Notice and Invitation to a Meeting/Consent for Agency Participation

Alabama State Department of Education, Special Education Services
<table>
<thead>
<tr>
<th>The following people will be involved in case with us:</th>
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<tbody>
<tr>
<td>Local Education Agency (LEA) Representative</td>
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<tr>
<td>Secondary VIE Can Support the Instructional Needs</td>
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<tr>
<td>General Education Teacher</td>
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<td>Special Education Teacher</td>
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<tr>
<td>Parent</td>
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<tr>
<td>Class Teacher</td>
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<tr>
<td>Other Agency Representation(s) for Transition**</td>
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<tr>
<td>Agency Name</td>
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</table>

**Alabama State Department of Education, Special Education Services**

Student Name

05/26/15 10:00 AM

Classroom 210 at Elementary School
New Meeting Notice

Alabama State Department of Education, Special Education Services

Student Name

05/28/15

10:00 AM

Classroom 210 at Elementary School

First Name — Last Name

05/21/15

Parent Signature

05/19/2015
Notice and Invitation to a Meeting/Consent for Agency Participation if addressing Transition
Alabama State Department of Education, Special Education Services

Student Name

Agency Name

First Name – Last Name

Signature of Education Agency:

Date: 05/26/15

Time: 10:00 AM

Location: Classroom 110 at High School
PLEASE NOTE:
THE FOLLOWING EXAMPLE
IS ONLY ONE WAY
TO DEVELOP A STANDARDS-
BASED IEP

Profile Page
Student is a very cute and friendly young man. He will occasionally get upset.

Student has good social etiquette as evidenced from recent teacher observations where he greeted both adults and peers with appropriate greetings and offered to shake hands. He has excellent memory skills as evidenced by his knowledge of everyone's name and their birthday as he greeted them. He can be generous and will offer to help his classmates and share with them, as often observed by his bringing candy to school to share. He is very friendly and wants to please both adults and peers, however, his mood can change quickly, without warning. He is compliant with most requests, especially if it is presented to be a positive thing or in written format. He is agreeable to most schedule changes but will respond more positively if the change is presented prior to occurrence. His academic strengths are in the areas of reading text and math computation.
His parents have expressed their concerns for student to develop functional math skills, especially in the area of money management. They have noticed improvement in the area of his social skills and would like for him to continue working on this area, especially waiting his turn in a conversation and not interrupting others. They also want him to practice safety skills while out in the community as he does not seem to notice the dangers that surround him.
Student likes to play games with his friends especially in P.E. class. He likes going to lunch because he is able to see his friends. He wants to go to college when he graduates.

Student enjoys physical activities, especially running. When provided options for a reward he will select running on the track or jumping on the mini trampoline in the classroom. He also enjoys looking at books and art activities such as drawing on paper. While using the student computer in the classroom he enjoys using google earth or researching a particular subject on which he is fixated. He likes to have a daily schedule provided for him and if there are to be changes be notified of those in advance. A transition planning assessment for senior high school was completed with input from student, his teacher, and his mom. Based upon the results he needs to continue working toward financial and personal management.
Recent achievement testing results show that student scored 70 for reading comprehension; 68 for listening comprehension; 72 for math computation; and overall achievement 70.

Based upon recent evaluations student is reading on a level that is consistent with a student in the 10th grade, however, his comprehension scores are consistent with a student in the 4th grade. These scores are consistent with his performance on classroom assessments for reading. His math scores are consistent with a student in the 7th grade, as evidenced by his benchmark scores in math program. Based upon teacher observation during community based instruction student is able to identify cost of items and determine if he has enough to make a purchase. However, his purchases are based more on what he wants versus what he needs nor does he consider the addition of tax or tip.
Student needs to work on his reading skills to develop his comprehension. He also needs to continue working on his social skills.

Student needs to increase his level of comprehension to close the gap toward the text complexity he is able to read. He needs to increase his understanding of making purchases based upon needs versus wants and determining totals, including tax and tip, by creating a budget using his current income. He needs to develop communication skills to clearly and accurately understand someone's gestures and express his own thoughts and feelings and distinguish between appropriate and inappropriate behavior to manage his response. He needs to further develop his listening skills and ability to converse with age appropriate peers.
Student has been sick with health issues.

