify credible sources versus unreliable sources to support his claims with correct grammar, spelling, and punctuation.

Check if Transition Activity ☒

Criteria for Mastery: 80%

Anticipated Date of Mastery: 05/23/2018

Position/Agency Responsible: Teaching staff

Methods of Measurement: Informal & formal assessment



(103580403)

## Present Levels and Annual Measurable Goals In Identified Areas Of Need

### ACADEMIC ACHIEVEMENT

The measurable annual goals must align with the student's needs and reflect how they must support the student's post-secondary goals.

**Identified Area of Need:**

- |  |   |   |  |
|--|---|---|--|
| <input checked="" type="checkbox"/> Math   | <input type="checkbox"/> Reading              | <input type="checkbox"/> Written Language | <input type="checkbox"/> Problem Solving |
| <input type="checkbox"/> Processing Skills | <input type="checkbox"/> Communication Skills | <input type="checkbox"/> Career Readiness |  |
| <input type="checkbox"/> Other             |   |   |  |

**Present Levels of Academic Achievement**

Currently Deric is taking Financial Math and is currently receiving a 75(C) in the class.

**Student/Parent Input**

The Present Levels of Performance were reviewed with the parent.

**Reference from NM State Standards**
**Subject:**

Math

**Grade:**

9-12

**Performance Standard:**

Student will demonstrate understanding of math concepts and applications.

**ANNUAL GOAL:**

Date Initiated 09/25/2017

In one year's time, Deric will develop Algebraic skills with the use of a calculator to include key vocabulary as well as differentiated instruction based on evaluated deficits with the opportunity for extended time and breaks as needed to include writing out his own thought process explaining how a problem was solved.

Check if Transition Activity ☒

**Criteria for Mastery:** 80%

**Anticipated Date of Mastery:** 05/23/2018

**Position/Agency Responsible:** Teaching staff/ student

**Methods of Measurement:** Informal & formal assessment

Objectives are not required in accordance with 34 CFR 300.320, with one exception: students with disabilities who take alternate assessments aligned to alternate academic achievement standards or the EGBE.

☐ OBJECTIVE or ☐ BENCHMARK: Check if Transition Activity ☐

**Criteria for Mastery:**

**Anticipated Date of Mastery:**

**Position/Agency Responsible:**

**Methods of Measurement:**

**Report of Student Progress**

☐ Progress Monitoring (Graph) ☒ Progress Reporting (Text)

Objectives are not required in accordance with 34 CFR 300.320, with one exception: students with disabilities who take alternate assessments aligned to alternate academic achievement standards or the EGBE.

☐ OBJECTIVE or ☐ BENCHMARK: Check if Transition Activity ☐

Criteria for Mastery:

Anticipated Date of Mastery:

Position/Agency Responsible:

Methods of Measurement:

Report of Student Progress

☐ Progress Monitoring (Graph) ☒ Progress Reporting (Text)

103580403

## Present Levels and Annual Measurable Goals In Identified Areas Of Need

### ACADEMIC ACHIEVEMENT

The measurable annual goals must align with the student's needs and reflect how they must support the student's post-secondary goals.

#### Identified Area of Need:

- ☐ Math
 ☐ Reading
 ☒ Written Language
 ☐ Problem Solving  
☐ Processing Skills
 ☐ Communication Skills
 ☐ Career Readiness  
☐ Other

#### Present Levels of Academic Achievement

Derek is able to construct simple sentences and paragraphs. Derek struggles with spelling and grammar in his writing. He has had difficulty turning in assignments, needs more time to complete them. He needs to improve in this area. His work completion has improved since 9/11/17, but he still needs to work on turning in his work. Most of the F's in his English IV class are due mainly to missing assignments. If he is called on he will join in the discussions in class, but will not voluntarily participate in discussions. He still struggles with spelling, however he has learned to slow down and use a spell checker to correct his work.

**Student/Parent Input**  
No comment.

Derek was scoring in the Level I on Language Arts for the Spring of 2017.

#### Reference from NM State Standards

#### Grade:

9-12

#### ANNUAL GOAL:

**Date Initiated** 09/25/2017

By the end of the school year Derek will demonstrate comprehension for written/auditory info by following directions, identifying main ideas, summarizing, asking/answering questions with 75% accuracy with minimal cues as measured by written assignments collection.

Check if Transition Activity ☐

**Criteria for Mastery:** 75% accuracy

**Anticipated Date of Mastery:** 05/23/2018

**Position/Agency Responsible:** General and Sped. Teachers

**Methods of Measurement:** Written Assignment

Objectives are not required in accordance with 34 CFR 300.320, with one exception: students with disabilities who take alternate assessments aligned to alternate academic achievement standards or the EGBE.

☐ **OBJECTIVE** or ☒ **BENCHMARK:** Derek will use appropriate structure, grammar, syntax and semantics and organization for written expression of sentences and paragraphs with 85% accuracy. Check if Transition Activity ☐

**Criteria for Mastery:** 75% accuracy

**Anticipated Date of Mastery:** 05/23/2018 **Position/Agency Responsible:** General and Special Ed. Teachers

**Methods of Measurement:** Written Assignments

☐ **OBJECTIVE** or ☒ **BENCHMARK:** By the end of the school year, Derek will identifying main ideas, summarizing and answering questions for written accuracy with minimal cues. Check if Transition Activity ☐

**Criteria for Mastery:** 70% accuracy

**Anticipated Date of Mastery:** 05/23/2018 **Position/Agency Responsible:** General and Special Ed. Teacher

Methods of Measurement: Classroom Assignments

**Report of Student Progress**

☐ Progress Monitoring (Graph) ☒ Progress Reporting (Text)



103580403

## Present Levels and Annual Measurable Goals In Identified Areas Of Need

### FUNCTIONAL PERFORMANCE

The measurable annual goals must align with the student's needs and reflect how they must support the student's post-secondary goals.

**Identified Area of Need:**

- |   |                                      |   |  |
|---|--------------------------------------|---|--|
| <input type="checkbox"/> Social/Emotional                             | <input type="checkbox"/> Life Skills | <input type="checkbox"/> Energy Level     | <input type="checkbox"/> Sustained Attention |
| <input type="checkbox"/> Memory Function                              | <input type="checkbox"/> Impulse     | <input type="checkbox"/> Processing Speed | <input type="checkbox"/> Motor Skills        |
| <input type="checkbox"/> Behavior                                     |                                      |   |  |
| <input checked="" type="checkbox"/> Other Career Readiness/Transition |                                      |   |  |

**Present Levels of Functional Performance**

Deric does not always ask for help from his teachers. He needs support for him to stay focused at tasks at hand. His time is wasted because he tries to "figure things out" himself but usually does not get the correct answer and therefore does not complete the assigned work.

**Student/Parent Input**

Deric stated that he tries to figure things out for himself.

**Reference from NM State Standards**
**Subject:**

Career and Technical

**Grade:**

9-12

**Strand:**

Demonstrate skills related to seeking and applying for employment to find and obtain a desired job.

**ANNUAL GOAL:**

Date Initiated 09/25/2017

In one years time, Deric will research, analyze and explore career options in the military with 3 out of 5 opportunities as measured by student work sample and teacher observation.

Check if Transition Activity ☒

**Criteria for Mastery:** 3 out of 5

**Anticipated Date of Mastery:** 05/23/2018

**Position/Agency Responsible:** Student/Teachers

**Methods of Measurement:** Work samples/observations

Objectives are not required in accordance with 34 CFR 300.320, with one exception: students with disabilities who take alternate assessments aligned to alternate academic achievement standards or the EGBE.

☒ **OBJECTIVE** or ☐ **BENCHMARK:** Obtain specific information about jobs of interest, e.g., qualifications, salary, age requirements. Check if Transition Activity ☐

**Criteria for Mastery:** 3 of 5 Opportunities

**Anticipated Date of Mastery:** 05/23/2018

**Position/Agency Responsible:** Student/Teachers

**Methods of Measurement:** Information Gathered

**Report of Student Progress**

☐ Progress Monitoring (Graph) ☒ Progress Reporting (Text)

## Present Levels and Annual Measurable Goals In Identified Areas Of Need

### FUNCTIONAL PERFORMANCE

The measurable annual goals must align with the student's needs and reflect how they **must** support the student's post-secondary goals.

