



# *in*Forum

## Standards-Based Individualized Education Program Examples

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August 2007

Project Forum  
National Association of State Directors of Special Education  
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1800 Diagonal Road - Suite 320  
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Project Forum at National Association of State Directors of Special Education (NASDSE) is a cooperative agreement funded by the Office of Special Education Programs of the U.S. Department of Education. The project carries out a variety of activities that provide information needed for program improvement and promote the utilization of research data and other information for improving outcomes for students with disabilities. The project also provides technical assistance and information on emerging issues and convenes small work groups to gather expert input, obtain feedback and develop conceptual frameworks related to critical topics in special education.

This report was supported by the U.S. Department of Education (Cooperative Agreement No. H326F000001). However, the opinions expressed herein do not necessarily reflect the position of the U.S. Department of Education and no official endorsement by the Department should be inferred.

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# Standards-Based Individualized Education Program Examples

## INTRODUCTION

With increasing accountability for improving the academic achievement for students with disabilities, school-based professionals have become more invested in the development and use of standards-based Individualized Education Programs (IEPs). The interest partially stems from the federal requirement of the Individuals with Disabilities Education Act (IDEA)<sup>1</sup> to provide students with disabilities access to the general education curriculum. In addition, the regulations under both Title I of the Elementary and Secondary Education Act (ESEA), as amended by the No Child Left Behind Act (NCLB)<sup>2</sup> and IDEA on modified academic achievement standards require that students who take an alternate assessment based on modified academic achievement standards must have access to and instruction in grade-level content. These regulations further require that these students' IEPs include goals that are based on grade-level content standards and provide for monitoring of the students' progress in achieving those goals.

A standards-based IEP is one in which the IEP team has incorporated state content standards in its development. Many professionals and family members view standards-based IEPs as a best practice to create high expectations for students with disabilities.<sup>3</sup>

This document presents a seven-step process to be used in developing a standards-based IEP. Each step is followed by guiding questions for the IEP team to consider in making data-based decisions.<sup>4</sup> Two student examples are provided to illustrate application of the components of a standards-based IEP. The student examples contained in this guide provide an opportunity for educators to think about and apply the steps toward developing and implementing a standards-based IEP. One student example leads to the decision that the student should take an alternate assessment based on modified academic achievement standards while the other leads to a decision that the student should take the general assessment with accommodations. Readers may want to work in small groups to discuss their responses and to think about how the contextual characteristics of a school setting may influence the creation and implementation of a student's IEP.

## STEPS IN DEVELOPING STANDARDS-BASED IEPs

Prior to developing IEPs, all IEP team members, including parents, need to be familiar with the general education curriculum, including the state's academic content standards and state assessments. Academic content standards form the basis of the general education curriculum and cover what students are expected to know and be able to do. In order to make informed decisions about each student's strengths and needs, the IEP team should consider how the student is

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<sup>1</sup> To view the IDEA statute, go to <http://idea.ed.gov/explore/view/p/%2Croot%2Cstatute%2C>.

<sup>2</sup> To view the NCLB statute, go to <http://www.ed.gov/policy/elsec/leg/esea02/index.html>.

<sup>3</sup> See Project Forum's document, "Standards-Based IEPs: Implementation in Selected States" by Eileen Ahearn at [www.projectforum.org](http://www.projectforum.org)

<sup>4</sup> To view the companion document, "A Seven-Step Process to Creating Standards-based IEPs", which provides the process in a two-page document, go to [www.projectforum.org](http://www.projectforum.org).

performing in relation to the state's grade-level content standards for the grade in which the student is enrolled.

Each step in developing a standards-based IEP is not necessarily related to a specific section of the IEP document. Some steps will need to take place prior to developing the document and can be achieved by a dialogue among IEP team members. The following highlights the major steps IEP teams can follow to create a standards-based IEP. Questions the IEP team may ask when following the steps are then presented.

## **Steps to Creating a Standards-based IEP<sup>5</sup>**

**Step 1: Consider the grade-level content standards for the grade in which the student is enrolled or would be enrolled based on age.**

- Ask:**
- What is the intent of the content standard?
  - What is the content standard saying that the student must know and be able to do?

**Step 2: Examine classroom and student data to determine where the student is functioning in relation to the grade-level standards.**

- Ask:**
- Has the student been taught content aligned with grade-level standards?
  - Has the student been provided appropriate instructional scaffolding to attain grade-level expectations?
  - Were the lessons and teaching materials used to teach the student aligned with state grade-level standards?
  - Was the instruction evidence-based?

**Step 3: Develop the present level of academic achievement and functional performance.**

Describe the individual strengths and needs of the student in relation to accessing and mastering the general curriculum.

- Ask:**
- What do we know about the student's response to academic instruction (e.g., progress monitoring data)?
  - What programs, accommodations (i.e., classroom and testing) and/or interventions have been successful with the student?
  - What have we learned from previous IEPs and student data that can inform decision making?
  - Are there assessment data (i.e., state, district and/or classroom) that can provide useful information for making decisions about the student's strengths and needs (e.g., patterns in the data)?

Consider the factors related to the student's disability and how they affect how the student learns and demonstrates what he or she knows.

- Ask:**
- How does the student's disability affect participation and progress in the general curriculum?
  - What supports does the student need to learn the knowledge and attain the skills to progress in the general curriculum?
  - Is the student on track to achieve grade-level proficiency within the year?

**Step 4: Develop measurable annual goals aligned with grade-level academic content standards.**

- Ask:**
- What are the student's needs as identified in the present level of performance?
  - Does the goal have a specific timeframe?
  - What can the student reasonably be expected to accomplish in one school year?
  - Are the conditions for meeting the goal addressed?

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<sup>5</sup> These steps are adapted from the Alabama Department of Education website where information on standards-based IEPs can be found at [http://www.alsde.edu/html/sections/section\\_detail.asp?section=65&footer=sections](http://www.alsde.edu/html/sections/section_detail.asp?section=65&footer=sections).

- How will the outcome of the goal be measured?

**Step 5: Assess and report the student's progress throughout the year.**

- Ask:**
- How does the student demonstrate what he/she knows on classroom, district and state assessments?
  - Are a variety of assessments used to measure progress?
  - How will progress be reported to parents?

**Step 6: Identify specially designed instruction including accommodations and/or modifications needed to access and progress in the general education curriculum.**

- Ask:**
- What accommodations are needed to enable the student to access the knowledge in the general education curriculum?
  - What accommodations have been used with the student and were they effective?
  - Has the complexity of the material been changed in such a way that the content has been modified?

