Current Status Report

Dina Jane Jiminez

March 01, 2017

Demographics

Current Level 9

Last Name : Jiminez

First Name : Dina

Middle / Init : Jane

Address : 4928 Main St
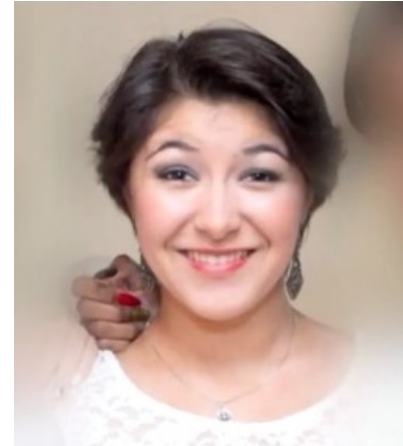
City : Riverdale

State : GA

Zip Code : 30274

Phone : 212-867-5312

Birthdate : 12/25/1960

email Address : dj@yahoo.com

Last Bio Update : 03/01/2017 at 13:03 by Randy Clayton

Assigned Instructors / Teachers

Instructors for Level 9

Harold Camping, II

Mary Strictus

Courses / Classes Assigned

Level 9

Course Name / Title	Required	Final Grade	Credit	Absent	State Code
Algebra I	1				1101
Geology	1				123

Dina Jane Jiminez

March 01, 2017

Courses / Classes Assigned

Land Mgt	0
Life Skill 2	0
OJT 1	0
Water USE	1

Level 10

Course Name / Title	Required	Final Grade	Credit	Absent	State Code
Career Math 1	0				1234
English Lit	1				2102
Functional Reading 1	0				

Level 11

Course Name / Title	Required	Final Grade	Credit	Absent	State Code
27,Work Study	0				
Basketball	0				6106
Career Math 1	0				1234
Career Plan	0				
Dog Walking	0				
English Lit	1				2102

Course Status and Grade Averages

Dina Jane Jiminez

March 01, 2017

Course Status and Grade Averages

Level 9   (Current Grade)

Unweighted GPA	**4.00**
Weighted GPA	**4.00**
Cumulative GPA	**4.70**
Credit Earned	**120.00**
Class Rank	**3**

List of Attachements and Files

Name	File Name	File Description	Date
DOT SIC Codes	DOT_SIC.xlsx	Excel Spreadsheet of data This spreadsheet contains all the DOT to SIC matches.	07/18/2016
PICPathfinder Assessment	Dina Jiminez PICPathfinder 07-18-2016.pdf	Taken 07-18-2016 Dina's shows in interest in legal work.	07/18/2016
TAP Report	TAPReport124.pdf	TAP Report 10/18/2016 TAP Report Assessment Entered in WayPoint System	10/18/2016

Transition Checklist Report

Dina Jane Jiminez

March 01, 2017

Transition Checklist

Age 15 (9th Grade)Transition Services Requirements

Date Entered	Task
Jul 29, 2016	✔ Review the previous IEP.
	Provide notice to parent of the IEP meeting.
Jul 29, 2016	✔ Invite the student to his/her IEP meeting.
Jul 29, 2016	✔ Document steps taken to ensure that the student's strengths, preferences, and interests were considered.
	Update the statement of whether the student is pursuing a course of study.
Jul 29, 2016	✔ Continue the process of identifying transition services for student.
Jul 29, 2016	✔ Review and, if needed, revise the diploma decision.
Jul 29, 2016	✔ Invite a representative of any agency providing, or likely to provide, transition services to student.
	Reconvene the IEP team to identify alternative strategies.

Age 16 (10th Grade) Transition Services Requirements Checklist

Date Entered	Task
	Review the previous IEP.
	Provide notice to parent of the IEP meeting.
	Invite the student to his/her IEP meeting.
Jul 29, 2016	✔ Invite a representative of any agency.
	Document steps taken to ensure that the student's strengths, preferences, and interests were considered
	Update the statement of whether the student is pursuing a specific diploma course.
Jul 29, 2016	✔ Review and, if needed, revise the diploma decision.
	Document consideration of the student's specific needs.
Jul 29, 2016	✔ Develop measurable post secondary goals based on age-appropriate transition assessment.
	Ensure measurable post secondary goals are based on age-appropriate transition assessment.