**Identified Area of Need:**

- |  |                                      |   |  |
|--|--------------------------------------|---|--|
| <input type="checkbox"/> Social/Emotional                    | <input type="checkbox"/> Life Skills | <input type="checkbox"/> Energy Level     | <input type="checkbox"/> Sustained Attention |
| <input type="checkbox"/> Memory Function                     | <input type="checkbox"/> Impulse     | <input type="checkbox"/> Processing Speed | <input type="checkbox"/> Motor Skills        |
| <input type="checkbox"/> Behavior                            |                                      |   |  |
| <input checked="" type="checkbox"/> Other Recreation Therapy |                                      |   |  |

**Present Levels of Functional Performance**

9-25-17: Deric continues to be actively participating in RT group this school year. He continues to be enjoyable to work with and have in groups. Deric has been very respectful to me and he has been participating in all RT activities with minimal prompts & cues from staff. He enjoys attending groups and sharing things about his life. He has shown more maturity than in the past. Deric has shown improvement with his frustration tolerance, regulating impulse control, staying focused on task and increasing positive peer relations. At times, he still needs some prompts and cues when it comes to using appropriate manners, stay on topic and being respectful to others. Deric continues to need positive supports and encouragement to be successful.

Recommendations: It is recommended that Deric continue to receive RT services for 240 minutes a month. Services will be provided from a Certified Therapeutic Recreational Specialist (CTRS).

**Student/Parent Input**  
None

**Reference from NM State Standards**
**Grade:**

9-12

**Strand:**

Health/PE

**Content Standard:**

#5

**Benchmark:**

b,c,d,e

**ANNUAL GOAL:**

**Date Initiated** 09/25/2017

RT - Deric will improve social interactions and peer relationships by demonstrating the ability to use interpersonal communication skills effectively 90% of the time while participating in small group activities.

Check if Transition Activity ☐

**Criteria for Mastery:** 90%

**Anticipated Date of Mastery:** 05/23/2018

**Position/Agency Responsible:** RT, student & staff

**Methods of Measurement:** Direct/Indirect, group participation, observations

Objectives are not required in accordance with 34 CFR 300.320, with one exception: students with disabilities who take alternate assessments aligned to alternate academic achievement standards or the EGBE.

☐ OBJECTIVE or ☐ BENCHMARK: Check if Transition Activity ☐

Criteria for Mastery:

Anticipated Date of Mastery:

Position/Agency Responsible:

Methods of Measurement:

Report of Student Progress

☐ Progress Monitoring (Graph) ☒ Progress Reporting (Text)

[redacted] 103580403

## Present Levels and Annual Measurable Goals In Identified Areas Of Need

<b>ACADEMIC ACHIEVEMENT</b>
The measurable annual goals must align with the student's needs and reflect how they <b>must</b> support the student's post-secondary goals.

**Identified Area of Need:**

- |  |  |   |  |
|--|--|---|--|
| <input type="checkbox"/> Math              | <input type="checkbox"/> Reading                         | <input type="checkbox"/> Written Language | <input type="checkbox"/> Problem Solving |
| <input type="checkbox"/> Processing Skills | <input checked="" type="checkbox"/> Communication Skills | <input type="checkbox"/> Career Readiness |  |
| <input type="checkbox"/> Other             |  |   |  |

<b>Present Levels of Academic Achievement</b> Deric is receiving speech/language therapy for receptive and expressive language delays. Deric continues to struggle with main idea at 65% and summarizing skills at 60% with moderate prompts. Oral language skills are age appropriate but written expression skills are at 65%. He has difficulty writing clear, concise, and complete sentences. It is recommended that he continue to receive services to address these delays for 30 minutes per week.	<b>Student/Parent Input</b> Present Levels of Performance was reviewed with Derek.
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**Reference from NM Common Core ELA Standards****Subject:**

Speaking and Listening

**ANNUAL GOAL:****Date Initiated** 09/25/2017

Deric will improve receptive language by demonstrating and identifying the main idea of short paragraphs read in 4/5 opportunities with minimal prompts as measured by SLP observation and documentation. Check if Transition Activity <input type="checkbox"/> <b>Criteria for Mastery:</b> 65% Accuracy <b>Anticipated Date of Mastery:</b> 05/23/2018 <b>Position/Agency Responsible:</b> Speech Therapist <b>Methods of Measurement:</b>
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Objectives are not required in accordance with 34 CFR 300.320, with one exception: students with disabilities who take alternate assessments aligned to alternate academic achievement standards or the EGBE.

<input type="checkbox"/> <b>OBJECTIVE</b> or <input type="checkbox"/> <b>BENCHMARK:</b> Deric will improve appropriate structure, syntax, semantics, and organization of written expression of sentences in 3/4 opportunities with minor corrections as measured by SLP observation and documentation. Check if Transition Activity <input type="checkbox"/> <b>Criteria for Mastery:</b> 65% Accuracy <b>Anticipated Date of Mastery:</b> 05/23/2018 <b>Position/Agency Responsible:</b> Speech Therapist <b>Methods of Measurement:</b> Observatio and Documentation
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<b>Report of Student Progress</b> <input type="checkbox"/> Progress Monitoring (Graph) <input checked="" type="checkbox"/> Progress Reporting (Text)
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## Transition Planning/Interagency Linkages

<b>Student Name:</b>	<b>Student State ID#:</b>	103580403	<b>Date:</b>	05/23/2018
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Transition planning includes activities and/or strategies designed to assist the student in reaching his life span transition goals.

Student Needs	Activities/Strategies	Person/Agency Responsible	Timeframe	Date of Completion for each activity
<b>Employment:</b>				
	Deric will contact a Marine or Air Force recruiter to learn what is needed to be admitted into the Marines or Air Force.	LEA Student, Parent	Current IEP	05/23/2018
<b>Related Services:</b> (Transference of skills into other settings)				
	Deric will continue to receive ancillary services in preparation for future goals.	SLP/LEA/RT/SW	Current IEP	05/23/2018
<b>Community Experiences:</b> *field trips *business partners				
	Deric will participate in school field trips such as college fair and guest speaking opportunities such as military personal. He will also participate in a engineering program.	LEA Student, Parent	Current IEP	05/23/2018
<b>Independent/Daily Living and Self Help:</b>				
	NA			
<b>Functional Assessment:</b>				
	Derrick will contact DVR and will take a Functional/Vocational Assessment.	School Staff	Current IEP	05/23/2018
	Deric will take the ASVAB.	Military Branch of his Interest	Current IEP	05/23/2018
<b>Postsecondary Education/Instruction:</b>				
	Deric will research military opportunities and jobs that are available in the Air Force or Marines.	LEA Student, Parent	Current IEP	05/23/2018
	Deric will research various Trade Schools to apply to in order to receive Post-Secondary Training in EMT or Welding.	LEA, Student, Parent, Staff	Current IEP	05/23/2018
<b>Linkages:</b>				
<b>DD or DE Waiver for Children with Significant Needs</b>	Is the student on the DD Waiver, D and E Waiver, other? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No			
	If no, has the student been referred for the DD Waiver, D and E Waiver, or other?			

	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No  If yes, date of referral:  If the answer to one or both questions is yes, complete the remaining columns.			
Will the student need involvement from any additional outside agencies in order to make a successful transition? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If YES, list the agencies to contact: Deric will need advisement from a college/trade school counselor or military recruiter.				
1. Will Deric Grantland need mental health services? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No 2. Will Deric Grantland need post vocational rehabilitation including supported services? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No 3. Will Deric Grantland need developmental disability services? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No 4. Will Deric Grantland need independent living services? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No 5. Will Deric Grantland need post secondary education services? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No Please Explain: If Deric plans on attending college, he will need the assistance of an academic adviser and Student Services department.				

