Standards & Curriculum Guides

• Alabama College - & Career – Ready Standards

http://alex.state.al.us/ccrs/  http://alex.state.al.us/specialed/  http://www.alsde.edu/home/
The Number System 6\textsuperscript{th} Grade

6. Fluently add, subtract, multiply, and divide multi-digit decimals using the standard algorithm for each operation. [6-NS3]
Standards & Curriculum Guides

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

http://alex.state.al.us/ccrs/  http://alex.state.al.us/specialed/  http://www.alsde.edu/home/
6. Fluently add, subtract, multiply, and divide multi-digit decimals using the standard algorithm for each operation. [6-NS3]

Objectives:
M. 6.6.1: Solve division problems involving multi-digit whole numbers and decimal numbers.
M. 6.6.2: Solve multiplication problems involving multi-digit whole numbers and decimal numbers.
M. 6.6.3: Recall basic multiplication and division facts.
M. 6.6.4: Solve addition and subtraction of multi-digit decimal numbers (emphasis on alignment).
M. 6.6.5: Solve addition and subtraction of multi-digit whole numbers.
M. 6.6.6: Recognize place value of whole numbers and decimals.
M. 6.6.7: Demonstrate addition, subtraction, multiplication, and division of whole numbers and decimals using manipulatives.
Standards & Curriculum Guides

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

http://alex.state.al.us/ccrs/  http://alex.state.al.us/specialed/  http://www.alsde.edu/home/
M. ES 6.2: Recognize multiplication as repeated addition using fives and tens. *(M 6.6.3)*

**Example:** Which example represents a way to solve \(5 \times 2 = \_\)?

- a) \(5+5+5=15\)
- b) \(5+5=10\)
- c) \(5+5+5=20\)

- **Objective:** Use multiplication concepts to determine the value of a group of like coins or bills.

**Example A:** Which multiplication sentence will determine the amount shown?

- a) \(6 \times 10\)¢ = 60¢
- b) \(6 \times 5\)¢ = 30¢
- c) \(5 \times 10\)¢ = 50¢

**Example B:** Which multiplication sentence will determine the amount shown?

- a) \(4 \times \$5 = \$20\)
- b) \(3 \times \$5 = \$15\)
- c) \(5 \times \$10 = \$50\)
Standards & Curriculum Guides

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

http://alex.state.al.us/ccrs/  http://alex.state.al.us/specialed/  http://www.alsde.edu/home/
Organization of Transition Standards

The organizational components of Transition Standards 9, 10, 11, and 12 include the strand, grade level, content standard, and the transition target.

The system for numbering TS.OC12.1.A, for example, is based upon the following:

- **Transition Standard**
- **Strand (e.g., OC = Occupations/Careers)**
- **Grade Level**
- **Transition Target**
- **Content Standard Number**

**TS.OC12.1.A:** Identify the future career goal of greatest interest.
Standards & Curriculum Guides

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

http://alex.state.al.us/ccrs/    http://alex.state.al.us/specialed/    http://www.alsde.edu/home/
<table>
<thead>
<tr>
<th>Alabama Developmental Standards for Preschool Children</th>
<th>Alabama Course of Study</th>
<th>Head Start Child Development and Early Learning Framework</th>
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</thead>
<tbody>
<tr>
<td>Approaches to Learning</td>
<td>None</td>
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<td>English Language Arts - Kindergarten</td>
<td>Language Development</td>
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<td>Literacy Knowledge and Skills</td>
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<td>Science and Environmental Education</td>
<td>Science - Kindergarten</td>
<td>Science Knowledge and Skills</td>
</tr>
<tr>
<td>Technology</td>
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<tr>
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<td>Social Studies</td>
<td>Social and Emotional Development</td>
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<tr>
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<td>Physical Development and Health</td>
</tr>
<tr>
<td>Health and Daily Living</td>
<td>Health Education</td>
<td>Physical Development and Health</td>
</tr>
<tr>
<td>Creative Arts</td>
<td>Arts Education - Kindergarten</td>
<td>Creative Arts Expression</td>
</tr>
</tbody>
</table>
Standards & Curriculum Guides

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

http://alex.state.al.us/ccrs/  http://alex.state.al.us/specialed/  http://www.alsde.edu/home/
**Standard M. 3.10**

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

- **M. 3.10.1:** Define rounding.
- **M. 3.10.2:** Round whole numbers from 100 to 999 using whole numbers from 10 to 99.
- **M. 3.10.3:** Model rounding whole numbers to the nearest 100.

**Content Standard Identifier from Common Core State Standards**
PLEASE NOTE:

THE FOLLOWING EXAMPLE IS ONLY ONE WAY TO DEVELOP A STANDARDS-BASED IEP.
STANDARDS-BASED IEP

Notice and Invitation to a Meeting/Consent for Agency Participation
NOTICE AND INVITATION TO A MEETING / CONSENT FOR AGENCY PARTICIPATION

STUDENT'S NAME: Sallie Carson

MEETING DATE: 05/11/2015  TIME: 10:00 AM  LOCATION: Room 210 at Elementary School

* Explanation: Special Education Rights

Because your input is important to us, we encourage you to make every effort to attend this meeting. If you would like to participate by phone, please call the person(s) listed below. You may request that other people join you in any part of this process. If your child is transitioning from Early Intervention, you may request that an intervention be sent to the Early Intervention Program for the entire IEP Team meeting. Please contact the individual listed below if you would like to discuss this issue.

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

[Signature of Education Agency Official]

Please check one of the following boxes, sign, date, and return this form to

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

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

[ ] I GIVE CONSENT for representatives from other transition agencies indicated above to attend the meeting.

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

[Signature of Parent or Student (Age 19)]

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

Date

Results of 1st Attempt

Action

Results of 2nd Attempt

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

Student was notified on:

[ ]

Agency was notified on:

[ ]

Acknowledged

Acknowledged

[Date]

[Date]
The purpose of this meeting is to:

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

* Enclosure: Special Education Rights

(SIGNATURES the following agencies)

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

Parent or Guardian Name (Age 18)

Date

FOR SCHOOL PERSONNEL - Documented attempts to contact parent/student (age 18) for the IEP Team meeting:

Data Notice Sent

Results of 1st Attempt

2nd Attempt Date

Results of 1st Intake

3rd Attempt Date

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

Student was notified on

Agency was notified on

ADEC Approved Rev 2015

Alabama State Department of Education, Special Education Services
NOTICE AND INVITATION TO A MEETING / CONSENT FOR AGENCY PARTICIPATION

STUDENT'S NAME: Sallie Carson
MEETING DATE: 05/11/2015
TIME: 10:00 AM

The purpose of this meeting is:

[ ] Determine Initial or Continued Eligibility
[ ] Develop Initial IEP
[ ] Review / Re-Evaluate
[ ] Dismiss Transition / Postsecondary Services
[ ] Develop Functional Behavioral Assessment Plan
[ ] Develop Transition Instructional Plan
[ ] Consent to Evaluation

* Disclosure: Special Education Rights

Because your input is important to us, we encourage you to please read and understand the Before the meeting, if you have any questions or concerns, please contact the Individual Information Officer.