**Step 7: Determine the most appropriate assessment option.**

- Ask:**
- What types of assessments are offered in my state?
  - What types of responses do different state assessments require?
  - What are the administrative conditions of the assessment? (i.e., setting, delivery of instructions, time allotted, etc.)
  - What accommodations are allowed on the assessment(s)?
  - Are the accommodations approved for the assessment also used in the classroom?
  - Has the student received standards-based, grade-level instruction?
  - Was the instruction evidence based?
  - What is the student's instructional level?
  - How different is the student's instructional level from the level of typical peers?
  - Can the student make progress toward grade-level standards in the same timeframe as typical peers? (If no, consider modified academic achievement standards)
  - What can be learned from the student's previous state assessment results?
  - Can the student demonstrate what he/she knows on the assessment option under consideration?

## **APPLICATION OF THE STEP-BY-STEP PROCESS**

In this section, two students with distinct characteristics are introduced. One student's educational characteristics will prove to be appropriate for an assessment based on modified academic achievement standards and one will not. In working through these steps in developing standards-based IEPs you might want to see how they are applied to both of these student examples and then apply them to students with whom you work.

The two students, Anthony and Kimi, and the content standards and subsequent IEP goals are for illustration only. Many students will have three to four reading and/or math goals. We provide only two goals for each student to illustrate the process of developing a standards-based IEP. Anthony has goals in reading and behavior; and Kimi has goals in reading and math. The appendix contains both exemplar students' full IEPs.

**Applying Steps 1 and 2 for Anthony** (Consider the grade-level content standards and examine classroom and student data.)

Steps 1 and 2 constitute the initial planning for the IEP. After completing the first two steps, the IEP team will have information that can be synthesized into a description of the student. Some states include student profiles as part of the IEP document, but such descriptions are not a requirement under IDEA. It is necessary, however, for the IEP team to develop a picture of grade-level expectations and know where each student is functioning in relation to those expectations.

*Anthony Grade 4*

The IEP team, including Anthony's mother, spent time reviewing their state's content standards to learn specifically what Anthony was expected to know in each subject area (Step 1). The team recognized that it was important to compare what Anthony was expected to know in each content area with his present level of performance. The team reviewed the methods by which Anthony had been taught and examined whether this content was aligned with state standards. It also was important for the team to examine the methods by which data about Anthony's performance were collected to determine whether these measures were good indicators of Anthony's progress (Step 2).

*Student Profile: Anthony*

Anthony is a fourth-grade student who is included in general education classes with accommodations and supports. Anthony demonstrates a variety of inattentive behaviors that interfere with learning. He is easily distracted by other students, noise and other activity in and near the classroom. A review of classroom data and incident reports over the last two years indicates that Anthony is learning to ignore some distractions in his environment. His time at his desk has increased to 20 minutes after which he earns a short break. Anthony can remain on task for 15 minutes when closely monitored by an adult and reinforced at frequent intervals.

Classroom, district and state assessments indicate that Anthony is reading at a third-grade level. He is currently receiving reading instruction in an intervention curriculum and is working to improve reading with fluency and applying comprehension strategies. His low fluency has negatively affected his reading comprehension.

Anthony is working on fourth grade math standards. Progress monitoring data reveal inconsistent scores on Anthony's weekly quizzes. Teachers report that he can do the math but is easily frustrated if he makes a mistake and may crumple or tear up his paper. He often rushes through assignments and turns his paper in early without checking his answers. Anthony is pleased when he does well on a quiz and responds positively to teacher recognition, such as good day certificates.

Anthony's grandmother reports that he likes school and looks forward to going. He plays football with the YMCA and she is glad that he burns off some energy during practice.

Anthony receives accommodations for brief scheduled breaks every 20 minutes during classroom assignments and classroom and state assessments. He is accommodated by arranging for seating in an area of the classroom and assessment area that is relatively free from distractions. Anthony's on-task behavior has improved since implementing an agreed-upon signal with his teacher. The agreement states that each time Anthony needs to get out of his seat, he will signal the teacher and wait for her signal of approval before leaving his seat.

**Applying Step 3 for Anthony** (Develop the present level of academic achievement and functional performance.)

*Anthony: Grade 4 (Reading)*

A review of brief classroom assessments indicates that Anthony needs to improve reading for fluency, which will increase his reading comprehension. Anthony can read 80 words per minute of connected text with 100 % accuracy, which is within the range of words per minute established for typical peers in the second grade. Anthony is working toward automaticity by reading passages at the second grade level for which he has achieved a high level of accuracy in oral reading fluency. Determining the meaning of unknown words by reading words in context and applying word structures (prefix, base words, and suffix) are relative strengths for Anthony in the area of reading. Behaviors associated with Anthony's disability, such as limited attention span and distractibility, can detract from completing assigned tasks, focusing on the details of reading passages/assignments (reading comprehension) and remaining on task.

*Anthony: Grade 4 (Behavior)*

Anthony has a history of getting out of his desk/chair during class. A review of current data indicates that Anthony's out-of-seat behavior is generally precipitated by distractions in the environment, such as another student sharpening a pencil. Anthony is seated in an area of the class that is relatively free from distractions and is reinforced for ignoring distractions. He can remain in his seat for approximately 20 minutes if allowed scheduled breaks after an interval of on-task behavior. Anthony and his teacher have agreed on a signal that he gives if he requires a break prior to the scheduled intervals. Anthony's out-of-seat behavior negatively affects completed assignments and assessments.

**Applying Step 4 for Anthony** (Develop measurable annual goals.)

*Anthony: Grade 4 (Reading)*

One measurable annual goal related to meeting Anthony's needs and a corresponding content standard are:

- Anthony will read 105 words of connected text per minute with 100% accuracy on classroom assessments at the end of the fourth grading period.  
(4<sup>th</sup> Grade Reading Content Standard: Students will apply the basic features of reading to achieve fluent oral reading.)

*Anthony: Grade 4 (Behavior)*

One measurable annual goal related to meeting Anthony's needs is:

- Anthony will remain in his seat in a designated area of the classroom for 30 minutes at a time on nine out of ten trials by the end of the fourth grading period.

**Applying Step 5 for Anthony** (Assess and report the student’s progress throughout the year.)

*Anthony: Grade 4 (Reading)*

All types of assessment and report formats were considered for Anthony in the area of reading. The following were chosen based on Step 5 questions:

- Curriculum-based assessment
- Teacher/text test
- State assessment(s): Anthony will participate in the regular state assessment program with accommodations for the fourth grade. (For accommodations, see Step 6.)