**Medical/Significant Health Information**

<b>Student Name:</b>	D	<b>Student State ID#:</b>	103580403	<b>Date:</b>	05/23/2018
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**Medication:** None**Significant Health Information:** Deric wears eye glasses but does not wear them at this time. Derek was diagnosed with ADHD and PTSD.Does the student require an individualized health plan or school health services as a related service? ☐Yes ☒ NoIf YES, attach the **health plan** to the IEP and/or indicate on the *Schedule of Services*.Does the student require an emergency evacuation plan? ☐ Yes ☒ NoIf YES, attach the **emergency evacuation plan**, including the person(s) responsible to the IEP.**Physical Education:** ☒ Regular ☐ Regular, with accommodations ☐ Adapted**Mobility**Does the student require assistance to move in and around the school? ☐ Yes ☒ No**Transportation**Does the student require transportation as a related service? ☐ Yes ☒ No

If YES, what accommodations and supports are required in order for the student to be transported with typically developing peers in the Least Restrictive Environment (LRE)?

<b>Schedule Of Services</b>			
<b>Student Name:</b>	Derin	<b>Student State ID#:</b>	103580403
<b>Date:</b>		05/23/2018	

If this IEP spans between two school years, please complete this page twice, separating the services to be delivered in each school year.

Does this IEP bridge part of two school years? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No					
Dates: 05/23/2018 to 05/23/2018					
<b>Activities with typically developing peers</b>					
<input checked="" type="checkbox"/> Lunch/Breakfast <input type="checkbox"/> Library <input checked="" type="checkbox"/> Computer Lab <input checked="" type="checkbox"/> Assemblies <input checked="" type="checkbox"/> Electives <input checked="" type="checkbox"/> Extracurricular Activities <input type="checkbox"/> Other					
<b>Regular Education Services</b>					
<input checked="" type="checkbox"/> Subject: Math <input checked="" type="checkbox"/> Subject: Writing <input checked="" type="checkbox"/> Subject: Reading			<b>Accommodations Needed</b> <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No		
<b>*Special Education &amp; Related Services</b>	<b>Minutes per Day/ Week/ Month/ Semester /Year</b>	<b>Start Date</b>	<b>Ending Date</b>	<b>Service Provider(s)</b>	<b>Location</b>
Group Speech	120 Monthly	05/23/2018	05/23/2018	Speech-Language Therapist	<input type="checkbox"/> Regular Setting <input checked="" type="checkbox"/> Special Education Setting
Individual and Group Setting Social Work Services	240 Monthly	05/23/2018	05/23/2018	Social Worker	<input type="checkbox"/> Regular Setting <input checked="" type="checkbox"/> Special Education Setting
Individual and Group Setting Recreational Therapy	240 Monthly	05/23/2018	05/23/2018	Recreational Therapist	<input type="checkbox"/> Regular Setting <input checked="" type="checkbox"/> Special Education Setting
Group Math	150 Weekly	05/23/2018	05/23/2018	Regular Education Teacher	<input type="checkbox"/> Regular Setting <input checked="" type="checkbox"/> Special Education Setting
Group Reading	150 Weekly	05/23/2018	05/23/2018	Special Education Teacher	<input type="checkbox"/> Regular Setting <input checked="" type="checkbox"/> Special Education Setting
<b>Time Totals</b>	<b>7.5 hours per week</b>				
<b>Supplementary Aids and Services</b>	<b>Minutes per Day/ Week/ Month/ Semester /Year</b>	<b>Start Date</b>	<b>Ending Date</b>	<b>Service Provider(s)</b>	<b>Location</b>

Comments:

### ★Level of Service

X = The total number of hours per week of special education service **7.5**

Y = The total number of hours in a typical school week, (excluding lunch and recess) **32.5**

**Level of Service = X divided by Y (express as percent) 23 %**

<input type="checkbox"/> 10% or less of school day (Level 1-minimum)	<input checked="" type="checkbox"/> 11% - 49% of the school day (Level 2-moderate)
<input type="checkbox"/> 50% or more of the school day (Level 3-extensive)	<input type="checkbox"/> approaching a full school day or 3Y/4Y (Level 4-maximum)

### ★Setting

a = Total number of hours per week in Special Education setting 7.5

b = Total number of hours in a typical week, (excluding lunch and recess) 32.5

Setting = a divided by b (express as percent) 23%

<input type="checkbox"/> In regular classroom 80% of the school day, or more (Setting 1)
<input checked="" type="checkbox"/> In regular classroom 40% to 79% of the day (Setting 2)
<input type="checkbox"/> In regular class less than 40% of the day (Setting 3)
<input type="checkbox"/> Other setting - Specify (Setting 4):

Is the student's program and related services provided in his neighborhood school? ☒ Yes ☐ No

## Least Restrictive Environment (LRE)

*(This statement should provide the rationale for removal from general education.)*

Decisions regarding placement are based on the individual needs of students and must begin with the consideration of the general education setting. The purpose of this section is to document the rationale with respect to each academic or functional area that is necessary to educate the student in the general education setting.

If the student will be included in the general education setting for more than 80% of the time, no rationale is required. Items 1 through 3 of this section of the IEP need not be completed or included in the student's IEP.

If the student will not be included in the general education setting for more than 80% of the time, items 1 through 3 below **MUST** be completed.

1. Explain why supplementary aids and services are not adequate to meet the student's needs in the general education class [34 CFR §300.320 (a)(4), and 34 CFR §300.114 (a)(2)(ii)]:  
Based on state and district testing the student requires more direct one on one or smaller group instruction with strategies that meet his learning style.
2. Explain how placement in a special education setting will be more advantageous in meeting student's needs [34 CFR §300.320 (a)(4)(iii)]:  
Moving the student into a smaller class will help with focus, provide differentiated instruction and learning environment conducive to his learning based on his performance level and ability.  
English curriculum.
3. Explain why placement in a general education setting is reduced or limited and what is being done to reintegrate the student back to a general education setting [34 CFR §300.320 (a)(5)]:  
Placement in the general education setting is reduced to help meet the educational needs in English. He is needing additional help in a small group setting.

## IEP Progress Documentation

Student Name:	Student State ID#:	103580403	Date:	05/23/2018
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Inform parents of their child's progress toward annual goals in the IEP and the extent to which that progress is sufficient to enable the child to achieve the goals by the end of the year. Report progress at least as often as progress is reported to parents of non-disabled children.

Describe the process to ensure that the child's parents are regularly informed of progress toward annual goals. Report cards, progress reports, parent teacher conferences, Power school access.

Progress on annual measurable goals will be reported to parents:

☐ monthly
 ☒ quarterly
 ☐ semester
 ☐ Other:


### ★Age of Majority

Deric will reach the age of majority (18 in New Mexico) on 07/17/2017. The student and parent/guardian were informed annually on 05/23/2018 of the student's rights upon reaching the age of majority beginning at age 14.

### Medicaid Consent Form

I, Angelica Grantland, the parent/guardian of Deric Grantland, child, have been fully informed of all services that my child will be receiving and agree to have Medicaid billed for such services. **The District is required to obtain Parent/Guardian Consent prior to accessing the parent/child's public benefits through Medicaid for the first time, and annually thereafter.**<sup>1</sup> Consent is voluntary and may be revoked at any time. If consent is revoked, it is not retroactive. I understand that if I refuse to allow access to Medicaid benefits, my child's school is not relieved of its responsibility to ensure that all required IEP services are provided at no cost to me. My signature below grants this consent.

Child's Primary Care Physician: Sabrina Johnson

  
 (Parent Signature)

05/23/2018  
 (Date)

<sup>1</sup>See 34 CFR 300.154(d)(2)(iv) & (v), effective 3/18/13.

### Private Insurance Consent Form

I, Angelica Grantland, the parent of Deric Grantland have been fully informed of all services that my child will be receiving and understand that my private insurance provider may be billed for such services. I understand that if I refuse to allow access to my private insurance benefits, my child's school is not relieved of its responsibility to ensure that all required services provided in my child's IEP are provided at no cost to me. This consent is voluntary and may be revoked at any time. If consent is revoked, it is not retroactive. My signature below grants the above consent.

  
 (Parent Signature)

05/23/2018  
 (Date)

### Parent Rights

I have had the opportunity to participate in the development of this Individualized Education Program (IEP) and the recommended services and setting for my child. The information was presented in an understandable manner. I have received a copy of "Parent and Child Rights in Special Education" as part of an *initial IEP* meeting.

(Parent Initials) AG



### **★Case Manager**

The case manager is responsible for ensuring that everyone involved in implementing this IEP has access to necessary information and is informed of his/her specific responsibilities for providing the accommodations/modifications the student requires to benefit from his educational program.