My signature below verifies that if you require assistance to understand your understanding. You are encouraged to seek further information for further details.

[ ] Signature of Education Agency Official
[ ] Signature of Parent

Please check one of the following boxes, sign, date, and mail below:

[ ] I WILL BE ABLE TO MEET WITH YOU
[ ] I CANNOT meet at the time and date indicated
[ ] I WILL NOT BE ABLE TO MEET WITH

Please check one of the following boxes if appropriate:

[ ] GIVE CONSENT for representative from
EXCLUDING the following agencies:

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

Signature of Parent or Student (Age 18)

FOR SCHOOL PERSONNEL - Documented attempts to contact parent/student (age 18) for the IEP Team meeting:

Attempt Date
1st Attempt Date
2nd Attempt Date
3rd Attempt Date
Documented attempts to contact student/agency for IEP Team meeting including transition services:

Student was notified on
Agency was notified on

AUX, Approved Feb 2015

The following people will be invited to meet with us:

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

Alabama State Department of Education, Special Education Services
NOTICE AND INVITATION TO A MEETING / CONSENT FOR AGENCY PARTICIPATION

Sallie Carson
Classroom 210 at Elementary School

MEETING DATE: 05/11/2015  TIME: 10:00 AM  LOCATION: Classroom 210 at Elementary School

The purpose of this meeting is:
- Discuss the need for additional data collection
- Discuss Initial or Continued Eligibility
- Develop Initial IEP
- Review / Renovate IEP
- Annual Review / Develop Annual IEP
- Transition: Postsecondary Services
- Student Manifestation Determination

The following people will be invited to meet with:
- Local Education Agency (LEA) Representative
- Someone Who Can Interpret the Instructional Implications of the Evaluation Results
- Classroom Education Teacher
- Special Education Teacher
- Parent
- Student
- Other Technical Representative

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

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

Cynthia Mayo  at  123-456-7890

(Phone)

Cynthia Mayo
(Name)

Signature of Education Agency Official

[ ] DO NOT GIVE CONSENT for representative from other state agency indicated above to attend the meeting.

(SPECIFY WHICH AGENCY)

[ ] GIVE CONSENT for representative from other state agency indicated above to attend the meeting.

(SPECIFY WHICH AGENCY)

Signature of Parent or Student (Age 18)  Date

For School Personnel - Documented attempts to contact parent/student (age 18) for the IEP Team meeting.

Date

Result of 1st Attempt

2nd Attempts Date

Action

Result of 2nd Attempt

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

Student was notified on 118  Action

Agency was notified on 118

AUSD Approved Feb. 2005

Alabama State Department of Education, Special Education Services
NOTICE AND INVITATION TO A MEETING / CONSENT FOR AGENCY PARTICIPATION

Sallie Carson

Meeting Date: 05/11/2015  Time: 10:00 AM  Location: Classroom 210 at Elementary School

The purpose of this meeting is:

☐ [ ] Determine if I Need Additional Services
☐ [ ] Discuss the Need for Additional Data Collection
☐ [ ] Determine Initial or Continued Eligibility

The following people will be invited to meet with you:

☐ [ ] Local Education Agency (LEA) Representative
☐ [ ] Someone Who Can Interpret the Educational Implications of the Evaluation Results

Please check one of the following boxes, sign, date, and return this form to: Cynthia Mayo

☐ [ ] I WILL BE ABLE TO MEET WITH YOU.

☐ [ ] I CANNOT meet at the date and time indicated. Please contact me to arrange another time.

☐ [ ] I WILL NOT BE ABLE TO MEET WITH YOU. I will contact you if I want more information.

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

☐ [ ] I GIVE CONSENT for representatives from other transition agencies indicated above to attend the meeting.

(EXCLUDING the following agencies: ____________________________ )

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

Brenda Carson

Signature of Parent or Student (Age 19) 05/05/2015 Date

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

Date Notice Sent 05/05/2015
Results of 1st Attempt: 11/3  Action: Call
Results of 2nd Attempt: 1/11  Action: Call
Results of 3rd Attempt: 1/14  Action: Call

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

Student was notified on: 11/3
Action was notified on: 11/3

AIDE Approved No. 3015
FOR SCHOOL PERSONNEL - Documented attempts to contact parent/student (age 19) for the IEP Team meeting.

Date Notice Sent: 05/04/2015

Results of 1st Attempt: Parent unable to attend-need to reschedule

2nd Attempt Date: 
Action:

Results of 2nd Attempt: 

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

Student was notified on: 
Agency was notified on: 

My signature below verifies that if you require notice and an explanation of your rights in your native language, the LEA/agency has accommodated you to receive your understandings. You are fully informed under the above address in your region of the School Education.
Complete Form and Close in SETS
New Date/Time = New Meeting Notice
NOTICE AND INVITATION TO A MEETING / CONSENT FOR AGENCY PARTICIPATION

STUDENT'S NAME: Sallie Carson
MEETING DATE: 05/15/2015  TIME: 10:00 AM  LOCATION: Room 210 at Elementary School

* Emphasis: Special Education Rights

Because your input is important to us, we encourage you to make every effort to attend this meeting. If you would like to participate by phone, please call the person listed below to make arrangements. If you have any other questions, please call the person listed below.

My child is receiving services from the Early Intervention Program for the mother language. Will you need any assistance from the Early Intervention Program? I am ready to sign the following forms:

Signature of Education Agency Official  PARENT - STUDENT (Age 18 or older)

Please check one of the following boxes, sign, date, and return this form to:

[] I WILL BE ABLE TO MEET WITH YOU.
[] I CANNOT meet at the date and time indicated. Please contact me to arrange another time.
[] I WILL NOT BE ABLE TO MEET WITH YOU. I will contact you at a later time.

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

[] I GIVE CONSENT for representatives from other transition agencies indicated above to attend the meeting.
[] EXCLUDING the following agencies

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

Signature of Parent or Student (Age 18)  Date

FOR SCHOOL PERSONNEL - Documented attempts to contact parent/student (age 18) for the IEP Team meeting.

Date Notice Sent
Results of 1st Attempt
2nd Attempt Date
Results of 1st Attempt
Documented attempts to contact student/agency for the IEP Team meeting including transition services.

Student was notified on
Parent was notified on

AUDC Approved: Feb 2015
NOTICE AND INVITATION TO A MEETING / CONSENT FOR AGENCY PARTICIPATION

STUDENT'S NAME: Sallie Carson

MEETING DATE: 05/15/2015
TIME: 10:00 AM
LOCATION: Classroom 210 at Elementary School

The purpose of this meeting is:

☐ Discuss the Need for Additional Data Collection
☐ Discuss the Need for Continued Eligibility
☐ Determine if Technical or Procedural Issues
☐ Local Education Agency (LEA) Representative
☐ Someone Who Can Interpret the Instructional Implications of the Evaluation Results

The following people will be invited to meet with:

[ ] [ ] [ ]

PARENT – STUDENT (Age 19 or older)

Please check one of the following boxes, sign, date, and return this form to: Cynthia Mayo

before 05/12/2015

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

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

[ ] I GIVE CONSENT for representatives from other transition agencies indicated above to attend the meeting.