Age 16 (10th Grade) Transition Services Requirements Checklist

Date Entered		Task
Jul 29, 2016	✔	Develop services in each of the needed areas that focus on improving academic functional achievement
		Develop annual IEP goals related to student's transition services needs.
Jul 29, 2016	✔	Reconvene the IEP team to identify alternative strategies
		Develop a no services needed statement.
		Describe basis upon which a determination was made.
		Identify an IEP team member or designee to follow-up with agencies to ensure that services were provided.

Age 17 (11th Grade) Transition Services Requirements Checklist

Date Entered		Task
		Review the previous IEP.
Aug 01, 2016	✔	Provide notice to parent of the IEP meeting.
		Step 1 - Do This
		Step 2 - Do This
		Step 3 - Do this
		And finally, do this (The Last Step)
Aug 01, 2016	✔	Invite the student to his/her IEP meeting.
		Invite any agency providing pay for services.
Aug 01, 2016	✔	Document steps taken to ensure that the student's strengths, preferences, and interests were considered
		1. First Do this.
		2. Do this next subitem.
		3. After all, read this.
		Update the statement of whether the student is pursuing a specific course of study.
Aug 01, 2016	✔	Review and, if needed, revise the diploma decision.
		This is a very long description of what needs to take place at the review phase of diploma decision. Each student will be evaluated in accorandance to the AMA Stardards for high school graduates.
Aug 01, 2016	✔	Document consideration of the student's specific needs.
		Develop measurable post secondary goals based on age-appropriate transition assessment.
Aug 01, 2016	✔	Ensure measurable post secondary goals are based on age-appropriate transition assessment.

Age 17 (11th Grade) Transition Services Requirements Checklist

Date Entered		Task
_____		Develop services in each of the needed areas.
_____		Develop annual IEP goals related to student's transition services needs.
_____		Reconvene the IEP team to identify alternative strategies to meet the student's transition objectives.
_____		Inform parents and student of the rights that will transfer to the student.
_____		Develop a no services needed statement if no transition services are needed.
_____		Describe the basis upon which a determination was made if no services are needed in one or more areas.
Aug 01, 2016	✔	Identify the IEP team member or designee to follow-up with agencies to ensure that services are provided.

Age 18 (12th Grade) Transition Services Requirements Checklist

Date Entered	Task
_____	Review the previous IEP.
_____	Provide notice to parent of the IEP meeting.
_____	Invite the student to his/her IEP meeting.
_____	Invite any agency providing pay for services.
_____	Document steps taken to ensure that the student's strengths, preferences, and interests were considered
_____	Update the statement of whether the student is pursuing a specific course of study.
_____	Review and, if needed, revise the diploma decision.
_____	Document consideration of the student's specific needs.
_____	Develop measurable post secondary goals based on age-appropriate transition assessment.
_____	Ensure measurable post secondary goals are based on age-appropriate transition assessment.
_____	Develop services in each of the needed areas.
_____	Develop annual IEP goals related to student's transition services needs.
_____	Reconvene the IEP team to identify alternative strategies to meet the student's transition objectives.
_____	Provide parents and students a notice regarding the transfer of rights when the student attains his/her 18th birthday.
_____	Provide the student's parents with all notices required by IDEA.

Age 18 (12th Grade) Transition Services Requirements Checklist

Date Entered	Task
_____	Develop a no services needed statement if no transition services are needed.
_____	Describe the basis upon which a determination was made if no services are needed.
_____	Identify the IEP team member or designee to follow-up with agencies to ensure that services are provided.

Age 19 (Post Secondary) Transition Services Requirements Checklist

Date Entered	Task
_____	Review the previous IEP.
_____	Provide notice to parent of the IEP meeting.
_____	Invite the student to his/her IEP meeting.
_____	Invite any agency providing pay for services or likely to provide services to student.
_____	Document steps taken to ensure that the student's strengths, preferences, and interests were considered
_____	Update the statement of whether the student is pursuing a specific course of study.
_____	Review and, if needed, revise the diploma decision.
_____	Develop measurable post secondary goals.
_____	Ensure measurable post secondary goals are based on age-appropriate transition assessment.
_____	Develop services in each of the needed areas.
_____	Develop annual IEP goals related to goals related to student's transition services needs.
_____	Reconvene the IEP team to identify alternative strategies to meet the student's transition objectives.
_____	Provide the student's parents with all notices required by IDEA.
_____	Provide prior written notice of change of placement for students graduating with a standard diploma.
_____	Provide a Summary of Performance (SOP) for students exiting with a standard diploma or aging out of program.
_____	Develop a no services needed statement if no transition services are needed.
_____	Describe the basis upon which determinations were made if no services are needed.
_____	Identify an IEP team member or designee to follow-up with agencies to ensure that services are provided.