## Prior Written Notice Of Proposed Actions

<b>Student Name:</b>		<b>Student State ID#:</b>	103580403	<b>Date:</b>	05/23/2018
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Federal and State Legislation require that the public agency provide the parent/guardian with notification a reasonable amount of time before actions occur that would initiate or change the **identification, the evaluation, the educational services and setting**, or the provision of a free appropriate public education for this student. If the student is under 18 the parent/guardian is provided a copy of this notice. If the student is 18 years of age or over and does not have a legal guardian, it is his right to accept or refuse these proposed actions.

An IEP meeting was held on 05/23/2018 to discuss special education services for Deric. The IEP team reviewed and discussed the following input/data and information: (Please check all that apply.)

- |   |   |
|---|---|
| <input checked="" type="checkbox"/> Student input<br><input checked="" type="checkbox"/> Parent input<br><input checked="" type="checkbox"/> Teacher input<br><input checked="" type="checkbox"/> Classroom performance<br><input checked="" type="checkbox"/> School records | <input checked="" type="checkbox"/> Previous IEP/evaluation: 09/22/2015 |
|---|---|

Federal regulations and state rules require that all public agencies have a "continuum of alternative service and setting options" available as needed in order to meet the needs of children with disabilities for special education and related services.

At this IEP meeting, the following items and options were proposed by the public agency and/or the parent (s)/guardian(s).

All Items Proposed All Options Considered	Proposed By	Accept/Reject	Reason for Acceptance or Rejection (Must include a description of each evaluation procedure, assessment, record or report used as a basis for the proposed or refused action)
Regular Education classroom with Special Education services specified as: (Instructional Setting 1: 80% or more of the day in regular classroom)	IEP Team	<input type="checkbox"/> Accept <input checked="" type="checkbox"/> Reject	This option is not appropriate at this time.
Regular Education classroom combined with Special Education classroom and services provided specified as: (Instructional Setting 2: 40% to 79% of the day in regular class setting)	IEP Team	<input checked="" type="checkbox"/> Accept <input type="checkbox"/> Reject	This option would allow Deric to access the general curriculum more successfully with added support in his areas of need: reading and writing. He has made gains in math and is attending regular geometry with supports to be successful. Deric is being Exited from Special Education Services and this setting will end on 5/23/18.

Regular Education classroom combined with Special Education classroom and services provided specified as: (Instructional Setting 3: less than 40% of the day in the regular class setting)	IEP Team	<input type="checkbox"/> Accept <input checked="" type="checkbox"/> Reject	This option is not appropriate at this time.
Special Education services provided all day or approaching a full day (Maximum) specified as: (Other setting: public/private separate schools, RTC, homebound/hospitals)	IEP Team	<input type="checkbox"/> Accept <input checked="" type="checkbox"/> Reject	This option is not appropriate at this time.
Welcome, introductions, meeting norms.	IEP Team	<input checked="" type="checkbox"/> Accept <input type="checkbox"/> Reject	To maintain order and decorum during meeting.
Proposal to inform parents of age of majority for their child.	IEP Team	<input checked="" type="checkbox"/> Accept <input type="checkbox"/> Reject	Student will reach the age of majority (18 in New Mexico) on 7/17/1999. The student and parent/guardian were informed annually on 9/29/16 of the student's rights upon reaching the age of majority beginning at age 14.
Proposal to give Deric Parent and Child Rights in Special Education Procedural Safeguards Notice.	IEP Team	<input checked="" type="checkbox"/> Accept <input type="checkbox"/> Reject	Deric is the age of 18. He received a copy of the parent and child rights in special education procedural safeguards notice in his primary language and initialed on the IEP.
Proposal to discuss confidentiality.	IEP Team	<input checked="" type="checkbox"/> Accept <input type="checkbox"/> Reject	Confidentiality is the act of protecting all personally identifiable data, information, and records collected, used, or kept by the school district about a student. Confidentiality requirements also apply to discussions about a student and the student's record.
Proposal to accept student profile.	IEP Team	<input checked="" type="checkbox"/> Accept <input type="checkbox"/> Reject	The IEP Team accepts the student profile as an accurate description of the student's strengths and concerns in the areas of academics, career awareness/readiness, recreation and leisure, community participation, independent living/self-help, positive social

			relationships, and other areas such as attendance and health as identified by the IEP Team.
Proposal to accept the consideration of special factors.	IEP Team	<input checked="" type="checkbox"/> Accept <input type="checkbox"/> Reject	The IEP Team accepts the information provided on the special factors. The team agreed that Deric does not have any special factors to consider at this time.
Proposal for the student to follow the school-wide discipline plan.	IEP Team	<input checked="" type="checkbox"/> Accept <input type="checkbox"/> Reject	The student does not exhibit behaviors that impede his learning or that of others.
The New Mexico Division of Vocational Rehabilitation was invited to the IEP Meeting.	IEP Team	<input checked="" type="checkbox"/> Accept <input type="checkbox"/> Reject	The NM DVR was invited to the IEP, but a representative was not able to attend the meeting at this time.
Proposal to accept the student's Present Levels of Performance.	IEP Team	<input checked="" type="checkbox"/> Accept <input type="checkbox"/> Reject	The IEP Team accepts the present levels of performance. The IEP Team feels that the levels are an accurate description of the student's current performance in the areas of
Proposal to accept the student's academic IEP Goals	IEP Team	<input type="checkbox"/> Accept <input checked="" type="checkbox"/> Reject	Deric is being Exited from Special Education Services effective 5/23/18.
Proposal to accept the student's related service IEP goals.	IEP Team	<input type="checkbox"/> Accept <input checked="" type="checkbox"/> Reject	Deric is being Exited from Special Education Services effective 5/23/18.
Proposal for the student to receive 300 minutes per week of special education services.	IEP Team	<input type="checkbox"/> Accept <input checked="" type="checkbox"/> Reject	Deric is being Exited from Special Education Services effective 5/23/18.
Proposal for student to receive 120 minutes per month of Speech & Language Services.	Speech Therapist	<input type="checkbox"/> Accept <input checked="" type="checkbox"/> Reject	Deric is being Exited from Special Education Services effective 5/23/18.
Proposal for student to receive 240 minutes per month of Social Work Services.	School Social Worker	<input type="checkbox"/> Accept <input checked="" type="checkbox"/> Reject	Deric is being Exited from Special Education Services effective 5/23/18.
Proposal for student to receive 240 minutes per month of Recreational Therapy Services.	Recreational Therapist	<input type="checkbox"/> Accept <input checked="" type="checkbox"/> Reject	Deric is being Exited from Special Education Services effective 5/23/18.
Proposal for Deric to receive progress reports every quarter.	IEP Team	<input type="checkbox"/> Accept <input checked="" type="checkbox"/> Reject	Deric is being Exited from Special Education Services effective 5/23/18.
Proposal to accept Instructional Modification and Accommodations in the general education setting.	IEP Team	<input type="checkbox"/> Accept <input checked="" type="checkbox"/> Reject	Deric is being Exited from Special Education Services effective 5/23/18.

Proposal for accommodations and modification for state and district testing.	IEP Team	<input type="checkbox"/> Accept <input checked="" type="checkbox"/> Reject	Deric is being Exited from Special Education Services effective 5/23/18.
Proposal for the student to attend ESY.	IEP Team	<input type="checkbox"/> Accept <input checked="" type="checkbox"/> Reject	The student does/does not exhibit severe or substantial regression that cannot be recouped within a reasonable time period. Deric is being Exited from Special Education Services effective 5/23/18.
Proposal to complete the transition plan.	IEP Team	<input checked="" type="checkbox"/> Accept <input type="checkbox"/> Reject	Transition planning is required for students age 14 or older.
Proposal to conduct a Vocational Evaluation	IEP Team	<input checked="" type="checkbox"/> Accept <input type="checkbox"/> Reject	A Vocational Evaluation should be conducted by a Vocational Specialist in order to identify Deric interests in Post-Secondary Vocations. Deric will contact the NM Division of Vocational and Rehabilitation to schedule this with them. Deric will contact NM DVR to schedule this and was given information on NM DVR.
Proposal for Deric to be Exited from Special Education Services.	IEP Team	<input checked="" type="checkbox"/> Accept <input type="checkbox"/> Reject	Deric has met the credit requirements set by the NM Public Education Department for graduation and has met his IEP Goals and no longer requires Special Education Services. Deric will be Exited from Special Education Services.
Proposal to adjourn the meeting.	IEP Team	<input checked="" type="checkbox"/> Accept <input type="checkbox"/> Reject	No further items of discussion were determined to be discussed from Student, Grandparent, Special Education Teacher or Therapist at this time. The meeting is adjourned.