(EXCLUDING the following agencies: ____________________________

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

Brenda Carson
Signature of Parent or Student (Age 19) 05/10/2015 Date

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

Date Notice Sent

Results of 1st Attempt

2nd Attempt Date

Results of 2nd Attempt

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

Student was notified on

Agency was notified on

AEDK Approved Feb 2015

Alabama State Department of Education, Special Education Services
FOR SCHOOL PERSONNEL - Documented attempts to contact parent/student (age 19) for the IEP Team meeting.

Date Notice Sent 05/04/2015

Results of 1st Attempt Parent unable to attend-need to reschedule
2nd Attempt Date 05/08/2015  Action Phone call to parent- second notice sent

Results of 2nd Attempt Parent attended - meeting held

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

Student was notified on __________ via __________
Agency was notified on __________ via __________

ALSDE Approved Feb. 2015
<table>
<thead>
<tr>
<th>Date</th>
<th>Event Description</th>
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<tbody>
<tr>
<td>05/04/2015</td>
<td>Notice sent for IEP Team meeting</td>
</tr>
<tr>
<td>05/08/2015</td>
<td>Phone call to parent, second notice sent</td>
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<tr>
<td>05/08/2015</td>
<td>Parent attended – meeting held</td>
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<tr>
<td>05/10/2015</td>
<td>Parent attended – meeting held</td>
</tr>
<tr>
<td>05/12/2015</td>
<td>Parent attended – meeting held</td>
</tr>
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---

**NOTICE AND INVITATION TO A MEETING / CONSENT FOR AGENCY PARTICIPATION**

**Sallie Carson**

**MEETING DATE:** 05/15/2015  
**TIME:** 10:00 AM  
**LOCATION:** Classroom 210 at Elementary School

The purpose of this meeting is to:

- Discuss the Need for Additional Data Collection
- Determine Initial or Continued Eligibility
- Develop Initial IEP
- Revisit/Review IEP
- Review Annual IEP
- Dismiss Transition – Postsecondary Services
- Counsel/Consultation Documentation
- Develop Functional Behavioral Assessment Plan
- Develop Extracurricular/Extracurricular Plan
- Conduct Executive Session

The following people will be invited to meet with:

- Local Education Agency (LEA) Representative
- Someone Who Can Interpret the Instructional Implications of the Evaluation Results
- Related Services Provider
- Special Education Teacher
- Paraprofessional
- Student
- Parent Technical Representative
- Other Agency Representative(s) for Transition

---

**Cynthia Mayo**

Signature of Education Agency Official  
**PARENT – STUDENT (Age 18 or older)**

Please check one of the following boxes, sign, date, and return this form to Cynthia Mayo by 05/12/2015.

- [ ] I WILL BE ABLE TO MEET WITH YOU
- [ ] I CANNOT meet at the date and time indicated. Please contact me to arrange another time.
- [ ] I WILL NOT BE ABLE TO MEET WITH YOU. I will contact you at a later date for additional information.

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

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

**Brenda Carson**

Signature of Parent or Student (Age 18)  
**Date:** 05/10/2015

---

**FOR SCHOOL PERSONNEL – Documented attempts to contact parent/student (age 18) for the IEP Team meeting.**

**Date:** 05/04/2015

- Results of 1st Attempt: Parent unable to attend – need to reschedule
- 2nd Attempt Date: 05/08/2015  
  - Action: Phone call to parent, second notice sent
- Results of 2nd attempt: Parent attended – meeting held
- Documented attempts to contact student/agency for IEP Team meeting including transition services.

**Student’s Name:**  
**Parent’s Name:**

---

**Alabama State Department of Education, Special Education Services**
# INDIVIDUALIZED EDUCATION PROGRAM

<table>
<thead>
<tr>
<th>STUDENT’S NAME</th>
<th>Sallie Carson</th>
</tr>
</thead>
<tbody>
<tr>
<td>DOB</td>
<td>06/14/2008</td>
</tr>
<tr>
<td>SCHOOL YEAR</td>
<td>2015 - 2016</td>
</tr>
<tr>
<td>GRADE</td>
<td>3 - 3</td>
</tr>
<tr>
<td>IEP INITIATION/DURATION DATES</td>
<td>FROM 08/17/2015 TO 05/20/2016</td>
</tr>
</tbody>
</table>

**THIS IEP WILL BE IMPLEMENTED DURING THE REGULAR SCHOOL TERM UNLESS NOTED IN EXTENDED SCHOOL YEAR SERVICES.**

---

**Results of the most recent evaluations:**
Includes all information concerning evaluation results. This information should be written in meaningful terms so that the parent and service provider have a clear understanding of the evaluation results.

---

**The academic, developmental, and functional needs of the student:**
Include all information concerning how the student’s disability affects his/her involvement and progress in the general education curriculum, and, for preschool age children, how the disability affects his/her participation in age-appropriate activities.

---

**Other:**
Include any information pertinent to the development of the IEP that was not included anywhere else on the Student Profile page.

---

For the child transitioning from EIS to Preschool, justify if the IEP will not be implemented on the child’s 3rd birthday:
This should only be completed if the child is not being served under IDEA on the child’s third birthday (e.g., if a child’s birthday is during the summer or holiday) (publication is required).
Sallie has great listening skills as evidenced by her ability to provide correct responses during class discussions of informational text read aloud. She enjoys participating in class and will raise her hand repeatedly to provide an answer. Math is an area of strength for Sallie. She is able to add and subtract single digit numbers; tell time; determine money totals using coins and bills; identify and use units of measurement. Sallie exhibits helpful behavior as she is always asking if she can assist with anything in the classroom, whether it involves instruction or cleaning up at the end of the day. She exhibits caring behavior toward her peers and adults by giving them a hug or telling them “it’s okay” if she thinks the person is upset.
Sallie’s parents realize she is reaching normal milestones later than her older siblings. However, they are concerned about her progress in reading. Sallie is beginning to ask them why she is not able to read like her sisters and will even become upset stating that she is not smart. Her parents stated that they read stories with her at home and use sight word flash cards. She is able to recall some of the words individually but they are seeing minimal progress in reading passages. They have asked if Sallie can receive additional instruction in reading at school.
Sallie stated that her favorite activities at school include math class, listening to her teacher read aloud, and playing with her friends. She has two older sisters and one younger sister at home and based upon her mother’s observations she prefers to play alone. She enjoys swimming and has participated on a competition team. She is currently taking tennis lessons and participates at the theatre within her community. She considers herself as having great memory skills due to the fact she can memorize necessary lines, as evidenced by her recent performance in a comical skit. However, due to her limited reading ability she stated that she relies on her older sisters to help her learn the lines.
Based upon progress monitoring, Sallie is reading on a level consistent with a student in kindergarten. She is able to distinguish letter names and sounds and identify some high frequency words in context, especially if paired with a picture or illustration. (ELA K.23.3) She actively participates in group readings and oral discussions, listening to stories or subject area text read aloud and responding to questions with 80% accuracy. (ELA K.9.1) She knows that she is struggling to read and is embarrassed; even asking, “Can I read good?” or will apologize saying, “I’m sorry that I can’t read.” Based upon recent classroom assessments Sallie is performing math at a level that is consistent with a student in the 2nd grade.
When presented with a silent reading assignment, Sallie will look around at her classmates until everyone is busy and then sit quietly and appear to be reading. However, she does not participate during the class discussion, which is something she enjoys. If given a reading assignment for home, Sallie will ask if she can get her parents or her sister to read it to her. She needs to develop skills to increase her level of word recognition and comprehension of written text. She needs to develop strategies for identifying the main idea and supporting details to increase her understanding of informational text. Sallie’s limited ability to read grade level text negatively affects her participation in the general education curriculum in reading, science, and social studies.
Sallie exhibits uncoordinated motor skills sometimes stumbling over her own feet or falling unexpectedly. This occurs 4-5 times weekly. Information from her parents indicate that she was seen by an orthopedic doctor but the issue was in her hip and she would not need therapy at this time. They do want school staff to monitor her and notify them if she begins to express symptoms of pain in her hip.
**INDIVIDUALIZED EDUCATION PROGRAM**