Student experienced medical issues the previous year that seemed to have interfered with his stamina. Following surgery the issue has been resolved and he is beginning to become more alert at school and ready to work. There is a medical plan in place to ensure his success at school.
*Because JR’s third birthday is July 4 and school is not in session, his IEP will be implemented on August 25, the first week school is in session.
* Sally’s IEP will be implemented on Monday, March 31, 2014, because her third birthday is on Sunday March 30.
* Robbie is turning three during the Christmas holidays. His IEP will be implemented on January 2.
The Number System 7th Grade

6. Solve real-world and mathematical problems involving the four operations with rational numbers (Computations with rational numbers extend the rules for manipulating fractions to complex fractions.) [7-NS1]

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/
Standards & Curriculum Guides

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

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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/
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Subject
grade level
content standard

Standard: M.3.10
Use place value understanding to round whole numbers to the nearest 10 or 100. (3.NBT.1)

Content Standard

Identifier from Common Core State Standards

M.3.10.a: Define rounding.
M.3.10.b: Round whole numbers from 100 to 999 using whole numbers from 10 to 99.
M.3.10.c: Round whole numbers to the nearest 100.
Student

• 3rd grade
• Multiple Disabilities
• Extended Standards
• Dependent on school staff for all basic needs
• Non-verbal; non-ambulatory
• Related service: Physical Therapy

Assessments:
• AAA Reading ES 2.1 (1)
• AAA Reading ES 2.3 (1)

Classroom Observation:
• Non-responsive

Parent concerns:
• Interactions with peers

STRENGTHS:
Based upon teacher observations student participates in class primarily using her eyes. She will blink more rapidly when someone is speaking with her or if she is being moved to a different location within the classroom. When she is placed in the bed located in the classroom to allow her to stretch she will lie quietly which indicates that she is content and not experiencing any discomfort. Based upon recent Alabama Alternate Assessment data student demonstrated recognition of letters by sound through her eye gaze at the teacher while listening to songs about the letter B (R. ES 2.3 (1)).
NEEDS:
However, she needs to increase her participation during reading class by identifying a character read from a story read aloud to her. (R. ES 3.2 (1)). She will need to use her eye gaze to select the correct picture representation of the main character.

HOW THE DISABILITY AFFECTS PERFORMANCE IN THE GENERAL EDUCATION CURRICULUM:
Student’s limited communication skills through eye gaze affects her performance in the general education curriculum in the area of reading.

Based upon teacher observations student participates in class primarily using her eyes. She will blink more rapidly when someone is speaking with her or if she is being moved to a different location within the classroom. When she is placed in the bed located in the classroom to allow her to stretch she will lie quietly which indicates that she is content and not experiencing any discomfort. Based upon recent Alabama Alternate Assessment data student demonstrated recognition of letters by sound through her eye gaze at the teacher while listening to songs about the letter B (R. ES 2.3 (1)). However, she needs to increase her participation during reading class by identifying a character read from a story read aloud to her. (R. ES 3.2 (1)). She will need to use her eye gaze to select the correct picture representation of the main character. Student’s limited communication skills through eye gaze affects her performance in the general education curriculum in the area of reading.
Who: Student

Behavior: will use her eye gaze to identify the main character from a story (R. ES 3.2 (1))

Condition: Given a choice of two illustrations; after it (story) is read aloud to her;

Criterion: scoring 80% accuracy on teacher made data collection form that records daily response or non response each month

Time Frame: by the end of the fourth nine weeks.

Given a choice of two illustrations student will use her eye gaze to identify the main character from a story (R. ES 3.2 (1)) after it is read aloud to her scoring 80% accuracy on teacher made data collection form that records daily response or non response each month by the end of the fourth nine weeks.
Student
- 7th grade
- Specific Learning Disability
- General Education Curriculum
- Assessments:
  - Reading text - 7th grade
  - Reading Comprehension - 2nd grade
  - Math - 7th grade
- Classroom Observation:
  - Struggles with comprehension of assigned reading

Range of Reading and Level of Text Complexity

9. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the Grades 4-5 text complexity band independently and proficiently. [RL.5.10]

Objectives:
- ELA 5.5.1: Read and comprehended literature, including stories, dramas, and poetry, at the high end of the Grades 4-5 text complexity band independently and proficiently.
- ELA 5.5.2: Read and comprehended literature, including stories, dramas, and poetry, at the high end of the Grades 5-6 text complexity band independently and proficiently.

Page 84 of the DRAFT Curriculum Guide to the Alabama course of Study: English Language Arts

Range of Reading and Level of Text Complexity

10. By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the Grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range. [RL.6.10]

Objectives:
- ELA 6.10.1: Read and comprehended text complexity band Grades 6-7.
- ELA 6.10.2: Read and comprehended text complexity band Grades 6-8.
- ELA 6.10.3: Read and comprehended text complexity band Grades 7-8.

Page 117 of the DRAFT Curriculum Guide to the Alabama course of Study: English Language Arts
STRENGTHS:
Based upon recent achievement testing student is reading text at a level that is consistent with a student in the 7th grade. He is comprehending text that is consistent with a student in the 2nd grade, text complexity band 2-3 (ELA 5.9.2). Teacher observations reveal that he has excellent memory skills which seem to contribute to his ability to read text on grade level.

NEEDS:
He needs to increase his comprehension to close the gap toward the level of text that he is able to read. Increasing his level to proficiency within the grade 3-5 complexity band (ELA 6.10.3) to understand and recall facts within assigned reading from his core academics.