<b>To the Parent/Guardian</b>				
<b>Student Name:</b>	Deric Grantland	<b>Student State ID#:</b>	103580403	<b>Date:</b> 05/23/2018

*For initial provision of special education services, informed written consent from the parents(s)/guardian is required.*

*Please sign below if you give consent for the school district to proceed with the action(s) indicated on the Prior Written Notice of Proposed actions.*

  
(Parent/Student/Guardian Signature)

05/23/2018  
(Date)

***For assistance in understanding your procedural safeguards/due process rights, you may contact:***

School District Contacts	New Mexico Public Education Department	Parent Advocacy Support	Parent Liaison
	Dispute Resolution Coordinator Special Education Bureau Phone: 505-827-1457 Fax: 505-954-0001	Parents Reaching Out (PRO) Phone: 505-247-0192 Fax: 505-247-1345	New Mexico State Department of Education Special Education Office 505 827-1899 (Parent Liaison) Fax: 505 954-0001



18

① Gov. (1.5) • ~~10:15~~ [9-10:15 154105]  
③ Pre-Calc • BIO - online

Name: \_\_\_\_\_

Grade: 12<sup>th</sup>Advisor: Mrs. Duran

## 24 Credits required for graduation

Credits	Courses	Credits	Courses				
4	Credits of English	1	Physical Education				
4	Credits in Math including Alg. II	1	Career Cluster, workplace readiness or a language other than English	<b>* At least one course must be Honors, Advanced Placement, Dual Credit or Distance Learning</b>			
3.5	Social Studies	7.5	Electives may include Health				
3	Science Credits - 2 must have lab component		0.5 Health either as an elective or completed in Middle School				

Freshman	
	English I
	Algebra I
	Physical Science
	NM History/Health
	Physical Education
	Elective or Foreign Lang.

Sophomore	
	English II
	Geometry
	Biology
	World History
	2 Electives
	Or Foreign Language

Junior	
	English III
	Algebra II
	Horticulture/Botany, Chemistry, Anatomy, BEMP
	U.S. History
	2 electives

Senior	
	English IV
<input checked="" type="checkbox"/>	4th Yr. Math
<input checked="" type="checkbox"/>	Gov./Econ
<input checked="" type="checkbox"/>	3 electives

ArtCreative ArtBand, Music, ChorusChorusBeginning BandIntermediate BandAdvanced BandGuitarGuitar IGuitar IIGuitar IIIGuitar IVSong ConstructionDancePE (Dance)1 ☒ PE (Dance) C TeamPE (Dance) VarsityTechnologyDigital Arts IDigital Arts IIFilm Making/  
PhotographySTEMH.S. EngineeringSuper ComputingNet LogoAgricultureAgricultureForeign LanguageSpanish ISpanish IIPhysical EducationP.E.DanceDual CreditEnglish 150 / English IVSpanish 101Spanish 1022 ☒ Intro to Macroeconomics / Economics4 ☒ College Readiness3 ☒ Career ExplorationMath 101,102,103 / Algebra IIPersonal Health Mgmt. / HealthEMS 106EMS 120Art 106Arts 289Arts 125 Art Practices

\* For DC courses students must be passing high school classes, obtain a 2.5 GPA depending on courses, and receive prior approval from school counselor or ECHS liaison.

\* Forms must be completed upon registration.

Parent/Guardian Signature: \_\_\_\_\_

Advisor Signature: \_\_\_\_\_

Select the option(s) you plan to pursue after graduation.

**Note: Use additional pages to address plans of action and follow-up.**

Program Options	Provide information about your selections under Program Options.
<b>Bachelor Degree Program:</b>	Student Applied Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> If no, include a plan of action. Student Admitted Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
Name of Degree Plan ➡	Undecided
Name Public College/University ➡	UNM VC
Name Private College/University ➡	
<b>Associate Degree Program:</b>	Student Applied Yes <input type="checkbox"/> No <input type="checkbox"/> If no, include a plan of action. Student Admitted Yes <input type="checkbox"/> No <input type="checkbox"/>
Name of Degree Plan ➡	
Name Postsecondary institution ➡	
<b>Trade Certification Program :</b>	Student Applied Yes <input type="checkbox"/> No <input type="checkbox"/> If no, include a plan of action. Student Admitted Yes <input type="checkbox"/> No <input type="checkbox"/>
Name of Certificate program ➡	
Name of Training Institution ➡	
<b>Military Service:</b>	Student Applied Yes <input type="checkbox"/> No <input type="checkbox"/> If no, include a plan of action. Student Admitted Yes <input type="checkbox"/> No <input type="checkbox"/>
Branch ➡	
<b>Work Study/Apprenticeship Program:</b>	Student Applied Yes <input type="checkbox"/> No <input type="checkbox"/> If no, include a plan of action. Student Admitted Yes <input type="checkbox"/> No <input type="checkbox"/>
Career Area of Focus ➡	
<b>Employment:</b>	Student Applied Yes <input type="checkbox"/> No <input type="checkbox"/> If no, include a plan of action. Student Hired Yes <input type="checkbox"/> No <input type="checkbox"/>
Career Area of Focus ➡	

Signatures below confirm review and approval of this Final Next Step Plan.

*Twila Bueltemann* 3-8-18  
Student Signature Date

*K. L. Bueltemann* 3-8-18  
Parent Signature Date

*[Signature]* 3/8/18  
School Designee Date

**Notes:**

Community Service Hours - 20hrs completed.

-Pre-Calc B  
-Econ 105

Has the student applied for financial aid/scholarships?

Yes ☒ No ☐ Include a plan for necessary follow-up:

Has the student applied for campus (or other) housing?

Yes ☐ No ☒ Include a plan for necessary follow-up:

Has the student arranged transportation?

Yes ☒ No ☐ Include a plan for necessary follow-up:

### Graduation Checklist for 2018 Cohort: Credit Requirements

At least one course must be Honors (H), Advanced Placement (AP), Dual Credit (DC), or Distance Learning (DL). Distance Learning is not Credit Recovery and cannot be counted as such. Please list which course(s) meets this requirement by placing an H, AP, DC, or DL in the box when completed. Final examinations shall be administered to all students in all classes offered for credit.

Student Name: \_\_\_\_\_

	Course Name	Course	H, AP, DC, DL	Date Completed	Credit #	
English Language Arts	English I				1	Requirement: 4 credits of English with major emphasis on grammar, nonfiction writing, and literature. Options: English Language Arts (ELA) 1 (1001), ELA 2 (1002), ELA 3 (1003), ELA 4 (1004). AP courses covering the required content are also permitted.
	English II				1	
	English III				1	
	English IV	150	DC	16-17	1	
	Total Credits: English Language Arts				4	

	Course Name	Course	H, AP, DC, DL	Date Completed	Credit #	
Math	Algebra I				1	Requirement: 4 credits of math in high school including Algebra II (or equivalent) unless excused in junior Next Step Plan*. Options: Pre-Algebra (2021)***, Algebra I (2031), Geometry (2034), Applied Math (2024), Algebra II (2041), Algebra II/Trig (2044), Financial Literacy (2097), Integrated Pathway: Math I (2080), Integrated Pathway: Math II (2081), Integrated Pathway: Math III (2083), AP Courses, and courses at a higher level than Algebra II. *Students who use the Algebra I EoC score to meet Assessment Requirements may not waive Algebra II. **Ninth Grade Pre-Algebra will no longer be an option for high school credit beginning with the 2019 cohort.
	Geometry				1	
	Algebra II				1	
	Pre Calculus				0.5	
	Total Credits: Math				3.5	

