INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Meeting Date: 3/26/2013  
Student Name: Stacy Student  
Date of Birth: 1/1/2001  
School:  
Grade: Grade 9  
School Year: 2001/2013  
Parent(s):  
Address:  
Phone (home):  
Phone (cell):  
IEP Implementation Date: 4/5/2013  
IEP Ending Date: 3/25/2014  
Purpose of IEP Meeting: Annual Review  
GTID#:  
Eligibility Category(s): Specific Learning Disability  
Phone (work):  
Email:  

TEAM MEMBERS IN ATTENDANCE

REQUIRED MEMBERS
Parent: did not attend  
Parent:  
Local Education Agency Representative(LEA): Pam Principal  
Special Education Teacher: Phyllis Hart, Case Manager  
Regular Education Teacher: Reggie Teacher, English  
Student (age 18 or if transition is being discussed): Stacy Student  
Agency representative (responsible for transition services):  

ADDITIONAL MEMBERS
Name/Title: Matt Mathis, Math Co-Teacher  
Name/Title: Susie Scientist, Science Teacher  
Name/Title:  
Name/Title:  
Name/Title:  
Name/Title:  

I. PRESENT LEVELS OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE

Results of initial or most recent evaluation and results of state and district assessments:

Stacy is a fifteen year old first year freshman at Ridgeland High School who has been receiving special education services in a co-teaching setting in Language Arts, Science, and Social Studies.

INDIVIDUAL TEST RESULTS:
On 1/10/12, an eligibility review was held and the committee determined that Stacy continued to meet eligibility requirements as a student with a Specific Learning Disability. Although Stacy's most recent psychological testing is more than two years old, the information regarding her intellectual ability and processing deficits continues to provide valuable information for the IEP team in planning for her needs. According to the KABC-II (given 5/6/09) Stacy showed average intellectual ability. On the VMl (also given 5/6/09), Stacy performed far below average, which indicated a processing problem with visual-motor integration skills. Her KABC-II Simultaneous Index score was below average and indicated processing problems with organization skills. Results of the CTOPP (also given 5/6/09) showed below average skills in auditory discrimination.

GROUP TEST RESULTS:
Stacy has not yet taken EOCT exams at the high school level. Her most recent test scores are from 8th grade in the Spring of 2012:

CRCT (score of 800 or higher is required to meet grade level standards)
NOTE: Accommodations of small group and extra time were made for all subtests. On all subtests except math, the test questions were also read to her.

Reading = 798 (did not meet standard)
Language Arts = 790 (did not meet standard)
Math = 821
Science = 803
Social Studies = 817

GA 8th Grade Writing Test (score of 200 is needed to meet standard) = 197

REPORT CARD GRADES:
Stacy's current averages as of 3/25/13 are: English I = 71, Algebra I B = 75, Introduction to Health Care = 94, Physical Science = 83. At the end of the first semester, she had the following grades: Reading Strategies = 70, Algebra I A = 75, Health/PE = 62, Government = 78. She passed all her classes first semester, earning 4 credits toward graduation. She also received final passing grades in all subjects at the end of 8th grade last spring.

OTHER DATA:
Stacy has had zero office referrals this year. She has been tardy to school one time and has two unexcused absences this semester.

Individualized Education Program for Stacy Student
Walker County Board of Education
PROGRESS TOWARD PREVIOUS IEP GOALS:

Goal #1: Reading
Stacy mastered this goal. Stacy answers literal comprehension questions related to content area text with 80% accuracy as shown on the most recent classroom work samples from Physical Science class. She also performed well in her Reading Strategies class first semester and work samples collected from that class in January also demonstrate that Stacy can perform this skill.

Goal #2: Written Expression
Stacy did not fully master this goal. Writing samples provided from March 2013 show that Stacy can write a one page paper related to a given topic with adequate vocabulary usage. She generally uses correct capitalization and ending punctuation. However, she continues to struggle with run-on sentences and paragraph organization.

Goal #3 Work Habits
Stacy did not fully master this goal. She is now coming to class with appropriate materials 80% of the time. However, she continues to struggle with keeping up with long-range assignments and her grades are lowered due to late or incomplete assignments. She currently has three zeros in English Lit for work not turned in and one to two instances of assignments turned in late in each of her other classes.