*Anthony: Grade 4 (Behavior)*

All types of assessment and report formats were considered for Anthony in the area of behavior. The following were chosen:

- Data collection
- Teacher observation

**Applying Step 6 for Anthony** (Identify specially designed instruction.)

*Anthony: Grade 4 (Reading)*

Special education and related services, including supplementary aides and services, program modifications, classroom and assessment accommodations, assistive technologies, personnel development, and others, were considered based on the questions for Step 6. The following were decided on for Anthony in the area of reading:

- Special education services: The special education teacher will provide intensive reading instruction to improve reading fluency and comprehension using a research-based reading program.
- Supplementary aids and services: Anthony will be allowed brief, scheduled breaks every 20 minutes or as needed in response to an agreed-upon signal during classroom assignments. His seating will be in an area that is relatively free from distractions.
- Accommodations needed for assessments: Anthony will be allowed brief, scheduled breaks every 20 minutes during classroom and state assessments. His seating will be in an area relatively free from distractions.

*Anthony: Grade 4 (Behavior)*

Special education and related services were considered. The following were decided on for Anthony in the area of behavior:

- Special education services: Anthony’s special education teacher will conduct periodic observations to collect data on in-seat and on-task behaviors. The teacher will meet with Anthony and the general education teacher to discuss the data and its implications.
- Support for personnel: Anthony’s general education teachers will be trained in positive behavior supports.

### **Applying Step 7 for Anthony** (Determine the most appropriate assessment option.)

The IEP team decision regarding the most appropriate assessment option for each student is based on a number of factors, including the type of instruction the student has received and his/her response to the instruction, the student's instructional level compared to the instructional level of typical peers, and the time it takes for the student to make progress toward grade-level content standards.

IEP teams must determine which assessments provide the best opportunities for students to demonstrate what they know and are able to do.

#### *Anthony: Grade 4*

Anthony's IEP team considered the following data in deciding that Anthony could participate in the **regular state assessment program with accommodations**:

- Instructional levels are approximately one year behind grade level and gaps are being closed by focused interventions.
- Anthony participates in grade-level instructional activities planned for all students.
- He makes progress on grade-level standards within approximately the same time frame as typical peers when behavioral interventions are successful.
- He uses learning and behavioral strategies to improve achievement.

### **Applying Steps 1 and 2 for Kimi** (Consider the grade-level content standards and examine classroom and student data.)

Steps 1 and 2 constitute the initial planning for the IEP. After completing the first two steps, the IEP team will have information that can be synthesized into a description of the student. Some states include student profiles as part of the IEP document, but such descriptions are not a requirement under IDEA. It is necessary, however, for the IEP team to develop a picture of grade-level expectations and know where each student is functioning in relation to those expectations.

#### *Kimi: Grade 8*

The IEP team, including Kimi's father, spent time reviewing their state's content standards. They were interested in learning specifically what Kimi was expected to know in each subject area (Step 1). The team recognized that it was important to compare what Kimi was expected to know in each content area, with her present level of performance. So the team reviewed the methods by which Kimi had been taught, and examined whether this content was aligned with state standards. It also was important for the team to examine the methods by which data were collected about Kimi's performance to determine whether these measures were good indicators of Kimi's progress (Step 2).

#### *Student Profile: Kimi*

Kimi is an eighth grade student who was retained in the first grade due, in part, to the difficulties she was experiencing maintaining and using information she had been taught. Kimi was found to have significant auditory processing problems that negatively affected all academic areas, particularly early literacy. A review of Kimi's previous IEPs revealed that a variety of strategies

and programs have been tried over the years. Kimi began receiving speech and language services in grade three. She began working with an auditory trainer in the fifth grade. Currently, the speech and language pathologist provides strategies to Kimi's general education teachers. She is currently receiving a research-based reading intervention curriculum from a highly-qualified teacher and also is included in language arts class with her eighth-grade peers.

The auditory processing difficulties associated with Kimi's disability have widened the gap over the years between her academic levels and the levels of typical same-age peers. According to classroom and state assessment data, her reading comprehension skills are similar to typical students in the fourth grade. Her vocabulary and word recognition skills, however, are closer to a sixth-grade level.

Kimi's parents report that she gets frustrated when she has to listen attentively for a long period of time. Her mother states that Kimi continues to become anxious when home work assignments require a lot of reading and she is not sure that she remembers all of the teacher's directions. Her parents are concerned that Kimi often forgets things they have told her to do and would like some strategies to work on at home.

Mathematics data from classroom progress monitoring indicate relative strengths in the areas of numbers and operations. Kimi has difficulty, however, generalizing the skills she learns in math class to situations in daily life. For example, she may make a perfect score on a page of math problems but be unable to decide how much each person owes when a group orders lunch and is splitting the check. Kimi's difficulty generalizing skills is also apparent in applying math concepts to science investigations and in other classes when required to analyze data.

Kimi's disability affects the amount of auditory material that she can process within a designated timeframe. She can master state content standards given additional time for instruction, but she is not achieving grade-level proficiency in the timeframe designated for typical peers. Because language arts, science, and social studies classes are often in lecture format and require students to read lengthy narratives, her progress in these areas is slowed.

Kimi's need for additional time is accommodated on classroom assignments and on classroom and state assessments. Kimi has learned strategies to help her retain auditory information and practices the strategies during classroom lectures and when teachers are giving assignments.

**Applying Step 3 for Kimi** (Develop the present level of academic achievement and functional performance.)

*Kimi: Grade 8 (Reading)*

Kimi enjoys reading and often selects books from the classroom library. Kimi can respond to simple fact-based comprehension questions, but needs more work on applying a variety of reading comprehension strategies. Kimi's scores on state assessments place her in the "Does Not Meet Standards" category on reading comprehension. On classroom assessments, Kimi answers simple "Who, What, When, and Where" questions with 80% accuracy but experiences difficulty with making inferences to determine bias or theme and making predictions for comprehension of eighth-grade reading materials.

*Kimi: Grade 8 (Math)*

Kimi's state and classroom assessment data indicate computational fluency with addition, subtraction, and multiplication of integers. She can solve one- and two-step algebraic expressions on worksheets and classroom assessments. Generalizing what she has learned in mathematics, however, to real-world situations is an area of need for Kimi. She can do the computations if the problems are written as numerals and presented as math problems. It is difficult for Kimi to apply what she knows about mathematics to situations that occur in daily life. Kimi needs to learn a process for applying what she knows about the operations of math to problem situations in other disciplines and in daily life.