<table>
<thead>
<tr>
<th>STUDENT'S NAME</th>
<th>Sallie Carson</th>
</tr>
</thead>
<tbody>
<tr>
<td>DOB</td>
<td>06/14/2008</td>
</tr>
<tr>
<td>SCHOOL YEAR</td>
<td>2015 - 2016</td>
</tr>
<tr>
<td>GRADE</td>
<td>3</td>
</tr>
</tbody>
</table>

**IEP INITIATION DURATION DATES**

- FROM: 08/17/2015
- TO: 05/20/2016

**This IEP will be implemented during the regular school term unless noted in extended school year services.**

**Student Profile – Will include general statements regarding:**

**Strengths of the student:**
- Includes information regarding the student's strengths in academic and functional areas.
- Includes information regarding the student's strengths in academic and functional areas.

**Parental concerns for enhancing the education:**
- Includes information regarding the Parental concerns for enhancing the education of their child.

**Student Preferences and/or Interests:**
- Includes all information concerning student preferences and/or interests.

**Results of the most recent evaluations:**
- Includes all information concerning evaluation results. This information should be written in meaningful terms so that the parent and service provider has a clear understanding of the evaluation results.

**The academic, developmental, and functional needs of the student:**
- Includes all information concerning how the student's disability affects his/her involvement and progress in the general education curriculum, and, the preschool age child, how the disability affects his/her participation in age-appropriate activities.

**Other:**
- Includes any information pertinent to the development of the IEP that was not included anywhere else on the Student Profile page.

**For the child transitioning from EI to Preschool, justify if the IEP will not be implemented on the child's 3rd birthday:**
- This should only be completed if the child is not being served under IDEA on the child's third birthday (e.g., if a child's birthday is during the summer or holiday(s) justification is required).
SPECIAL INSTRUCTIONAL FACTORS

Items checked “YES” will be addressed in this IEP:

- Does the student have behavior which impedes his/her learning or the learning of others? [ ] YES [ ] NO
- Does the student have a Behavioral Intervention Plan? [ ] YES [ ] NO
- Does the student have limited English proficiency? [ ] YES [ ] NO
- Does the student need instruction in Braille and the use of Braille? [ ] YES [ ] NO
- Does the student have communication needs? [ ] YES [ ] NO
- Does the student need assistive technology devices and/or services? [ ] YES [ ] NO
- Does the student require specially designed P.E.? [ ] YES [ ] NO
- Is the student working toward alternate achievement standards and participating in the Alabama Alternate Assessment? [ ] YES [ ] NO
- Are transition services addressed in this IEP? [ ] YES [ ] NO

YES [ ] NO

Method/Frequency for Reporting Progress of Attaining Goals to Parents:
Annual Goal Progress reports will be sent to parents each time report cards are issued (every _______ weeks).
TRANSPORTATION

Student’s mode of transportation:

[ ] Regular bus  [ ] Bus for special needs  [ ] Parent contract
[ ] Other: Car rider

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

If yes, check any transportation needs:

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

Specify type:

[ ] Other. Specify:

[ ] Bus driver and support personnel are aware of the student’s behavioral and/or medical concerns.
INDIVIDUALIZED EDUCATION PROGRAM

STUDENT'S NAME: Sallie Carson
DOB: 06/14/2008

SPECIAL INSTRUCTIONAL FACTORS

Items checked “YES” will be addressed in this IEP:

- Does the student have behavior which impedes his/her learning or the learning of others? [ ] YES [ ] NO
- Does the student have a Behavioral Intervention Plan? [ ]
- Does the student have limited English proficiency? [ ]
- Does the student need instruction in Braille and the use of Braille? [ ]
- Does the student have communication needs? [ ]
- Does the student use assistive technology devices and/or services? [ ]
- Does the student require specially designed P.E.? [ ]
- Is the student working toward alternate achievement standards and participating in the Alabama Alternate Assessment? [ ]
- Are transition services addressed in this IEP? [ ]

TRANSPORTATION

Student's mode of transportation:
- [ ] Regular bus
- [ ] Bus for special needs
- [ ] Parent contract
- [ ] Other
- Car rider

NONACADEMIC and EXTRACURRICULAR ACTIVITIES

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

[ ] YES.
[ ] YES, with supports. Describe:

[ ] NO. Explanation must be provided:

METHOD/FREQUENCY FOR REPORTING PROGRESS OF ATTAINING GOALS TO PARENTS

Annual Goal Progress reports will be sent to parents each time report cards are issued (every _______ weeks).
STANDARDS-BASED IEP

Annual Goal Page(s)
STUDENT’S NAME:  Sallie Carson    DOB: 06/14/2008

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

AREA:  Reading Fluency

PRESENT LEVEL OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE:
State how the student’s disability affects his/her involvement and progress in the general education curriculum for this particular area of instruction, or for preschool age students, how the disability affects the student’s participation in age-appropriate activities.

(Link to Curriculum Guides)
Fluency

21. Read with sufficient accuracy and fluency to support comprehension. [RF.3.4]
   a. Read on-level text with purpose and understanding. [RF.3.4a]
   b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. [RF.3.4b]
   c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. [RF.3.4c]

Objectives:
ELA 3.21.1: Read 50-90 words of connected text per minute orally with accuracy.
**ELA 3.21.2:** Read 30-50 words of connected text per minute orally with accuracy.
ELA 3.21.3: Retell text read to confirm comprehension.
ELA 3.21.4: Recognize first and/or second grade sight words independently.
ELA 3.21.5: Recognize first and/or second grade sight words with scaffolding.
ELA 3.21.6: Recognize pre-primer/primer sight words independently.
ELA 3.21.7: Recognize pre-primer/primer sight words with scaffolding.
ELA 3.21.8: Decode regularly spelled multi-syllabic words with short and long vowels.
ELA 3.21.9: Decode regularly spelled multi-syllabic words with short and long vowels with prompting.
ELA 3.21.10: Describe rhythm, beat, and expression for reading aloud.
PRESENT LEVEL OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE:

- STRENGTHS:

- NEEDS:

- HOW DISABILITY AFFECTS PERFORMANCE IN GENERAL EDUCATION CURRICULUM:
Based upon recent progress monitoring, Sallie is reading at a level that is consistent with a student in Kindergarten. She is able to identify high frequency words in context, especially if paired with a picture or illustration (ELA K.23.3).
Based upon recent progress monitoring, Sallie is reading at a level that is consistent with a student in Kindergarten. She is able to identify high frequency words in context, especially if paired with a picture or illustration (ELA K.23.3).