Age 20 (Post Secondary) Transition Services Requirements Checklist

Date Entered	Task
_____	Review the previous IEP.
_____	Provide notice to parent of the IEP meeting.
_____	Invite the student to his/her IEP meeting.
_____	Invite any agency providing pay for services or likely to provide services to student.
_____	Document steps taken to ensure that the student's strengths, preferences, and interests were considered
_____	Update the statement of whether the student is pursuing a specific course of study.
_____	Review and, if needed, revise the diploma decision.
_____	Develop measurable post secondary goals.
_____	Ensure measurable post secondary goals are based on age-appropriate transition assessment.
_____	Develop services in each of the needed areas.
_____	Develop annual IEP goals related to student's transition services needs.
_____	Reconvene the IEP team to identify alternative strategies to meet the student's transition objectives.
_____	Provide the student's parents with all notices required by IDEA
_____	Provide prior written notice of change of placement for students graduating with a standard diploma.
_____	Provide a Summary of Performance (SOP) for students exiting with a special diploma or aging out of the program.
_____	Develop a no services needed statement if no transition services are needed.
_____	Describe the basis upon which a determination was made if no services are needed.
_____	Identify an IEP team member or designee to follow-up with agencies to ensure that services are provided.

Age 21 (Post Secondary) Transition Services Requirements Checklist

Date Entered	Task
_____	Review the previous IEP.
_____	Provide notice to parent of the IEP meeting.
_____	Invite the student to his/her IEP meeting.
_____	Invite any agency providing pay for services or likely to provide services to student.

Age 21 (Post Secondary) Transition Services Requirements Checklist

| Date Entered	Task
_____	Document steps taken to ensure that the student's strengths, preferences, and interests were considered
_____	Update the statement of whether the student is pursuing a specific course of study.
_____	Review and, if needed, revise the diploma decision.
_____	Develop measurable post secondary goals.
_____	Ensure measurable post secondary goals are based on age-appropriate transition assessment.
_____	Develop services in each of the needed areas.
_____	Develop annual IEP goals related to student's transition services needs.
_____	Reconvene the IEP team to identify alternative strategies to meet the student's transition objectives.
_____	Provide the student's parent with all notices required by IDEA.
_____	Provide prior written notice of change of placement for students graduating with a standard diploma.
_____	Provide a Summary of Performance (SOP) for students exiting with a standard diploma or aging out of the program.
_____	Develop a no services needed statement if no transition services are needed.
_____	Describe the basis upon which a determination was made if no services are needed.
_____	Identify an IEP team member or designee to follow-up with agencies to ensure that services are provided.

Age 22 (Post Secondary) Transition Services Requirements Checklist

Date Entered	Task
_____	Review the previous IEP.
_____	Provide notice to parent of the IEP meeting.
_____	Invite the student to his/her IEP meeting.
_____	Invite any agency providing pay for services or likely to provide services to student.
_____	Document steps taken to ensure that the student's strengths, preferences, and interests were considered
_____	Update the statement of whether the student is pursuing a specific course of study.
_____	Review and, if needed, revise the diploma decision.
_____	Develop measurable post secondary goals.