**Applying Step 4 for Kimi** (Develop measurable annual goals.)

*Kimi: Grade 8 (Reading)*

One measurable annual goal related to meeting Kimi's needs and a corresponding content standard are:

- At the end of the thirty-six weeks, Kimi will use prior knowledge and personal experience to make inferences to determine bias or theme to comprehend eighth-grade materials with an average of 80% accuracy on classroom assessments (8<sup>th</sup> Grade Reading Content Standard: Students will connect their own background knowledge and personal experience to make inferences presented in text.)

*Kimi: Grade 8 (Math)*

One measurable annual goal related to meeting Kimi's needs and a corresponding content standard are:

- At the end of the fourth grading period, Kimi will apply mathematics in problem situations outside of the discipline of mathematics with 100% accuracy on eight out of ten problem scenarios. (8<sup>th</sup> Grade Math Content Standard: Students will recognize and apply mathematics concepts outside of "mathematics" classrooms.)

**Applying Step 5 for Kimi** (Assess and report the student's progress throughout the year.)

*Kimi: Grade 8 (Reading)*

All types of assessment and report formats were considered for Kimi in the area of reading. The following were chosen:

- Curriculum-based assessment
- Teacher/text test
- State assessment(s): Kimi will participate in the alternate assessment based on modified academic achievement standards.

*Kimi: Grade 8 (Math)*

All types of assessment and report formats were considered for Kimi in the area of math. The following were chosen:

- Curriculum-based assessment
- Data collection

- Teacher observation
- State assessment(s): Kimi will participate in the alternate assessment based on modified academic achievement standards.

### **Applying Step 6 for Kimi** (Identify specially designed instruction.)

#### *Kimi: Grade 8 (Reading)*

Special education and related services were considered based on the questions for Step 6. The following were decided on for Kimi in the area of reading:

- Special education services: The special education teacher will provide intensive reading instruction using a research-based reading program.
- Supplementary aids and services: Kimi will be allowed additional time for classroom assignments.
- Related services: The speech and language pathologist will consult with the general education teacher and provide strategies for classroom use.
- Accommodations needed for assessment: Kimi will be allowed additional time for classroom and state assessments.

#### *Kimi: Grade 8 (Math)*

Special education and related services were considered. The following were decided on for Kimi in the area of math.

- Special education services: The special and general education teachers will collaborate on math strategies and assignments.
- Supplementary aids and services: Kimi will be allowed additional time for classroom assignments.
- Accommodations needed: Kimi will be allowed additional time for classroom and state assessments.

### **Applying Step 7 for Kimi** (Determine the most appropriate assessment option.)

#### *Kimi: Grade 8*

Kimi's IEP team made an assessment decision based on a review of the data. Kimi will participate in the **alternate assessment based on modified academic achievement standards**. The IEP team selected the assessment option based on the following information:

- Kimi's assigned grade level and instructional levels are several years apart. Kimi is in the eighth grade and is working on reading comprehension at the fourth grade level.
- Her history of persistent academic concerns resulting in large gaps between her knowledge and that of typical peers.
- The differences between Kimi's skills and those of typical peers increased each year.
- Her progress toward grade-level content standards is slower than that of typical peers.
- She is unable to achieve grade-level standards in the same time frame as typical peers.

## **CONCLUDING REMARKS**

Although both Anthony and Kimi received instructional support, interventions, and classroom and assessment accommodations, the data revealed that their assessment needs differ. Anthony's

academic progress was close enough to his assigned grade level that he could demonstrate his knowledge and skills on the general education assessment. Kimi, on the other hand, requires modified academic achievement standards because her instructional levels are as many as four years behind her typical peers. Because she does not learn as quickly as other students, Kimi falls further behind with each year of schooling. The IEP team determined that Kimi needs an alternate assessment based on modified academic achievement standards to provide useful information regarding her academic progress.

Standards establish clear expectations about what students should know and be able to do at each grade level. Educators can use innovative instructional methods to engage students in academic content, while ensuring that students are taught appropriate grade-level academic content. IEP team decisions can be more focused now that states have identified the bottom line of what students must know and be able to do. With greater clarity comes opportunities for special education teachers, general education teachers, parents and other stakeholders to share common understandings that can result in improved access to learning and, ultimately, to improved student achievement.

This tool has shown how a seven-step process for developing standards-based IEPs can (a) consider each student's strengths and needs to develop annual goals focused on closing the gaps between the students' levels of academic achievement and grade-level standards; and (b) use data and guiding questions to make data-based decisions, including selecting the most appropriate assessment option for each student. The implementation of IEP documents developed through this process can assist IEP teams to provide access to the general curriculum and enable students to demonstrate academic achievement linked to grade-level content.

**APPENDIX  
INDIVIDUALIZED EDUCATION PROGRAM**

**STUDENT'S NAME:** Anthony

**DOB** 6/22/1996      **SCHOOL YEAR** 2006 - 2007      **GRADE** 4 - \_\_\_\_\_

**IEP INITIATION/DURATION DATES**      **FROM** 08/10/06      **TO** 05/23/07

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

**STUDENT PROFILE**

Anthony is a fourth-grade student who is included in general education classes with accommodations and supports. Anthony demonstrates a variety of inattentive behaviors that interfere with learning. He is easily distracted by other students, noise, and other activity within and near the classroom. A review of classroom data and incident reports over the last two years indicates that Anthony is learning to ignore some distractions in his environment. His time at his desk has increased to twenty minutes after which he earns a short break. Anthony can remain on task for fifteen minutes when closely monitored by an adult and reinforced at frequent intervals.

Classroom, district, and state assessments indicate that Anthony is reading at a third-grade level. He is currently receiving reading instruction in an intervention curriculum and is working to improve reading with fluency and applying comprehension strategies.

Anthony is working on fourth grade math standards. Progress monitoring data reveal inconsistent scores on Anthony's weekly quizzes. Teachers report that he can do the math but gets easily frustrated if he makes a mistake and may crumple or tear up his paper. He often rushes through assignments and turns his paper in early without checking his answers. Anthony is pleased when he does well on a quiz and responds positively to teacher recognition, such as good day certificates.

Anthony's grandmother reports that he likes school and looks forward to going. He is playing football with the YMCA and she is glad that he burns off some energy during practice.