	Course Name	Course	H, AP, DC, DL	Date Completed	Credit #	
Social Studies	NM History				0.5	Requirement: 3.5 credits to include US History and Geography, World History and Geography, Government and Economics, and 0.5 credit of NM History. Options: US History and Geography (2729), World History and Geography (2706), 0.5 US Government (2730), 0.5 Economics (2741), 0.5 NM History (2717). AP courses covering the required content are also permitted.
	Health				0.5	
	World History				1	
	US History				1	
	Government/Economics				0.5	
	Total Credits: Social Studies				3.5	

### Graduation Checklist for 2018 Cohort: Credit Requirements

Student Name: Bueltemann, Twila

	Course Name	Course	H, AP, DC, DL	Date Completed	Credit #	
Science	Physical Science				1	Requirement: 3 credits of science, two of which must have a laboratory component. Options: Secondary courses under STARS codes in the 1700s.
	Biology				1	
	Horticulture/Botany				1	
	Total Credits: Science				3	

	Course Name	Course	H, AP, DC, DL	Date Completed	Credit #	
Physical Education	Physical Education				1	Requirement: One unit in physical education. Option: May include participation in marching band, JROTC, or interscholastic sports sanctioned by the New Mexico Activities Association.
	Total Credits: Physical Education				1	

	Course Name	Course	H, AP, DC, DL	Date Completed	Credit #	
Career Cluster, Workplace Readiness, Language	Educ	293	DC	14-15	1	Requirement: One unit in a career cluster course, workplace readiness or a language other than English.
	Total Credits: CC, WR, Language				1	

Electives	Course Name	Course	H, AP, DC, DL	Date Completed	Credit #	Requirement: 7.5 elective units that meet department content and performance standards. Options: student service learning, pre-apprenticeship programs, media literacy, additional courses in core subjects, and numerous other options.
	Life Skills				1	
	Teachers Aide				2.5	
	PE (Dance) HS				1	
	Chorus				1	
	IT	121			1	
	Advisory				1.75	
	Spanish I				1	
	Total Credits: Electives				9.25	
Health	Course Name	Course	H, AP, DC, DL	Date Completed	E, MS	Requirement: one course (0.5 or 1 credit) of Health (1401), either as an elective unit above (E) or as completed in Middle School (MS)
	Health					

Graduation Checklist for 2018 Cohort: Credit Requirements						
Student Name: Bueltemann, Twila						
Other	Course Name	Course	H, AP, DC, DL	Date Completed	Credit #	Districts and charter schools may add additional courses to reflect local credit requirements for graduation.
	Spanish	101	DC	15-16	1	
	Spanish	102	DC	15-16	1	
	Total Credits: Other				2	

Total High School Credits	27.25	Required: 24 Credits
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# Initial Student Elective Form



Name \_\_\_\_\_

Grade \_\_\_\_\_

Advisor \_\_\_\_\_

2018-2019

24 Credits Required for Graduation				
Credits	Course	Credits	Course	
4	Credits of English	1	Physical Education	
4	Credits of Math including Algebra II	1	Career Cluster, Work place rediness or a language other than English.	<b>* At least one course must be Honors, Advanced Placement, Dual Credit, or Distance Learning.</b>
3.5	Social Studies	7.5	Electives May include Health,	
3	Science - 2 Must have a Lab component		0.5 Health either as an elective or completed in Middle School.	

Freshman	
	English 1
	Algebra 1
	Physical Science
	NM History/ Health
	PE
	Spanish 1
	Elective
	Elective

Sophomore	
	English II
	Geometry
	Biology
	World History
	Spanish II
	Elective
	Elective
	Elective

Junior	
	English III
	Algebra II
	Horticulture, Botany, Chemistry
	US History
	Elective
	Elective
	Elective
	Elective

Seniors	
	English IV
	Math 4 <sup>th</sup> Year
	Gov/Econ
	Elective
	Elective
	Elective
	Elective
	Elective
	Elective

**\* Students can enroll in Dual Credit Classes during their Freshman year of High School. For DC courses students must be passing all High School classes, and have a GPA of 2.5. (The GPA of 2.5 is dependent on the course, and prior approval from the school counselor or ECHS liaison.**

**\*\*Electives are dependent upon a minimum of 15 students.**

## Art

Creative Art \_\_\_\_\_  
Year Book \_\_\_\_\_

## Band

Beginning HS Band \_\_\_\_\_  
Intermediate/Advanced Band \_\_\_\_\_  
Chorus \_\_\_\_\_

## STEM

HS Engineering \_\_\_\_\_

## Guitar

Guitar 1 \_\_\_\_\_  
Guitar 2 \_\_\_\_\_  
Guitar 3 \_\_\_\_\_  
Advanced Guitar \_\_\_\_\_

## Spanish

Spanish 1 \_\_\_\_\_  
Spanish 2 \_\_\_\_\_

## Technology

Digital Arts 1 \_\_\_\_\_  
Digital Arts 2 \_\_\_\_\_  
Film Making \_\_\_\_\_  
Photography \_\_\_\_\_  
Computer Tech Ast 1 \_\_\_\_\_

## Dual Credit

English 150/ English IV \_\_\_\_\_  
Spanish 101 \_\_\_\_\_  
Spanish 102 \_\_\_\_\_  
Intro to Macro Econ/Econ \_\_\_\_\_  
Life Skills \_\_\_\_\_  
Career Exploration \_\_\_\_\_  
Math 120 \_\_\_\_\_  
Math 121 \_\_\_\_\_  
Personal Health /Health \_\_\_\_\_  
EMS 106 \_\_\_\_\_  
EMS 120 \_\_\_\_\_  
Art 106 \_\_\_\_\_  
Art 289 Digital Imaging \_\_\_\_\_  
Art 125 Art Practice \_\_\_\_\_  
CS 108 Basic Programing \_\_\_\_\_

## Agriculture

Agriculture 1 \_\_\_\_\_  
Agriculture 2 \_\_\_\_\_  
Agriculture 3 \_\_\_\_\_

## PE/ Dance

PE Dance \_\_\_\_\_  
PE Dance C Team \_\_\_\_\_  
PE Dance Varsity \_\_\_\_\_

Parent Signature \_\_\_\_\_

Advisors Signature \_\_\_\_\_



- Sample -

Name \_\_\_\_\_

Grad Standard Year

ID # \_\_\_\_\_

ENGLISH 4.0	S1	S2
English I		
English II		
English III or English 110		
English IV or English 150		

SCIENCE 3.0 (Must have 2 w/Lab)	S1	S2
Physical Science,* Biology, * Chemistry, Physics		
Physical Science		
Biology		
Chemistry		

PHYSICAL EDUCATION 1.0

ELECTIVES 7.5	S1	S2
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		
11		
12		
13		

MATH 4.0	S1	S2
Algebra I		
Geometry		
Algebra II		
4th Year		

SOCIAL STUDIES & HEALTH	S1	S2
Health		
NM History		
World History		
US History		
Economics		
Government		

1.0 IN EITHER CAREER CLUSTER, WORKPLACE READINESS OR A LANGUAGE OTHER THAN ENGLISH	S1	S2

Foreign Language 2.0 (For most Colleges)	SI	S2

AP, Dual Credit or Distance Learning		
High School Graduation Assessment (SBA)		

[illegible]

- Sample pathway - College -

UNM A-Z (<http://www.unm.edu/depart.html>)

myUNM (<https://my.unm.edu>)

Directory (<http://directory.unm.edu>)

Q (<http://search.unm.edu>)



## General Science

Associate of Science

### Program Description

- The degree program provides the first two years of study for a student who plans to transfer to a 4-year institution to pursue a bachelor's degree in science. It prepares students to enter into any one of a number of fields of science or healthcare. This degree provides a pathway for students who are interested in the sciences, and allows them to explore various areas in the scientific realm.

### Career and educational advancement opportunities

The associate degree program includes many requirements for a bachelor's degree in the fields of biology, chemistry, mathematics or physics in the UNM College of Arts and Sciences or

health occupations such as dental hygiene, medical laboratory sciences, nursing, occupational therapy, pharmacy, physician's assistant programs and radiography. Students interested in applying to medical school, the physical therapy, or master's in occupational therapy program must first complete a baccalaureate degree. Students planning to transfer to a 4-year institution for a bachelor's degree must see an advisor to determine which courses are most appropriate for their major.