HOW THE DISABILITY AFFECTS PERFORMANCE IN THE GENERAL EDUCATION CURRICULUM:
Student’s comprehension being below grade level affects his performance within the general education curriculum in recalling facts from assigned reading.
Based upon recent achievement testing student is reading text at a level that is consistent with a student in the 7th grade. He is comprehending text that is consistent with a student in the 2nd grade, text complexity band 2-3 (ELA 5.9.2). Teacher observations reveal that he has excellent memory skills which seem to contribute to his ability to read text on grade level. He needs to increase his comprehension to close the gap toward the level of text that he is able to read. Increasing his level to proficiency within the grade 3-5 complexity band (ELA 6.10.3) to understand and recall facts within assigned reading from his core academics. Student’s comprehension being below grade level affects his performance within the general education curriculum in recalling facts from assigned reading.

Who: Student
Behavior: will increase his reading comprehension to the grades 3-5 complexity band (ELA 6.10.3)
Condition: Through participation in an evidence-based reading intervention program
Criterion: scoring 90% proficiency on progress monitoring
Time Frame: by the end of the fourth nine weeks.

Through participation in an evidence-based reading intervention program student will increase his reading comprehension to the grades 3-5 complexity band (ELA 6.10.3) scoring 90% proficiency on progress monitoring by the end of the fourth nine weeks.
Student
- 9th grade
- Autism
- Essentials/Life Skills Pathway
- Assessments:
  - Reading text - 10th grade
  - Reading Comprehension - 8th grade
  - Math - 7th grade
- Classroom Observation:
  - Estimation and mental calculations

Transition goals:
- Technical - criminal justice/ law enforcement
- Competitive Employment
- Live independently

Parent Concerns:
- Meeting requirements for postsecondary education

Alabama State Department of Education, Special Education Services

Standard 3: Develop strategies for postsecondary education or training completion (e.g., maintaining and updating disability documentation, learning and study strategies, organizational skills, and seeking and obtaining support).

TS.AT12.3.B Schedule and implement strategies for postsecondary education/training completion, monitor success, and revise individualized plan accordingly.

TS.AT11.3.B Analyze three potential barriers for postsecondary education or training completion and develop a plan or schedule for the best package of strategies to address those barriers.

TS.AT10.3.B Acquire and practice at least three strategies to support secondary learning that will also be useful at the postsecondary level.

TS.AT9.3.B Identify at least one strategy for enhancing secondary learning that will also support postsecondary education/training completion (e.g., learning and studying strategies, organizational strategies, and self-advocacy strategies).
STRENGTHS:
Based upon recent achievement testing student is reading text at a level that is consistent with a student in the 10th grade. He is comprehending text that is consistent with a student in the 8th grade, text complexity band 7-8 (ELA 9.9.1). His math computation skills are equivalent to a student in the 7th grade. His strengths in these areas will benefit him as he prepares for entrance to technical school pursuing criminal justice/law enforcement.

NEEDS:
However, classroom observations reveal his difficulty recalling mental calculation strategies which hinder his ability to solve math problems using algebraic expressions and equations (M. 7.9.7). He needs to develop strategies to assist him in recalling mental calculations which will enhance his learning at the postsecondary level (TS.AT10.3B).

HOW THE DISABILITY AFFECTS PERFORMANCE IN THE GENERAL EDUCATION CURRICULUM:
Student’s inability to recall problem solving strategies affects his participation in the general education curriculum in the area of math.
Based upon recent achievement testing student is reading text at a level that is consistent with a student in the 10th grade. He is comprehending text that is consistent with a student in the 9th grade, text complexity band 7-8 (ELA 9.9.1). His math computation skills are equivalent to a student in the 7th grade. His strengths in these areas will benefit him as he prepares for entrance to technical school pursuing criminal justice/law enforcement. However, classroom observations reveal his difficulty recalling mental calculation strategies which hinder his ability to solve math problems using algebraic expressions and equations (M. 7.9.7). He needs to develop strategies to assist him in recalling mental calculations which will enhance his learning at the postsecondary level (TS. AT10.3B). Student’s inability to recall problem solving strategies affects his participation in the general education curriculum in the area of math.

Who: student

Behavior: will develop strategies to recall mental calculations that will increase his understanding of algebraic equations (M. 7.9.7) and enhance his learning at the postsecondary level (TS. AT10.3B)

Condition: Through teacher led instruction and practice of mental math activities

Criterion: with 90% accuracy

Time Frame: by the end of the fourth nine weeks.

Through teacher led instruction and practice of mental math activities student will develop strategies to recall mental calculations that will increase his understanding of algebraic equations (M. 7.9.7) and enhance his learning at the postsecondary level (TS. AT10.3B) with 90% accuracy by the end of the fourth nine weeks.