Anthony receives accommodations for brief scheduled breaks every 20 minutes during classroom assignments and classroom and state assessments. He is accommodated by arranging for seating in an area of the classroom and the assessment area that is relatively free from distractions. Anthony's on-task behavior has improved since implementing an agreed-upon signal with his teacher. The agreement states that each time Anthony needs to get out of his seat, he will signal the teacher and wait for her signal of approval before leaving his seat.

**INDIVIDUALIZED EDUCATION PROGRAM**

**STUDENT'S NAME:** Anthony

**SPECIAL INSTRUCTIONAL FACTORS**

**Items checked "YES" will be addressed in this IEP:**

	<b>YES</b>	<b>NO</b>
• Does the student have behavior which impedes his/her learning or the learning of others?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
• Does the student have limited English proficiency?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
• Does the student need instruction in Braille and the use of Braille?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
• Does the student have communication needs (deaf or hearing impaired only)?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
• Does the student need assistive technology devices and/or services?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
• Does the student require specially designed P.E.?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
• Is the student working toward alternate achievement standards and participating in the Alternate Assessment?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
• Are transition services addressed in this IEP?	<input type="checkbox"/>	<input checked="" type="checkbox"/>

**TRANSPORTATION AS A RELATED SERVICE**

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

Does the student need accommodations or modifications for transportation?  YES  NO

If yes, check any transportation accommodations/modifications that are needed.

- Bus driver is aware of student's behavioral and/or medical concerns
  - Wheelchair lift
  - Restraint system.
- Specify: \_\_\_\_\_

Other. \_\_\_\_\_  
Specify: \_\_\_\_\_

**NONACADEMIC and EXTRACURRICULAR ACTIVITIES**

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

- YES.
- YES, with supports. Describe: \_\_\_\_\_

NO. Explanation must be provided: \_\_\_\_\_

**METHOD/FREQUENCY FOR REPORTING PROGRESS OF ATTAINING GOALS TO PARENTS**

Annual Goal Progress reports will be sent to parents each time report cards are issued (every 9.0 weeks).

# INDIVIDUALIZED EDUCATION PROGRAM

**STUDENT'S NAME:** Anthony

**AREA:** Reading

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

A review of brief classroom assessments indicates that Anthony needs to improve reading for fluency. Anthony can read 80 words per minute of connected text with 100 % accuracy which is within the range of words per minute established for typical peers in the second grade. Anthony is working toward automaticity by reading passages at the second grade level for which he has achieved a high level of accuracy in oral reading fluency. Determining the meaning of unknown words by reading words in context and applying word structures (prefix, base words, and suffix) are relative strengths for Anthony in the area of reading. Behaviors associated with Anthony's disability such as limited attention span and distractibility can detract from completing assigned tasks, focusing on the details of reading passages/assignments and remaining on task.

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

Anthony will read 105 words of connected text per minute with 100% accuracy on classroom assessments at the end of the fourth-grading period.

(4th Grade Reading Content Standard: Students will apply the basic features of reading to achieve fluent oral reading.)

**TYPE(S) OF EVALUATION FOR ANNUAL GOAL:**

- Curriculum Based Assessment   
  Teacher/Text Test   
  Teacher Observation   
  Grades  
 Data Collection   
  State Assessment(s)   
  Work Samples  
 Other: Anthony will participate in the regular state assessment, with accommodations, for the fourth grade.  
 Other: \_\_\_\_\_

**DATE OF MASTERY:** \_\_\_\_\_

**BENCHMARKS:**

- |    |                        |
|----|------------------------|
| 1. | Date of Mastery: _____ |
| 2. | Date of Mastery: _____ |
| 3. | Date of Mastery: _____ |
| 4. | Date of Mastery: _____ |

**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.)

Type of Service(s)	Anticipated Frequency of Service(s)	Amount of time	Beginning/Ending Date	Location of Service(s)
<b>Special Education</b> Special Education teacher will provide intensive reading instruction using a research based reading program	Daily	30 mins.	<u>08/10/06 to 05/23/07</u>	Special Education Classroom
<b>Supplementary Aids and Services</b> Brief scheduled breaks every 20 mins. or as needed by agreed-upon signal during classroom assignments; seating in an area free from distractions	Daily	55 mins.	<u>08/10/06 to 05/23/07</u>	Special and General Education Classrooms
<b>Program Modifications</b>			_____ to _____	
<b>Accommodations Needed for Assessments</b> Brief scheduled breaks every 20 mins. during classroom and state assessments; seating in an area free from distractions	Daily	55 mins.	<u>08/10/06 to 05/23/07</u>	Special and General Education Classrooms
<b>Related Services</b>			_____ to _____ _____ to _____	
<b>Assistive Technology</b>			_____ to _____	
<b>Support for Personnel</b>			_____ to _____	

# INDIVIDUALIZED EDUCATION PROGRAM

**STUDENT'S NAME:** Anthony

**AREA:** Reading (In the Content Areas)

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

Anthony currently answers multiple-choice and short answer questions based on the science and social studies passages with an average of 70% accuracy on timed weekly classroom assessments.

Anthony's teachers report that he often answers questions quickly without thinking through his answer and is unable to explain why he selected his answers on multiple-choice questions. He needs to work on identifying the important details in passages, interpreting the details, and synthesizing the details to draw conclusions. Anthony's special education teacher and general education teacher have begun completing key parts of graphic organizers for Anthony and asking him to fill in the missing details during reading passages/chapters. Both teachers report that Anthony has made progress since beginning this strategy and note that he has begun to request the graphic organizers when given a reading comprehension assignment.

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

Using graphic organizers, Anthony will apply reading comprehension strategies to fourth grade social studies and science passages to answer multiple choice and short-answers questions with 85% accuracy by the end of the fourth grading period.

(4th Grade Reading Content Standard: Students will use a variety of strategies to read and comprehend printed material.)

