

Suwannee County School District



Migrant Individualized Education Plan (MIEP) & Continuation of Service Form¹ (Adapted)

Student Name: _____ DOB: _____ Grade: _____

School Site: _____ Homeroom Teacher: _____

Parent Name: _____ Address: _____

Home Phone: _____ Cell/Work Phone: _____

QAD: _____ Current MEP Enrollment Date: _____ Last School Withdrawal Date: _____

Has student been retained: Yes No If so, in what grades: _____

PFS: Yes No

ELL: Yes No

Homeless: Yes No

Gifted: Yes No

FSA DATA:

Writing: _____ Reading Achievement Level: _____ DSS: _____

Math Achievement Level: _____ DSS: _____ EOC: _____

Science Achievement Level: _____ DSS: _____ EOC: _____

District Assessment Data:

Reading-

Initial Data: _____ 2nd Assessment: _____ 3rd Assessment: _____

Math-

Initial Data: _____ 2nd Assessment: _____ 3rd Assessment: _____

Science-

Initial Data: _____ 2nd Assessment: _____ 3rd Assessment: _____

¹ The Suwannee County MIEP adapted by FMEP to include section on Continuation of Services

Grades

<i>Insert course grades into cells.</i>	<u>1st Semester</u>		<u>2nd Semester</u>	
	<u>Grading Period 1</u>	<u>Grading Period 2</u>	<u>Grading Period 3</u>	<u>Grading Period 4</u>
<u>CORE COURSES</u>				
Reading/ELA				
Mathematics				
Science				
History/Social Studies				
<u>ELECTIVE COURSES</u>				

Developmental Indicator Assessment of Learning, (DIAL 3):

Motor (Max=27)	Concepts (Max=27)	Language (Max=27)
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Fair Data K-2:

<u>BS/PMT (PRS):</u>	<u>BDI</u> (Listening, Reading, Vocabulary, Spelling): Percentile Rank:	
Fluency Score (WCPM):	Percent Accuracy:	Target Passage:
<u>TDI</u> : Meets Expectations (ME):	Below Expectations (BE):	<u>Probability of Reading Success (PRS):</u>

FAIR Data 3-12:

<u>BS/PMT (RC):</u> FCAT Success Probability:	Reading Comprehension (RC):	
Maze (Speed/Comprehension):	Word Analysis (Voc)	Lexile (Range 200-1310)

Developmental Indicator Assessment of Learning, (DIAL 3):

Motor (Max=27)	Concepts (Max=27)	Language (Max=27)
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Comprehensive English Language Learning Assessment, (CELLA)

Listening:	Speaking:	Reading:	Writing:
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Goals: The following goals have been developed in consultation with the parent, the MEP Curriculum Specialist, MEP Coordinator, Guidance Counselors, and Classroom Teachers. The goals are aligned with the NGSSS and graduation requirements.

READING & WRITING GOAL(S)

(1) _____
(2) _____
(3) _____
(4) _____
(5) _____

Math & Science Goal(s)

(1) _____
(2) _____
(3) _____
(4) _____
(5) _____

On Track for Graduation: Yes No

If no, identify all missing credits: _____

Tutoring & Credit Recovery Services:

Referral to Resource Teacher: Yes No Date: _____ Type of Intervention: _____

Other Education Services: Yes No Service Type: _____

21st Century: Yes No Ed. Options Yes No Courses Taken: _____

PASS: Yes No Courses Taken: _____

FLVS: Yes No Courses Taken: _____

Additional Supportive Services Provided:

Post Secondary Referral:

Continuation of Services (COS) Determination

*Note COS determinations **need to be completed** once a student’s MEP eligibility expires.

MEP eligibility end date: _____

Comparable Services Available: Yes No

If yes, identify service: _____

If no, identify type of service, service provider, reason why service not available, type of correspondence with service providers, and date(s) of correspondence with service provider for the period of time the availability of comparable service researched

Type of Service & Service Provider (contact name and/or agency/office)	Reason Why Service Not Available	Type of Correspondence (email, phone, letter, fax, etc.)	Correspondence Date(s)

Based on the educational data above (that demonstrate student need) as well as the documentation that no comparable services are available, it is determined the student will be served under the following COS code:

- Code A** – a student who ceases to be migrant can be served under this COS code until the end of the term. Services that can be provided to a COS Code A child are instructional and/or support services.
- Code B** – a student who ceased to be migrant and the student needs assessment documents child is failing academically and in need of extensive supplemental services. This child would be eligible under this COS code to receive MEP instructional and/or support services for three consecutive terms.
- Code C** – a student who was eligible in the MEP for at least one day in high school and ceased to be migrant. A student with this COS code must have insufficient credits and participation in a credit accrual program is necessary to address the student’s needs. Additionally, this student can continue to receive credit accrual services **ONLY** until graduation from high school. This student may not receive advocacy/support services under this code.

Date of COS Determination: _____