## Contact

Information about the associate of science in general science degree is available from Advisement Center at 505.925.8560 or [vcadvise@unm.edu](mailto:vcadvise@unm.edu), or the Academic Affairs Office, at 505-925-8600.

## Course prerequisites

Students must meet prerequisites in English and mathematics by achievement of minimum placement scores on the Accuplacer or ACT or through completion of course work.

**Course:** ENGL 100 and UNIV 101 or equivalent – or place into ENGL 110;

**Credit Hours:** 4 and 3; **ACCUPLACER/ACT Minimum Scores:** 166+/19

**Course:** MATH 120 and MATH 106 – or place into MATH 121;

**Credit Hours:** 3 and 1; **ACCUPLACER/ACT Minimum Scores:** 104-120 (Elementary Algebra)/22

## Degree Requirements

### Writing and Speaking (9-10 credits)

ENGL 110 (Accelerated Composition) or 112 (Composition II) or 113 (Enhanced Composition)	3 or 3 or 4
ENGL 120 (Composition III)	3
	3

Select an additional course from ENGL 219 or 220, CJ 130 or PHIL 156. Please note that the College of Arts and Sciences at UNM-Main requires no more than 6 credits from one subject under the Writing and Speaking area.

### Mathematics (6-10 credits)



Select one course from UNM Core Curriculum in Foreign Language.

### Core requirements (12-16 credits)

#### Biology Sequence 1

BIOL 201L (Molecular and Cell Biology)	4
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BIOL 202L (Genetics)	4
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Select Sequence 1 for a bachelor's degree in Biology or Medical Technology or a PharmD in Pharmacy.

#### Biology Sequence 2

BIOL 123/124L (Biology for Health-Related Sciences plus Lab)	4
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Select sequence 2 for health sciences programs.

#### Chemistry Sequence 1

CHEM 121/123L (General Chemistry I plus Lab)	4
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CHEM 122/124L (General Chemistry II plus Lab)	4
---	---

Select sequence 1 for a bachelor's degree in Biology, Chemistry, Engineering, Medical Technology or a PharmD in Pharmacy.

#### Chemistry Sequence 2

CHEM 111 (Elements of General Chemistry) or CHEM 121/123L (General Chemistry I plus Lab)	4
--	---

CHEM 212 (Integrated Organic Chemistry and Biochemistry)	3
--	---

Select sequence 2 for a Bachelor of Science in Nursing or Dental Hygiene.

#### Physics Sequence 1

PHYC 151/151L (General Physics plus Lab)	4
--	---

PHYC 152/152L (General Physics plus Lab)	4
--	---

Select Sequence 1 for a bachelor's degree in Biology or a PharmD in Pharmacy.

#### Physics Sequence 2



**Mathematics Sequence 1**

MATH 121 (College Algebra)	3
----------------------------	---

MATH 180 (Elements of Calculus I)	3
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MATH 181 (Elements of Calculus II)	3
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Select Sequence 1 for a bachelor's degree in Biology.

**Mathematics Sequence 2**

MATH 123 (Trigonometry)	3
-------------------------	---

MATH 150 (Pre-Calculus)	3
-------------------------	---

MATH 162 (Calculus I)	4
-----------------------	---

Select Sequence 2 for a bachelor's degree in Engineering or Physics.

**Mathematics Sequence 3**

MATH 120 (Intermediate Algebra)	3
---------------------------------	---

STAT 145 (Introduction to Statistics)	3
---------------------------------------	---

Select Sequence 3 for a Bachelor of Science in Nursing.

**Social and Behavioral Sciences (6 credits)**

Select two courses from the UNM Core Curriculum in Social and Behavioral Sciences.

**Humanities (6 credits)**

Select two courses from the UNM Core Curriculum in Humanities.

**Fine Arts (3 credits)**

Select one course from the UNM Core Curriculum in Fine Arts.

**Foreign Language (3 credits)**



PHYC 160/160L (General Physics plus Lab)	4
--	---

PHYC 161/161L (General Physics plus Lab)	4
--	---

Select Sequence 2 for a bachelor's degree in Biology or a PharmD in Engineering.

#### Electives ( credits)

3-4

3-4

3-4

3-4

3-4

3-4

3-4

3-4

Select up to 19 credits from among the following disciplines: ASTR, BIOL, CHEM, EPS, ENGL 219, or 220, NUTR 244, PSY 105 or PHYC. Total credit hours for degree must equal at least 60.

**Total required (60 credits)** Students transferring to UNM-Main or other 4-year institutions should be aware that core curriculum requirements are not necessarily met upon completion.

✓ **APPLY Now** ([../../../admissions/index.html](http://valencia.unm.edu/admissions/index.html))

© **myUNM** (<http://my.unm.edu/home>)



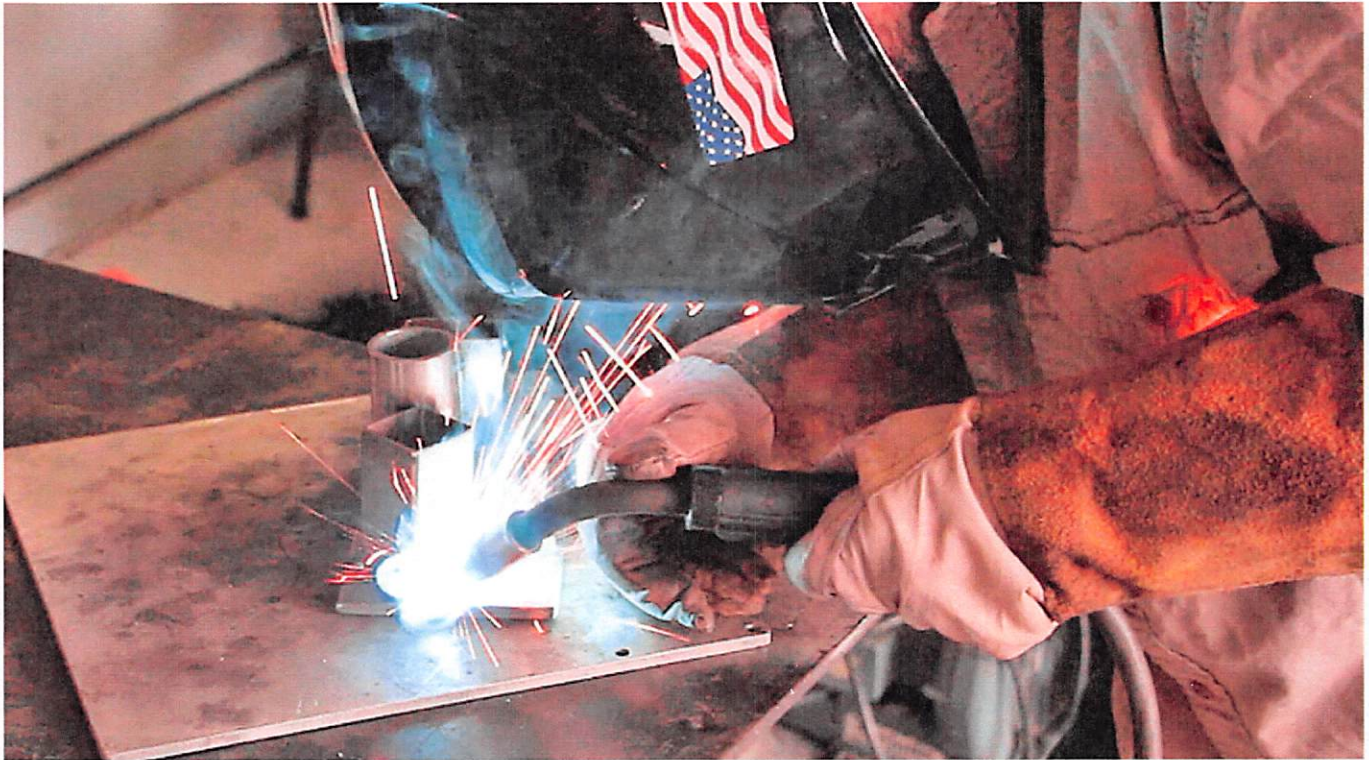
-Sample pathway - Technical

UNM A-Z (<http://www.unm.edu/depart.html>)

myUNM (<https://my.unm.edu>)

Directory (<http://directory.unm.edu>)

Q (<http://search.unm.edu>)



## Welding Certificate

### Program Description

The major goal of the program is to fulfill a community need to achieve competencies in reading blueprints, beginning and advanced Arc Welding, Oxy-Fuel, pipe, MIG & TIG welding, along with communication and metallurgy.