Transition Checklist

Age 22 (Post Secondary) Transition Services Requirements Checklist

Date Entered	Task
_____	Ensure measurable post secondary goals are based on age-appropriate transition assessment.
_____	Develop services in each of the needed areas.
_____	Develop annual IEP goals related to student's transition services needs.
_____	Reconvene the IEP team to identify alternative strategies to meet the student's transition objectives.
_____	Provide the student's parent with all notices required by IDEA.
_____	Provide prior written notice of change of placement for students graduating with a standard diploma.
_____	Provide a Summary of Performance (SOP) for students exiting with a special diploma or aging out of program.
_____	Develop a no services needed statement if no transition services are needed.
_____	Describe the basis upon which a determination was made if no services are needed.
_____	Identify an IEP member or designee to follow-up with agencies to ensure that services are provided.
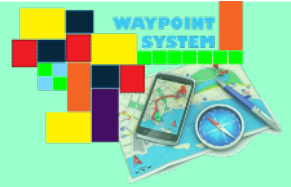
Notes and Comments Report

Dina Jane Jiminez

Notes and Comments

Student's Notes - Level 9

07/18/2016

NOTES AND COMMENTS TAB
Grade 9 Notes:

According to a Pew Research Center study that is (according to the Times) due out later this year, 6% of American adults -- that's one in 17 upstanding citizens -- has sent a nude or nearly nude (but not "never-nude") photo on a cell phone. And 15% have received such a text. (Apparently these self-portraitists are prolific.)

Leave something to the imagination, folks.

06/17/2016

ENG1D – Grade 9 Academic English Exam Notes

English

Definitions:

alliteration: repetition of initial consonant sounds
allusion: references to well-known ideas/other works of literature/historical events
antagonist: character who opposes main character
dramatic irony: audience knows more than the character

first person: narrator in character in story
foreshadowing: hinting that something will happen
hyperbole: exaggeration
metaphor: direct comparison between two unlike things

irony: reversal of expectations
onomatopoeia: sound of word reflects its meaning
pathetic fallacy: human emotion is reflected in nature
personification: giving human qualities to inanimate objects.
protagonist: main character in story

simile: direct comparison of two unlike things using like or as
symbol: something that represents both itself and something else
tall tale: exaggerated story
theme: main idea of story; cannot be a sentence
third person limited: narrator only knows what character knows
third person omniscient: narrator knows everything

PPACCTS:
– plot, perspective/point of view, atmosphere/mood, character, conflict, theme and setting
– plot: rising action, inciting incident, climax, resolution, conclusion
– conflict: character vs. self, character vs. nature, character vs. character, character vs. society
– setting: time, place

– atmosphere: mood, sights, sounds

Thesis:

– A sentence that identifies the main position of the essay & previews the arguments that will be used to prove that position:
– tests ideas, develops arguments, guides reader

Dramatic Purpose:

– analyse out of plays for the following elements:
– plot/conflict
– setting/background information

– character: to reveal the nature of a person

– atmosphere and mood

– theme

– suspense (a state of anxious uncertainty)

Student's Notes - Level 9

– dramatic irony

– dramatic relief (to break tension after a particularly dramatic or tense scene)

– comic relief

– foreshadowing

Quotation Analysis:
– state why it's important a number of times

– analyse for PPACTS

Related Notes:
?ICS4U – Grade 12 Computer Science – C…
?ENG3U Grade 11 English Review Notes
?ICS3U Grade 11 Computer Science Java Basics Test
?ICS3U Grade 11 Computer Science Loops Test
?ICS3U Grade 11 Computer Science Loops/Strings Test

Instructor's Notes - Academic Checklists

07/18/2016
Randy Clayton

Academic Checklist - Instructor's Notes:
We're texting more than ever, and, like society, the texts themselves are getting worse and worse.

That's a conclusion cobbled together from the Pew Internet and American Life Project, which found that the median number of texts adults send and receive in a day doubled from 2009 to 2010, and much anecdotal observation from the authors.

Read on to learn just how terrible silent cell phone users are these days, and the five texts that should never traverse that satellite-banked arc from your hands to the eyes of another.

Instructor's Notes - Student

Instructor's Notes - Student

06/17/2016
Mary Strictus

Welds or tack-welds overlapping edges of positioned components to fabricate sheet metal assemblies, such as panels, refrigerator shells, and automobile bodies, using portable spot-welding gun: Positions and clamps electrode under overlapping edges of workpiece. Presses electrode against workpiece at specified weld points to complete circuit between electrodes and heat metal to joining temperature. Removes electrode after specified period of time. May adjust equipment for automatic timing of current. May periodically attend group meetings to learn new or modified tasks. May position and clamp workpieces together. May examine welded components to detect defects.