**TYPE(S) OF EVALUATION FOR ANNUAL GOAL:**

- Curriculum Based Assessment    
  Teacher/Text Test    
  Teacher Observation    
  Grades  
 Data Collection    
  State Assessment(s)    
  Work Samples  
 Other: \_\_\_\_\_  
 Other: \_\_\_\_\_

**DATE OF MASTERY:** \_\_\_\_\_

**BENCHMARKS:**

- |    |                        |
|----|------------------------|
| 1. | Date of Mastery: _____ |
| 2. | Date of Mastery: _____ |
| 3. | Date of Mastery: _____ |
| 4. | Date of Mastery: _____ |

**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.)

Type of Service(s)	Anticipated Frequency of Service(s)	Amount of time	Beginning/Ending Date	Location of Service(s)
<b>Special Education</b> Special Education teacher will provide intensive reading instruction using a research based reading program	Daily	30 mins.	<u>08/10/06</u> to <u>05/23/07</u>	Special Education Classroom
<b>Supplementary Aids and Services</b> Teachers will provide partially completed graphic organizers for Anthony to complete	Daily	55 mins.	<u>08/10/06</u> to <u>05/23/07</u>	General Education Classroom
<b>Program Modifications</b>			_____ to _____	
<b>Accommodations Needed for Assessments</b> Brief scheduled breaks every 20 mins. during classroom and state assessments; seating in an area free from distractions	Daily	55 mins.	<u>08/10/06</u> to <u>05/23/07</u>	Special and General Education Classrooms
<b>Related Services</b>			_____ to _____	
<b>Assistive Technology</b>			_____ to _____	
<b>Support for Personnel</b>			_____ to _____	

# INDIVIDUALIZED EDUCATION PROGRAM

**STUDENT'S NAME:** Anthony

**AREA:** Math

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

Anthony's state, district, and classroom assessment data show that his skills in the area of number and operations are on grade level. He has difficulty, however, reading and interpreting data displays. His state assessment data indicated a score of eight out of a possible twenty points on the data analysis and statistics subtest. Anthony can read and interpret simple line plots and tally charts but cannot generalize and draw conclusions from charts, bar graphs, and other types of graphs. Since out-of-seat behavior can negatively impact Anthony's involvement and progress in the general education curriculum, Anthony's math teacher suggested that he collect data on the minutes that he remains in his seat and use that data to create a graph.

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

Anthony will keep data on the number of minutes he is able to stay in seat, create a data display, interpret the data, and draw conclusions based on the data with 95% accuracy by the end of the fourth grading period.

(4th Grade Math Content Standard: Students will represent numerical data using tables and graphs and clearly communicate their findings.)

**TYPE(S) OF EVALUATION FOR ANNUAL GOAL:**

- Curriculum Based Assessment   
  Teacher/Text Test   
  Teacher Observation   
  Grades  
 Data Collection   
  State Assessment(s)   
  Work Samples  
 Other: \_\_\_\_\_  
 Other: \_\_\_\_\_

**DATE OF MASTERY:** \_\_\_\_\_

**BENCHMARKS:**

- |    |                        |
|----|------------------------|
| 1. | Date of Mastery: _____ |
| 2. | Date of Mastery: _____ |
| 3. | Date of Mastery: _____ |
| 4. | Date of Mastery: _____ |

**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.)

Type of Service(s)	Anticipated Frequency of Service(s)	Amount of time	Beginning/Ending Date	Location of Service(s)
<b>Special Education</b> Special and General Education teachers will collaborate to discuss data collected and Anthony's progress in staying in seat	Weekly	15 mins.	<u>08/10/06</u> to <u>05/23/07</u>	General Education Classroom
<b>Supplementary Aids and Services</b> Brief scheduled breaks every 20 mins. or as needed by agreed-upon signal during classroom assignments; seating in an area free from distractions	Daily	55 mins.	<u>08/10/06</u> to <u>05/23/07</u>	Special and General Education Classrooms
<b>Program Modifications</b>			_____ to _____	
<b>Accommodations Needed for Assessments</b> Brief scheduled breaks every 20 mins. during classroom and state assessments; seating in an area free from distractions	Daily	55 mins.	<u>08/10/06</u> to <u>05/23/07</u>	Special and General Education Classrooms
<b>Related Services</b>			_____ to _____ _____ to _____	
<b>Assistive Technology</b>			_____ to _____	
<b>Support for Personnel</b>			_____ to _____	

# INDIVIDUALIZED EDUCATION PROGRAM

**STUDENT'S NAME:** Anthony

**AREA:** Behavior

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

Anthony has a history of getting out of his desk/chair during class. A review of current data indicates that Anthony's out-of-seat behavior is generally precipitated by distractions in the environment, such as another student sharpening a pencil. Anthony is seated in an area of the class that is relatively free from distractions and is reinforced for ignoring distractions. He can remain in his seat for approximately 20 minutes if allowed scheduled breaks after an interval of on-task behavior. Anthony and his teacher have agreed on a signal that he gives if he requires a break prior to the scheduled intervals. Anthony's out-of-seat behavior negatively affects completed assignments and assessments.

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

Anthony will remain in his seat in a designated area of the classroom for 30 minutes at a time on nine out of ten trials by the end of the fourth grading period.

**TYPE(S) OF EVALUATION FOR ANNUAL GOAL:**

- Curriculum Based Assessment   
  Teacher/Text Test   
  Teacher Observation   
  Grades  
 Data Collection   
  State Assessment(s)   
  Work Samples  
 Other: \_\_\_\_\_  
 Other: \_\_\_\_\_

**DATE OF MASTERY:** \_\_\_\_\_

**BENCHMARKS:**

- |    |                        |
|----|------------------------|
| 1. | Date of Mastery: _____ |
| 2. | Date of Mastery: _____ |
| 3. | Date of Mastery: _____ |
| 4. | Date of Mastery: _____ |

**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.)

Type of Service(s)	Anticipated Frequency of Service(s)	Amount of time	Beginning/Ending Date	Location of Service(s)
<b>Special Education</b> Special teacher will conduct periodic observations to collect data on in-seat and on-task behaviors; and meet with Anthony and the general education teacher to discuss data	Weekly	15 mins.	<u>08/10/06</u> to <u>05/23/07</u>	General Education Classroom
<b>Supplementary Aids and Services</b>			_____ to _____	
<b>Program Modifications</b>			_____ to _____	
<b>Accommodations Needed for Assessments</b>			_____ to _____	
<b>Related Services</b>			_____ to _____ _____ to _____	
<b>Assistive Technology</b>			_____ to _____	
<b>Support for Personnel</b> General education teachers will be trained in Positive Behavior Supports.	Once	6 hours	<u>08/09/06</u> to <u>08/09/06</u>	General Education Classroom

**INDIVIDUALIZED EDUCATION PROGRAM**

**STUDENT'S NAME:** Anthony

**GENERAL FACTORS**

**HAS THE IEP TEAM CONSIDERED:**

- |  | <b>YES</b>                          | <b>NO</b>                |
|--|-------------------------------------|--------------------------|
| • The strengths of the child?  | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| • The concerns of the parents for enhancing the education of the child?                | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| • The results of the initial or most recent evaluations of the child?                  | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| • As appropriate, the results of performance on any State or districtwide assessments? | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| • The academic, developmental, and functional needs of the child?                      | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| • The need for extended school year services?  | <input checked="" type="checkbox"/> | <input type="checkbox"/> |

**LEAST RESTRICTIVE ENVIRONMENT**

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

If no, justify:

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

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

Anthony receives intensive small-group instruction in reading with an emphasis on targeting his areas of need, e.g. reading fluency. He requires specialized instruction in an intensive evidence-based reading intervention curriculum.