She needs to increase her level of reading fluency to identify and read sight words at the second grade level (ELA 3.21.4).

HOW DISABILITY AFFECTS PERFORMANCE IN GENERAL EDUCATION CURRICULUM:
PRESENT LEVEL OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE:

- **STRENGTHS:**
  
  Based upon recent progress monitoring, Sallie is reading at a level that is consistent with a student in Kindergarten. She is able to identify high frequency words in context, especially if paired with a picture or illustration (ELA K.23.3).

Sallie’s limited skills to read with accuracy affects her participation in the general education curriculum in the area of reading.

- **HOW DISABILITY AFFECTS PERFORMANCE IN GENERAL EDUCATION CURRICULUM:**
Based upon recent progress monitoring, Sallie is reading at a level that is consistent with a student in Kindergarten. She is able to identify high frequency words in context, especially if paired with a picture or illustration (ELA K.23.3). She needs to increase her level of reading fluency to identify and read sight words at the second grade level (ELA 3.21.2). Sallie’s limited skills to read with accuracy affects her participation in the general education curriculum in the area of reading.
READING FLUENCY

Based upon recent progress monitoring Sallie is reading at a level that is consistent with a student in Kindergarten. She is able to identify high frequency words in context, especially if paired with a picture or illustration (ELA K.23.3). She needs to increase her level of reading fluency to identify and read sight words at the second grade level (ELA 3.21.2). Sallie’s limited skills to read with accuracy affects her participation in the general education curriculum in the area of reading.

(Link to Curriculum Guides)
MEASURABLE ANNUAL GOAL related to meeting the student’s needs:
Target the individual needs of the student resulting from the student’s disability and how the student’s disability affects his/her involvement and progress in the general education curriculum. Describe what a student can reasonably be expected to accomplish within one school year.

DATE OF MASTERY:  ______________

TYPE(S) OF EVALUATION FOR ANNUAL GOAL:
Check each type of evaluation that will be used to evaluate the MEASURABLE ANNUAL GOAL. (At least one must be chosen.)

[ ] Curriculum Based Assessment  [ ] Teacher/Text Test  [ ] Teacher Observation  [ ] Grades
[ ] Data Collection  [ ] State Assessment(s)  [ ] Work Samples
[ ] Other: ____________________________  [ ] Other: ____________________________
ANNUAL GOAL:

- WHO (The Student):
  
  Sallie

- BEHAVIOR (will do what):

  will read 40 words of connected text and answer comprehension questions from subject area text

- CONDITIONS (under what conditions):

  Through direct instruction

- CRITERION (to what level):

  with 85% accuracy

- TIME FRAME (in what length of time):

  by the end of the 4th nine weeks. (ELA 3.21.2)
Through direct instruction, Sallie will read 40 words of connected text and answer comprehension questions from subject area text with 85% accuracy by the end of the 4th nine weeks. (ELA 3.21.2)
MEASURABLE ANNUAL GOAL related to meeting the student’s needs:
Target the individual needs of the student resulting from the student’s disability and how the student’s disability affects his/her involvement and progress in the general education curriculum. Describe what a student can reasonably be expected to accomplish within one school year.

Through direct instruction, Sallie will read 40 words of connected text and answer comprehension questions from subject area text with 85% accuracy by the end of the 4th nine weeks. (ELA 3.21.2)

DATE OF MASTERY: ____________

TYPE(S) OF EVALUATION FOR ANNUAL GOAL:
Check each type of evaluation that will be used to evaluate the MEASURABLE ANNUAL GOAL. (At least one must be chosen.)

[  ] Curriculum Based Assessment [  ] Teacher/Text Test [  ] Teacher Observation [  ] Grades
[  ] Data Collection [  ] State Assessment(s) [  ] Work Samples
[ ] Other: Progress Monitoring [  ] Other: ______________________________

Alabama State Department of Education, Special Education Services
Reading Fluency

Through direct instruction, Sallie will read 40 words of connected text and answer comprehension questions from subject area text with 85% accuracy by the end of the 4th nine weeks. (ELA 3.21.2)

Progress Monitoring

Based upon recent progress monitoring, Sallie is reading at a level that is consistent with a student in Kindergarten. She is able to identify high frequency words in context, especially if paired with a picture or illustration (ELA K.23.3). She needs to increase her level of reading fluency to identify and read sight words at the second grade level (ELA 3.21.2). Sallie’s limited skills to read with accuracy affects her participation in the general education curriculum in the area of reading.

MEASURABLE ANNUAL GOAL related to meeting the student’s needs:

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

Through direct instruction, Sallie will read 40 words of connected text and answer comprehension questions from subject area text with 85% accuracy by the end of the 4th nine weeks. (ELA 3.21.2)

DATE OF MASTERY: 

TYPES OF EVALUATION FOR ANNUAL GOAL:

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

[ ] Curriculum Based Assessment  [ ] Teacher Test/Text  [ ] Teacher Observation  [ ] Grades

[ ] Data Collection  [ ] Student Assessment  [ ] Work Samples

Other: Progress Monitoring  [ ] Other:

SUPPORT FOR STUDENTS:

Include at least two benchmarks for students working on Extended Standards or for students in public agencies that require benchmarks. Benchmarks are required for all students working on Extended Standards. This includes academic goals and functional goals, regardless of whether it is a testing year.

1. Date of Mastery:

2. Date of Mastery:

3. Date of Mastery:

4. Date of Mastery:

Page 1 of 1

ALDE Approved Feb 2017
STUDENT'S NAME: Sallie Carson

DOB: 06/14/2008

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

AREA: Reading Informational Text

PRESENT LEVEL OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE:
State how the student’s disability affects his/her involvement and progress in the general education curriculum for this particular area of instruction, or for preschool age students, how the disability affects the student’s participation in age-appropriate activities.

(Link to Curriculum Guides)
11. Determine the main idea of a text; recount the key details and explain how they support the main idea. [RL.3.2]

Objectives:

**ELA 3.11.1:** Identify the main idea of a multiparagraph text as well as the focus of specific paragraphs within the text.

**ELA 3.11.2:** Identify the main idea and retell key details of a text.

**ELA 3.11.3:** Identify key details of a text.

**ELA 3.11.4:** Identify the main idea of a picture.
PRESENT LEVEL OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE:

Based upon teacher observations, Sallie is able to recall facts from informational text that is read aloud. She actively participates in group readings and oral discussions by listening to stories or subject area text read aloud and responds to questions with 80% accuracy (ELA K.19.1).
Based upon recent progress monitoring, Sallie is reading at a level that is consistent with a student in Kindergarten. She is able to identify high frequency words in context, especially if paired with a picture or illustration (ELA K.23.3). She actively participates in group readings and oral discussions by listening to stories or subject area text read aloud and responds to questions with 80% accuracy (ELA K.19.1).