#### Required Courses:

ENGL 119 (Technical Communications) -- 3 credits

MATH 115 (Technical Mathematics) -- 3 credits

WLDT 101 (Blue Print Reading) -- 4 credits

WLDT 105 (Arc Welding I) -- 4 credits

WLDT 107 (Advanced Arc Welding) -- 4 credits



WLDT 108 (Oxyacetylene Welding) -- 4 credits

WLDT 130 (Pipe Welding) -- 4 credits

WLDT 141 (MIG and TIG Welding) -- 4 credits

WLDT 201 (Welding Metallurgy Math and Communication) -- 4 credits

IT 101 (Computer FUNDamentals) or CADT 150 (Introduction to Computer Aided Drafting), 185 (Architectural Drafting), or 195 (Technical Drafting) -- 3 or 4 credits

**Total Credits: 37-38**

## Career and educational advancement opportunities

The Certificate in Welding Technology is designed for students who would like to obtain a certificate or plan to continue on to obtain a higher degree, or for students seeking qualification for entry level work in the welding trades.

## Contact

Information about the certificate in welding technology is available from the Academic Affairs office at UNM-Valencia - 505-925-8600.

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✓ **APPLY** Now ([../../../admissions/index.html](http://my.unm.edu/admissions/index.html))

Ⓜ **myUNM** (<http://my.unm.edu/home>)

☎ **Phone** Directory ([../../../departments.html](http://my.unm.edu/departments.html))

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(<http://www.unm.edu>)



## Attachment E ECHS Master Schedule

## School of Dreams Academy Master Schedule "A" Day

Teachers				
	<b>1st 9:00-10:25</b>	<b>2nd 10:30-11:55</b>	<b>3rd 1:05-2:30</b>	<b>4th 2:35-3:55</b>
Jolley	Advanced Guitar	Beginning Guitar		
Landron	Int. Band MS	HS Beg. Band	MS Beg. Band	Concert Band HS
Stevens	DMArts 102/Arts289	HS Dig. Arts		HS Dig. Arts
Watling	Intro Ag.	MS Ag. 0131 0132	Wildlife & Forestry	MS Pre-Eng.
Quintana	Creative Art I	Creative Art II & III	Intro to Art	Intro to Art
Poulin	Spanish 102/	Spanish I	Spanish 101/102	Spanish I
McNeil	8th English	8th English	Dance I	Dance-Varsity
Mendez	English I	Read. Int. 10-11th	English II	English I
Buda	English 110/150	English III	CS 108/ Econ (DC)	Econ/Econ
Dodge	7th Life Science	7th Life Science	Math 120/121	BEMP
Hajner	Biology	Biology	Botany	Botany
Resendiz	8th Math	Math Int. 8th	Algebra I	8th Math
Viera	Algebra II	Algebra II	Geometry	Geometry Int.
Henry	Algebra I	Algebra I		Geometry
Cole	PE (7)	PE	PE	
Duran	World History (10)	Gov/Gov	NM Hist/Health	World History (10)
Social Studies ON	7th Grade SS		7-8 SS	7th SS
Carillo		English (P)	Ed 239 Life Skills/Career Expl	MS English (P)
HS PE				

12:00-12:30 Lunch

12:30-1:00 Advisory

## School of Dreams Academy Master Schedule "B" Day

### Teachers

	5th 9:00-10:25	6th 10:30-11:55		7th 1:05-2:30	8th 2:35-3:55
Jolley	Intermediate Guitar	Beginning Guitar			
Landron					
Stevens	MS Dig Art	Photo II (9-12)		Photo I (7-9) 1171	1172 Film (Adv)
Watling	Ag. Structures/Const	Science of Sm. Animals		HS Engineering	MS Pre-Eng
Quintana	Yearbook 9-10	Creative Art/Art 106		Yearbook 11-12	Intro to Art
Poulin	Spanish 101/102	Spanish I		Spanish I	Spanish I
McNeil	English 7	English 7		Dance I	Dance C-Team
Mendez	Reading Int. 8th	Read Int. 9th		English II	English 8
Buda	English IV	English III		Computer Tech	
Dodge	Phys. Science (9)	Phys. Science (9)		Phys. Science (9)	7th Life Science
Hajner	(P) Science	Biology		(P) MS Math	(P) HS Math
Resendiz	8th Math	7 Math		7th Math	7th Math
Viera	Algebra II Int.	Financial Lit.		Financial Lit.	Geometry
Henry	8th Earth Science	8th Earth Science		Algebra Int.	8th Earth Science
Cole	PE (7) MS	PE		PE	NM Hist/Health
Duran	NM Hist/ HED 171	US History (11)		US History (11)	Gov/Gov
Social Studies ON	7th SS	8th SS		8th SS	
Carillo	(P) English	MS English (P)		English 7	(P) Alg I & Geo
HS PE	HS PE				HS PE

12:00-12:30 Lunch

12:30-1:00 Advisory

## Attachment F Course Catalog



# School of Dreams Academy

## Take college classes at SODA!

### FALL 2018 COLLEGE CLASSES ON-SITE

Computer Science 108 Basic Programming  
Digital Media Arts 102 OR Graphic Design Course  
Educ 293 Life Skills Course Counts as Dual Credit elective  
English 110 English Comp Counts as Junior English\*  
Emergency Medical Responder-Intro 120 Counts as DC elective  
Math 120 Intermediate Algebra Counts as Algebra II\*  
Span 101 & Span 102 Counts as Foreign Language credit\*\*



### SPRING 2019 COLLEGE CLASSES ON-SITE

Arts 125 Art Practices I or Art 106 Counts as fine art credit/elective  
ARTS 289 Digital Imaging Techniques(Photography)  
English 150 Study of Literature Counts as Senior English IV for HS  
Educ 293—Career Exploration DC elective  
Econ 105 Macroeconomics Counts as Senior ECON requirement for HS  
Math 121 College Algebra Counts as Senior Math for HS  
HED 171 Personal Health Mgmt Counts as Freshmen Health requirement for HS  
Spanish 101 & 102 Counts as Foreign Language credit \*\*



# VALENCIA

**Classes subject to a minimum of 15 and are contingent on availability of UNM Valencia and SODA instructor availability.**

\*Accuplacer college placement needed prior to registration

\*\*If not a Spanish speaker, then 1 year of HS Spanish is required prior.





Student Services  
280 La Entrada  
Los Lunas, NM 87031  
Phone: (505)925-8560  
Fax: (505)925-8901

### **Exam Information & Preparation Instructions**

1. You have signed up for the ACCUPLACER Placement Exam at the Student Services Assessment Center. Our center offers walk-in testing during various hours during the week.
2. No food drinks, testing aides, cell phones, or electronic devices are permitted during testing. We will ask you to leave the testing room if your phone goes off during the test. We will provide you with a pencil and scratch paper for use during the test. These items must be returned prior to your departure from the testing room.
3. The ACCUPLACER test is a computer exam. If you experience a problem with your computer during testing, please notify your administrator.
4. Testing time varies, but generally takes anywhere from 1 to 2 ½ hours. If you need to complete the test at a later date, you may do so without losing your progress.
5. Your ACCUPLACER Exam Scores will be available immediately following the test. Please make an appointment with an advisor to schedule your class at the front desk. At that time an advisor will discuss your results and provide course recommendations.
6. Under no circumstances are children/friends allowed in the testing room. Please make arrangements for childcare.
7. Sample questions, a study app, and information about ACCUPLACER is available online at <https://accuplacer.collegeboard.org/students>
8. Preparation and study help available at <http://valencia.unm.edu/library/>, click on "find a database." Under "databases requiring an account" click on "Learning Express" and create an account.  
*Account must be created on campus. Once an account is created it may be accessed online from anywhere*

### **Testing Center Hours**

Monday-Friday: 8:30-3:00pm

*Availability is subject to change. Please call to verify availability.*