**6-21 YEARS OF AGE**

**3-5 YEARS OF AGE**

(Select one from the drop-down box.)

02 99% to 80% of Day Inside the Gen Ed Environment

**Secondary LRE** (only if LRE above is Private School-Parent Placed)

**COPY OF IEP**

**COPY OF SPECIAL EDUCATION RIGHTS**

Was a copy of the IEP given to parent at the IEP meeting?

**YES**  **NO**

If no, date sent to parent: \_\_\_\_\_

Was a copy of the *Special Education Rights* given to parent at the IEP meeting?

**Yes**  **No**

If no, date sent to parent: \_\_\_\_\_

Date copy of **amended** IEP provided/sent to parent \_\_\_\_\_

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

<b>Position</b>	<b>Signature</b>	<b>Date</b>
Parent	*	
Parent	*	
LEA Representative	*	
Special Education Teacher	*	
General Education Teacher	*	
Student		
Career/Technical Education Rep		
Other Agency Representative		

**INFORMATION FROM PEOPLE NOT IN ATTENDANCE**

<b>Position</b>	<b>Name</b>	<b>Date</b>

# INDIVIDUALIZED EDUCATION PROGRAM

STUDENT'S NAME: Kimi

DOB 8/14/1993 SCHOOL YEAR 2006 - 2007 GRADE 8 -     

IEP INITIATION/DURATION DATES FROM 08/10/06 TO 05/23/07

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

## STUDENT PROFILE

Kimi is an eighth grade student who was retained in the first grade due, in part, to the difficulties she was experiencing maintaining and using information she had been taught. Kimi was found to have significant auditory processing problems that negatively affected all academic areas, particularly early literacy. A review of Kimi's IEPs revealed a variety of strategies and programs that have been tried over the years. Kimi began receiving speech and language services in grade three. She began working with an auditory trainer in the fifth grade. Currently, the speech and language pathologist provides strategies to Kimi's general education teachers. She is currently receiving a research-based reading intervention curriculum from a highly-qualified teacher and also included in language arts class with her eighth-grade peers.

The auditory processing difficulties associated with Kimi's disability have widened the gap over the years between her academic levels and the levels of typical same-age peers. According to classroom and state assessment data, her reading comprehension skills are similar to typical students in the fourth grade. Her vocabulary and word recognition skills, however, are closer to a sixth-grade level.

Kimi's parents report that she gets frustrated when she has to listen attentively for a long period of time. Her mother states that Kimi continues to become anxious when home work assignments require a lot of reading and she is not sure that she remembers all of the teacher's directions. Her parents are concerned that Kimi often forgets things they have told her to do and would like some strategies to work on at home.

Mathematics data from classroom progress monitoring indicate relative strengths in the areas of numbers and operations. Kimi has difficulty, however, generalizing the skills she learns in math class to situations in daily life. She may make a perfect score on a page of math problems but be unable to decide how much each person owes when a group orders lunch and is splitting the check.

Kimi's disability affects the amount of auditory material that she can process within a designated timeframe. She can master state content standards given additional time for instruction, but she is not achieving grade-level proficiency in the timeframe designated for typical peers. Because language arts, science, and social studies classes are often in lecture format and require that students read lengthy narratives, her progress in these areas is slowed.

Kimi's need for additional time is accommodated on classroom assignments and on classroom and state assessments. Kimi has learned strategies to help her retain auditory information and practices the strategies during classroom lectures and when teachers are giving assignments.

INDIVIDUALIZED EDUCATION PROGRAM

STUDENT'S NAME: Kimi

SPECIAL INSTRUCTIONAL FACTORS

Items checked "YES" will be addressed in this IEP:

Table with 3 columns: Question, YES, NO. Contains 8 rows of questions regarding student behavior, English proficiency, Braille, communication needs, assistive technology, P.E., alternate assessment, and transition services.

TRANSPORTATION AS A RELATED SERVICE

Does the student require transportation as a related service? [ ] YES [x] NO
Does the student need accommodations or modifications for transportation? [ ] YES [x] NO

If yes, check any transportation accommodations/modifications that are needed.

- [ ] Bus driver is aware of student's behavioral and/or medical concerns
[ ] Wheelchair lift
[ ] Restraint system.
Specify:

[ ] Other.
Specify:

NONACADEMIC and EXTRACURRICULAR ACTIVITIES

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

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

[ ] NO. Explanation must be provided:

METHOD/FREQUENCY FOR REPORTING PROGRESS OF ATTAINING GOALS TO PARENTS

Annual Goal Progress reports will be sent to parents each time report cards are issued (every 9.0 weeks).

# INDIVIDUALIZED EDUCATION PROGRAM

**STUDENT'S NAME:** Kimi

**AREA:** Reading

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

Kimi enjoys reading and often selects books from the classroom library. Kimi can respond to simple fact-based comprehension questions but needs more work on applying a variety of reading comprehension strategies. Kimi's scores on state assessments place her in the "Does Not Meet Standards" category on reading comprehension. On classroom assessments, Kimi answers simple "Who, What, When, and Where" questions with 80% accuracy but experiences difficulty with making inferences to determine bias or theme and making predictions for comprehension of eighth-grade reading materials.

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

At the end of thirty-six weeks, Kimi will use prior knowledge and personal experience to make inferences to determine bias or theme to comprehend eighth-grade reading materials with an average of 80% accuracy on classroom assessments.

(8th Grade Reading Content Standard: Students will connect their own background knowledge and personal experience to make inferences presented in text.)