She needs to develop strategies for identifying the main idea and supporting details to increase her understanding of informational text.

HOW DISABILITY AFFECTS PERFORMANCE IN GENERAL EDUCATION CURRICULUM:
PRESENT LEVEL OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE:

- **STRENGTHS:**

  Based upon recent progress monitoring, Sallie is reading at a level that is consistent with a student in Kindergarten. She is able to identify high frequency words in context, especially if paired with a picture or illustration (ELA K.23.3). She actively participates in group readings and oral discussions by listening to stories or subject area text read aloud and responds to questions with 80% accuracy (ELA K.19.1).

  Sallie’s limited ability to read informational text on grade level affects her participation in the general education curriculum in the areas of science and social studies.
Based upon teacher observations, Sallie is able to recall facts from informational text that is read aloud. She actively participates in group readings and oral discussions by listening to stories or subject area text read aloud and responds to questions with 80% accuracy (ELA K.19.1). She needs to develop strategies for identifying the main idea and supporting details to increase her understanding of informational text. Sallie’s limited ability to read informational text on grade level affects her participation in the general education curriculum in the areas of science and social studies.
Identify the area the MEASUREABLE ANNUAL GOAL will address. The area may be an academic content area (e.g., math, science) and/or a functional area (e.g., behavior, organization). For all students working on Extended Standards (following the Alternate Achievement Standards pathway), each content area (e.g., reading, math, science, language arts, and social studies) must be addressed.

**AREA:** Reading Informational Text

**PRESENT LEVEL OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE:**
State how the student’s disability affects his/her involvement and progress in the general education curriculum for this particular area of instruction, or for preschool age students, how the disability affects the student’s participation in age-appropriate activities.

Based upon teacher observations Sallie is able to recall facts from informational text that is read aloud. She actively participates in group readings and oral discussions by listening to stories or subject area text read aloud and responds to questions with 80% accuracy (ELA K.19.1). She needs to develop strategies for identifying the main idea and supporting details to increase her understanding of informational text. Sallie’s limited ability to read informational text on grade level affects her participation in the general education curriculum in the areas of science and social studies.

*(Link to Curriculum Guides)*
MEASURABLE ANNUAL GOAL related to meeting the student’s needs:
Target the individual needs of the student resulting from the student’s disability and how the student’s disability affects his/her involvement and progress in the general education curriculum. Describe what a student can reasonably be expected to accomplish within one school year.

DATE OF MASTERY: __________________

TYPE(S) OF EVALUATION FOR ANNUAL GOAL:
Check each type of evaluation that will be used to evaluate the MEASURABLE ANNUAL GOAL. (At least one must be chosen.)

[ ] Curriculum Based Assessment  [ ] Teacher/Text Test  [ ] Teacher Observation  [ ] Grades
[ ] Data Collection  [ ] State Assessment(s)  [ ] Work Samples
[ ] Other: ________________________________  [ ] Other: ________________________________
ANNUAL GOAL:

- **WHO (The Student):**
  
  Sallie

- **BEHAVIOR (will do what):**
  
  will identify the connection between the main idea and supporting details of a passage to complete a graphic organizer

- **CONDITIONS (under what conditions):**
  
  Through direct instruction of reading strategies

- **CRITERION (to what level):**
  
  with 85% accuracy

- **TIME FRAME (in what length of time):**
  
  by the end of the 4th nine weeks. (ELA 3.11.1)
Through direct instruction of reading strategies, Sallie will identify the connection between the main idea and supporting details of a passage to complete a graphic organizer with 85% accuracy by the end of the 4th nine weeks. (ELA 3.11.1)
MEASURABLE ANNUAL GOAL related to meeting the student’s needs:
Target the individual needs of the student resulting from the student’s disability and how the student’s disability affects his/her involvement and progress in the general education curriculum. Describe what a student can reasonably be expected to accomplish within one school year.

Through direct instruction of reading strategies Sallie will identify the connection between the main idea and supporting details of a passage to complete a graphic organizer with 85% accuracy by the end of the 4th nine weeks. (ELA 3.11.1)

DATE OF MASTERY: _____________

TYPE(S) OF EVALUATION FOR ANNUAL GOAL:
Check each type of evaluation that will be used to evaluate the MEASURABLE ANNUAL GOAL. (At least one must be chosen.)

[ ] Curriculum Based Assessment  [ ] Teacher/Text Test  [ ] Teacher Observation  [ ] Grades
[ ] Data Collection  [ ] State Assessment(s)  [X] Work Samples
[ ] Other: Teacher made graphic organizer  [ ] Other: _____________________________
Sallie Carson
06/14/2008

Based upon teacher observations, Sallie is able to recall facts from informational text that is read aloud. She actively participates in group readings and oral discussions by listening to stories or subject area text read aloud and responds to questions with 80% accuracy (ELA K.19.1). She needs to develop strategies for identifying the main idea and supporting details to increase her understanding of informational text. Sallie’s limited ability to read informational text on grade level affects her participation in the general education curriculum in the areas of science and social studies.

**PRESENT LEVEL OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE:**

State how the student’s disability affects his/her involvement and progress in the general education curriculum for this particular area of content, or for pre-kindergarten students, how the disability affects the student’s participation in appropriate activities.

Based upon teacher observations, Sallie is able to recall facts from informational text that is read aloud. She actively participates in group readings and oral discussions by listening to stories or subject area text read aloud and responds to questions with 80% accuracy (ELA K.19.1). She needs to develop strategies for identifying the main idea and supporting details to increase her understanding of informational text. Sallie’s limited ability to read informational text on grade level affects her participation in the general education curriculum in the areas of science and social studies.

**MEASURABLE ANNUAL GOAL related to meeting the student’s needs:**

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

Through direct instruction of reading strategies, Sallie will identify the connection between the main idea and supporting details of a passage to complete a graphic organizer with 85% accuracy by the end of the 4th nine weeks. (ELA 3.11.1)

**DATE OF MASTERY:**

**TYPES OF EVALUATION FOR ANNUAL GOAL:**

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

- [ ] Curriculum Based Assessment
- [ ] Teacher Text
- [ ] Teacher Observation
- [ ] Grades
- [ ] Data Collection
- [ ] State Assessment
- [ ] Work Samples
- Other: Teacher made graphic organizer

**SPECIALIZED SERVICES:**

Include at least two benchmarks for students working on Extended Standards or for students in public agencies that require benchmarks. Benchmarks are required for all students working on Extended Standards. This includes academic goals and functional goals, regardless of whether it is a testing year.

1. Date: [___] 
   Description: [___]
2. Date: [___] 
   Description: [___]
3. Date: [___] 
   Description: [___]
4. Date: [___] 
   Description: [___]

Page 1 of 1
ASDE Approved Feb 2017
STANDARDS-BASED IEP

Special Education and Related Service(s)
Special Education must be completed for all students with an IEP and is defined as adapting the content, methodology or delivery of instruction to address the unique needs of the student that result from his/her disability.

- CONTENT (In what skill)

- METHODOLOGY (What teaching strategy/method will be used)

- DELIVERY OF INSTRUCTION (How or When)
The following slides will provide an example of adapting the content; an example of adapting methodology; and an example of adapting the delivery of instruction.