**TYPE(S) OF EVALUATION FOR ANNUAL GOAL:**

- Curriculum Based Assessment   
  Teacher/Text Test   
  Teacher Observation   
  Grades  
 Data Collection   
  State Assessment(s)   
  Work Samples  
 Other: Kimi will participate in the alternate assessment based on modified academic achievement standards.  
 Other: \_\_\_\_\_

**DATE OF MASTERY:** \_\_\_\_\_

**BENCHMARKS:**

- |    |                        |
|----|------------------------|
| 1. | Date of Mastery: _____ |
| 2. | Date of Mastery: _____ |
| 3. | Date of Mastery: _____ |
| 4. | Date of Mastery: _____ |

**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.)

Type of Service(s)	Anticipated Frequency of Service(s)	Amount of time	Beginning/Ending Date	Location of Service(s)
<b>Special Education</b> Special Education teacher will provide intensive reading instruction using a research based reading program	Daily	40 mins.	<u>08/10/06</u> to <u>05/23/07</u>	Special Education Classroom
<b>Supplementary Aids and Services</b> Additional time for classroom assignments	Daily	55 mins.	<u>08/10/06</u> to <u>05/23/07</u>	Special and General Education Classrooms
<b>Program Modifications</b>			_____ to _____	
<b>Accommodations Needed for Assessments</b> Additional time for classroom and state assessment	Weekly in classrooms	55 mins.	<u>08/10/06</u> to <u>05/23/07</u>	Special and General Education Classrooms
<b>Related Services</b> Speech and Language Pathologist consults with general education teacher to provide strategies	Biweekly in classrooms	30 mins	<u>8/10/06</u> to <u>5/23/07</u>	General Education Classrooms
<b>Assistive Technology</b>			_____ to _____	
<b>Support for Personnel</b>			_____ to _____	

# INDIVIDUALIZED EDUCATION PROGRAM

**STUDENT'S NAME:**   Kimi  

**AREA:**   Math  

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

Kimi's state and classroom assessment data indicate computational fluency with addition, subtraction and multiplication of integers. She can solve one- and two-step algebraic expressions on worksheets and classroom assessments. Generalizing what she has learned in mathematics, however, to real-world situations is an area of need for Kimi. She can do the computations if the problems are written as numerals and presented as math problems. It is difficult for Kimi to apply what she knows about mathematics to situations that occur in daily life. Kimi needs to learn a process for applying what she knows about the operations of math to problem situations in other disciplines and in daily life.

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

At the end of the fourth grading period, Kimi will apply mathematics in problem situations outside of the discipline of mathematics with 100% accuracy on eight out of ten problem scenarios.

(8th Grade Math Content Standard: Students will recognize and apply mathematics concepts outside of mathematics' classrooms.)

**TYPE(S) OF EVALUATION FOR ANNUAL GOAL:**

- Curriculum Based Assessment   
  Teacher/Text Test   
  Teacher Observation   
  Grades  
 Data Collection   
  State Assessment(s)   
  Work Samples  
 Other:   Kimi will participate in the alternate assessment based on modified academic achievement standards.    
 Other: \_\_\_\_\_

**DATE OF MASTERY:** \_\_\_\_\_

**BENCHMARKS:**

- |    |                        |
|----|------------------------|
| 1. | Date of Mastery: _____ |
| 2. | Date of Mastery: _____ |
| 3. | Date of Mastery: _____ |
| 4. | Date of Mastery: _____ |

**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.)

Type of Service(s)	Anticipated Frequency of Service(s)	Amount of time	Beginning/Ending Date	Location of Service(s)
<b>Special Education</b> Special and General Education teachers will collaborate on reading strategies and assignments	Weekly	15 mins.	<u>08/10/06</u> to <u>05/23/07</u>	General Education Classroom
<b>Supplementary Aids and Services</b> Additional time for classroom assignments	Daily	55 mins.	<u>08/10/06</u> to <u>05/23/07</u>	Special and General Education Classrooms
<b>Program Modifications</b>			_____ to _____	
<b>Accommodations Needed for Assessments</b> Additional time for classroom and state assessments	Weekly for classrooms	55 mins.	<u>08/10/06</u> to <u>05/23/07</u>	Special and General Education Classrooms
<b>Related Services</b> Speech and Language Pathologist consults with general education teacher to provide strategies	Biweekly in classrooms	30 mins.	<u>8/10/06</u> to <u>5/23/07</u>	General Education Classrooms
<b>Assistive Technology</b>			_____ to _____	
<b>Support for Personnel</b>			_____ to _____	

**INDIVIDUALIZED EDUCATION PROGRAM**

**STUDENT'S NAME:**   Kimi  

**GENERAL FACTORS**

**HAS THE IEP TEAM CONSIDERED:**

- |  |                                     |                          |
|--|-------------------------------------|--------------------------|
|  | <b>YES</b>                          | <b>NO</b>                |
| • The strengths of the child?  | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| • The concerns of the parents for enhancing the education of the child?                | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| • The results of the initial or most recent evaluations of the child?                  | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| • As appropriate, the results of performance on any State or districtwide assessments? | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| • The academic, developmental, and functional needs of the child?                      | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| • The need for extended school year services?  | <input checked="" type="checkbox"/> | <input type="checkbox"/> |

**LEAST RESTRICTIVE ENVIRONMENT**

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

If no, justify: \_\_\_\_\_

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

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

Kimi requires instruction in cognitive strategies that enable her to better retain auditory material. She works with the Speech/Language pathologist to learn new strategies as required to complete academic assignments. Special education and general education teachers collaborate to monitor progress.

**6-21 YEARS OF AGE**

**3-5 YEARS OF AGE**

(Select one from the drop-down box.)

02 99% to 80% of Day Inside the Gen Ed Environment

**Secondary LRE** (only if LRE above is Private School-Parent Placed)

**COPY OF IEP**

**COPY OF SPECIAL EDUCATION RIGHTS**

Was a copy of the IEP given to parent at the IEP meeting?  
 **YES**      **NO**

Was a copy of the *Special Education Rights* given to parent at the IEP meeting?  
 **Yes**      **No**

If no, date sent to parent: \_\_\_\_\_

If no, date sent to parent: \_\_\_\_\_

Date copy of **amended** IEP provided/sent to parent \_\_\_\_\_

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

<b>Position</b>	<b>Signature</b>	<b>Date</b>
Parent	*	
Parent	*	
LEA Representative	*	
Special Education Teacher	*	
General Education Teacher	*	
Student		
Career/Technical Education Rep		
Other Agency Representative		

**INFORMATION FROM PEOPLE NOT IN ATTENDANCE**

<b>Position</b>	<b>Name</b>	<b>Date</b>