It is not required to include all three.
This is an example of adapting Content
INDIVIDUALIZED EDUCATION PROGRAM

STUDENT’S NAME: Sallie Carson

DOB: 06/14/2008

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

Special Education

<table>
<thead>
<tr>
<th>Service(s)</th>
<th>Anticipated Frequency of Service(s)</th>
<th>Amount of time</th>
<th>Beginning/Ending Duration Dates</th>
<th>Location of Service(s)</th>
</tr>
</thead>
</table>

This is an example of adapting Methodology
INDIVIDUALIZED EDUCATION PROGRAM

STUDENT'S NAME:  Sallie Carson  DOB:  06/14/2008

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

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<thead>
<tr>
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<th>Beginning/Ending Duration Dates</th>
<th>Location of Service(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>One on one instruction in resource classroom.</td>
<td>Weekly</td>
<td>200</td>
<td>8/17/2015-5/20/2016</td>
<td>Resource Classroom</td>
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</tbody>
</table>

This is an example of Delivery of Instruction
**INDIVIDUALIZED EDUCATION PROGRAM**

**STUDENT’S NAME:** Sallie Carson  
**DOB:** 06/14/2008

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

**Special Education**

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<th>Amount of time</th>
<th>Beginning/Ending Duration Dates</th>
<th>Location of Service(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Special Education teacher will collaborate with general education teacher to provide supplementary, appropriate student level reading materials for use during instruction of subject area text.</td>
<td>Weekly</td>
<td>60</td>
<td>8/17/2015-5/20/2016</td>
<td>General Education Classroom</td>
</tr>
</tbody>
</table>

**Weekly 60 8/17/2015-5/20/2016**

**General Education Classroom**
**INDIVIDUALIZED EDUCATION PROGRAM**

**STUDENT'S NAME:** Sallie Carson  
**DOB:** 06/14/2008

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

### Special Education

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<th>Beginning/Ending Duration Dates</th>
<th>Location of Service(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Special Education teacher will collaborate with general education teacher and reading coach to prepare Science and Social Studies passages by “chunking the text.”</td>
<td>Weekly</td>
<td>90</td>
<td>8/17/2015-5/20/2016</td>
<td>General Education Classroom</td>
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### Related Services

<table>
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<tr>
<th>Service(s)</th>
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<th>[ ] Not Needed</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Anticipated Frequency of Service(s)</td>
<td>Amount of time</td>
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### Supplementary Aids and Services

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<th>Service(s)</th>
<th>[ ] Needed</th>
<th>[ ] Not Needed</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Anticipated Frequency of Service(s)</td>
<td>Amount of time</td>
</tr>
</tbody>
</table>

- **Pre-teach new vocabulary using images, flash cards, or visual prompts**
  - Frequency: Weekly
  - Location: General Education Classroom
<table>
<thead>
<tr>
<th>Supplementary Aids and Services</th>
<th>[✓] Needed</th>
<th>[ ] Not Needed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Service(s)</td>
<td>[ ] Frequency of Service(s)</td>
<td>Amount of time</td>
</tr>
<tr>
<td>Provide graphic organizer to check for understanding of informational text</td>
<td>Weekly</td>
<td>8/17/2015-5/20/2016</td>
</tr>
<tr>
<td>Supplementary Aids and Services</td>
<td>[ ] Needed</td>
<td>[ ] Not Needed</td>
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</tr>
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<td><strong>Anticipated Frequency of Service(s)</strong></td>
<td><strong>Amount of time</strong></td>
</tr>
<tr>
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<td>Provide graphic organizer to check for understanding of informational text</td>
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</tr>
<tr>
<td>Program Modifications</td>
<td>[ ] Needed</td>
<td>[ ] Not Needed</td>
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<td>------------------------------------------------------------</td>
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<table>
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<tr>
<th>Accommodations Needed for Assessments</th>
<th>[ ] Needed</th>
<th>[ ] Not Needed</th>
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<tr>
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</tr>
<tr>
<td>Beginning/Ending Duration Dates</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Location of Service(s)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Formative classroom assessments using one of the following techniques: oral questioning, student conference, or project based

- Weekly
- General Education Classroom
### Assistive Technology

<table>
<thead>
<tr>
<th>Service(s)</th>
<th>Anticipated Frequency of Service(s)</th>
<th>Amount of time</th>
<th>Beginning/Ending Duration Dates</th>
<th>Location of Service(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td>to</td>
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<td>to</td>
<td></td>
</tr>
</tbody>
</table>

### Support for Personnel

<table>
<thead>
<tr>
<th>Service(s)</th>
<th>Anticipated Frequency of Service(s)</th>
<th>Amount of time</th>
<th>Beginning/Ending Duration Dates</th>
<th>Location of Service(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Special Education staff will receive training in implementing the reinforcement components of the reading program</td>
<td>Once</td>
<td>60</td>
<td>8/14/2015-8/16/2015</td>
<td>Resource Classroom</td>
</tr>
</tbody>
</table>
STANDARDS-BASED IEP

Signature Page
INDIVIDUALIZED EDUCATION PROGRAM

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

EXTENDED SCHOOL YEAR SERVICES (ESY)
The IEP Team has considered the need for extended school year services. [ ] Yes [ ] No

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

LENIENCY OF AGE

[ ] 14-15 YEARS OF AGE [ ] 16-18 YEARS OF AGE

COPY OF IEP
Was a copy of the IEP given to parent/student (age 19) at the IEP Team meeting?” [ ] Yes [ ] No
If no, date sent: ____________

COPY OF SPECIAL EDUCATION RIGHTS
Was a copy of the Special Education Rights given to parent/student (age 19) at the IEP Team meeting?” [ ] Yes [ ] No
If no, date sent: ____________

DATE COPY OF AMENDED IEP PROVIDED TO PARENT/STUDENT (AGE 19)

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

<table>
<thead>
<tr>
<th>Position</th>
<th>Signature</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parent</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Parent</td>
<td></td>
<td></td>
</tr>
<tr>
<td>General Education Teacher</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Special Education Teacher</td>
<td></td>
<td></td>
</tr>
<tr>
<td>LBA Representative</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Someone Who Can Interpret The Instructional</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Implications Of The Evaluation Results</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Course/Technical Education Representative</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other Agency Representative</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

INFORMATION FROM PEOPLE NOT IN ATTENDANCE

<table>
<thead>
<tr>
<th>Position</th>
<th>Name</th>
<th>Date</th>
</tr>
</thead>
</table>
Due to Sallie’s need for individual intensive instruction on reading fluency and reading strategies instruction is best delivered in the resource classroom to allow her a quiet environment free from distractions.
Due to Sallie's need for individual intensive instruction on reading fluency and reading strategies, instruction is best delivered in the resource classroom to allow her a quiet environment free from distractions.

Copy of IEP

Was a copy of the IEP given to parent/student (age 19) at the IEP Team meeting? [ ] Yes [X] No
If no, date sent: 05/22/2015

Copy of Special Education Rights

Was a copy of the Special Education Rights given to parent/student (age 19) at the IEP Team meeting? [X] Yes [ ] No
If no, date sent: 05/04/2015

Date copy of amended IEP provided/sent to parent/student (age 19) ________
INDIVIDUALIZED EDUCATION PROGRAM

STUDENT’S NAME: Sallie Carson

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

EXTENDED SCHOOL YEAR SERVICES (YES)
The IEP Team has considered the need for extended school year services. [ ] Yes [ ] No

LEAST RESTRICTIVE ENVIRONMENT
Does this student attend the school (or for a preschool-age student, participate in the environment) he/she would attend if non-disabled? [ ] Yes [ ] No

Does this student receive all special education services with non-disabled peers? [ ] Yes [ ] No

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

<table>
<thead>
<tr>
<th>Position</th>
<th>Signature</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parent</td>
<td>Brenda Carson</td>
<td>05/15/15</td>
</tr>
<tr>
<td>Parent</td>
<td>Jeff Carson</td>
<td>05/15/15</td>
</tr>
<tr>
<td>General Education Teacher</td>
<td>Meg Lowry</td>
<td>05/15/15</td>
</tr>
<tr>
<td>Special Education Teacher</td>
<td>Cynthia Mayo</td>
<td>05/15/15</td>
</tr>
<tr>
<td>LEA Representative</td>
<td>Crystal Richardson</td>
<td>05/15/15</td>
</tr>
<tr>
<td>Someone Who Can Interpret The Instructional</td>
<td>Cynthia Mayo</td>
<td>05/15/15</td>
</tr>
<tr>
<td>Implications Of The Evaluation Results</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Career/Technical Education Representative</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other Agency Representative</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

INFORMATION FROM PEOPLE NOT IN ATTENDANCE

<table>
<thead>
<tr>
<th>Position</th>
<th>Name</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tr>
</tbody>
</table>

INDIVIDUALIZED EDUCATION PROGRAM

STUDENT’S NAME: Sallie Carson

TRANSFER OF RIGHTS

(Beginning not later than the IEP that will be in effect when the student reaches 16 years of age.)

Date student was informed that the rights under the IDEA will transfer to him/her at the age of 16: __________

EXTENDED SCHOOL YEAR SERVICES (ESY)

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

LEAST RESTRICTIVE ENVIRONMENT

Does this student attend the school (or for a preschool-age student, participate in the program) he/she would attend if non-disabled? [ ] Yes [ ] No

If no, explain: ____________________________

Does this student receive all special education services with non-disabled peers? [ ] Yes [ ] No

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

Sallie’s need for intensive instruction in reading and reading strategies is best delivered in the resource classroom to allow for a quiet environment free from distractions.

[ ] 3-5 YEARS OF AGE

[ ] 6-10 YEARS OF AGE

COPY OF IEP

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

If no, date sent: __________

COPY OF SPECIAL EDUCATION RIGHTS

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

If no, date sent: __________

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

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

Position: Parent
Signature: Brenda Carson
Date: 05/15/15

Position: Parent
Signature: Jeff Carson
Date: 05/15/15

Position: General Education Teacher
Signature: Meg Lowry
Date: 05/15/15

Position: Special Education Teacher
Signature: Cynthia Mayo
Date: 05/15/15

Position: LEA Representative
Signature: Crystal Richardson
Date: 05/15/15

Position: State Director (or persons with similar qualifications)
Signature: Cynthia Mayo
Date: 05/15/15

Informations from people not in attendance

Position
Name
Date
STANDARDS-BASED IEP

Notice of Proposal or Refusal to Take Action
The IEP Team proposes to implement the IEP signed on 5/15/15 during the 2015-2016 academic school year.
Data collection of student performance indicates the need for specially designed instruction in the area of reading as outlined in the 2015-2016 proposed IEP.

The option to not provide intensive reading instruction was rejected. Sallie’s deficit in reading requires specialized instruction to enable her to receive full access to the general education curriculum.
<table>
<thead>
<tr>
<th>Procedure</th>
<th>Yes/No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vision</td>
<td></td>
</tr>
<tr>
<td>Hearing</td>
<td></td>
</tr>
<tr>
<td>Intellectual</td>
<td></td>
</tr>
<tr>
<td>Achievement</td>
<td></td>
</tr>
<tr>
<td>Behavior</td>
<td></td>
</tr>
</tbody>
</table>

The following evaluation procedures, assessments, records, and/or reports were used in making the decision:

- Grades
- Developmental Scales
- Work Samples
- Discipline Records
- Other Agency Information
- State Assessments
- Other Progress Monitoring
- Other

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

Cynthia Mayo

(Name) at 334-242-8114

Signature of Education Agency Official

Date Provided/Sent: 05/15/15
The IEP Team proposes to implement the IEP signed on 5/15/15 during the 2015-2016 academic school year.

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

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

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

The option to not provide intensive reading instruction was rejected. Sallie’s deficit in reading requires specialized instruction to enable her to receive full access to the general education curriculum.

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

Cynthia Mayo
334-242-8114
STANDARDS-BASED IEP

Persons Responsible for IEP Implementation
Persons Responsible for IEP Implementation
(Required Form in STI)

The following school personnel have access to the IEP and have been informed of their responsibility in implementing the IEP, and of the specific accommodations, modifications, and supports that must be provided for Sallie Carson (student's name) for the 2015-2016 school year.

<table>
<thead>
<tr>
<th>DATE</th>
<th>SIGNATURE</th>
<th>POSITION</th>
</tr>
</thead>
<tbody>
<tr>
<td>08/17/15</td>
<td>Meg Lowry</td>
<td>General Education Teacher</td>
</tr>
<tr>
<td>08/17/15</td>
<td>Carol Johnson</td>
<td>Instructional Assistant</td>
</tr>
<tr>
<td>08/17/15</td>
<td>Nancy Ray</td>
<td>Physical Education Teacher</td>
</tr>
<tr>
<td>08/17/15</td>
<td>Mary Campbell</td>
<td>Reading Coach</td>
</tr>
</tbody>
</table>

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

Cynthia Mayo Case Manager
The following school personnel have access to the IEP and have been informed of their responsibility in implementing the IEP, and of the specific accommodations, modifications, and supports that must be provided for Sallie Carson (student's name) for the 2015-2016 school year.

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<td>08/17/15</td>
<td>Mary Campbell</td>
<td>Reading Coach</td>
</tr>
</tbody>
</table>

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

Cynthia Mayo       Case Manager
## Regional Specialist

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
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<tbody>
<tr>
<td>Stephanie Frucci</td>
<td>Clare Ward</td>
<td>7</td>
</tr>
<tr>
<td>Shelia Bolling</td>
<td>Susan Goldthwaite</td>
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<tr>
<td>Regina Sankey</td>
<td>Curtis Gage</td>
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<tr>
<td>Denise Gilham</td>
<td>Tina Sanders</td>
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<tr>
<td>Cynthia Augustine</td>
<td>Diann Jones</td>
<td>11A</td>
</tr>
<tr>
<td>Brian Dunn</td>
<td>Joe Eiland</td>
<td>11B</td>
</tr>
<tr>
<td>Shirley Farrell</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*(Shirley Farrell - All Regions)*

Revised 1/16