Description of academic, developmental and/or functional strengths:

According to the CRCT results from Spring 2012 and current report card grades, Stacy performs well in Mathematics. She enjoys the challenge of solving mathematical equations and states that she enjoys working with numbers. She is a very bright young lady who is goal driven and fully understands what she must do to accomplish her goals. Her teachers state that she has many friends and is pleasant to have in the classroom.

Description of academic, developmental and/or functional needs:

According to GWT and CRCT results (Spring 2012), work samples and IEP progress monitoring data from March 2013, Stacy's greatest weaknesses are in English and Language arts due to her reading, spelling, and writing deficiencies.

She struggles to independently spell grade level words as well as commonly used vocabulary. However, the team is not recommending a separate spelling goal at this time. Stacy has had several years of spelling instruction but continues to struggle. The team feels that an assistive technology solution may be the appropriate way to address this need.

Stacy also has weaknesses in paragraph organization and sentence structure. Work samples provided from her English class in March 2013 show 8-10 sentence fragments or run-on sentences per page. Analysis of the provided work samples also shows that Stacy did not include a clear topic sentence with supporting details and concluding thought on any of the four samples. She needs to continue to work on proper sentence structure. She needs to read over her draft and be able to identify the run-on sentences, sentence fragments, and make corrections. Paragraph development and organization also continue to be areas needing instruction. Stacy needs to learn to make an outline to organize her thoughts into main idea, supporting details, and conclusion.

In the area of reading, data from the Spring 2012 CRCT showed a weakness in vocabulary and reading comprehension. Stacy met her annual goal related to literal reading comprehension. Now she needs to continue to work on comprehension of grade level content area passages, with an emphasis on inferential questions. As she progresses through high school, content area text will become more and more specialized and difficult. Pre-teaching of important vocabulary terms and highlighting important information will help her to focus on important concepts in her reading material and understand the meaning. In addition, use of visual aids/graphic organizers will assist her in glean important information from text. Stacy has shown improved performance on classroom tests in content areas, when test questions are read to her as an accommodation.

Informal reading inventory samples using grade level content area texts from March 2013 show that she can make predictions regarding outcome and draw conclusions about 50% of the time. Her ability to summarize important information over text read was at about 45% accuracy. Her ability to identify characters’ mood/feelings, relationships, and author’s point of view was at about 30%.

In the area of classroom work habits, data from teachers' grade books in March 2013 show that Stacy currently has three zeros in English Lit for work not turned in and one to two instances of assignments turned in late in each of her other classes. Stacy needs to develop more independent strategies (such as an electronic calendar) for keeping up with her assignments and deadlines, rather than relying on adults to remind her.

Because of her difficulty with organization, it has been helpful to allow her extra time to process verbal questions before requiring a response (5-6 seconds of think time). Alternatively, the teacher could also try warning Stacy in advance before calling on her (for example: "Stacy, I am going to come back to you in a minute and ask you to tell me ...!").

Because of Stacy's visual-motor integration difficulties, when she gets in a hurry to complete an assignment, her handwriting becomes almost illegible. Giving her extra time (time and a half) to complete her classwork or tests has been helpful and allows her to take her time in writing and produce legible written work. Because Stacy needs extended time on classroom tests in content areas, she will need small group administration in order to provide this accommodation.

Parental concerns regarding their child's education:
Stacy's parents want to see her reach her career goals and graduate high school. They want her to be able to obtain a nursing degree and live out her life long dreams in that profession. Although her mom did not attend today's meeting, she has reported concerns regarding Stacy's study habits. The mom continues to have to check up on Stacy to make sure she is turning in her work and completing homework. She would like Stacy to become more independent with this.

Impact of the disability on involvement and progress in the general education curriculum (for preschool, how the disability affects participation in appropriate activities):

Stacy has been diagnosed with a Specific Learning Disability. Based on assessment results from January 2012, GWT and CRCT scores from Spring 2012, and current work samples from March 2013, Stacy shows weaknesses in Reading and Written Expression. Moreover, processing deficits continue to be evident in auditory discrimination, organization, and visual-motor integration.

In Stacy's particular case, her difficulties with auditory discrimination are evident in her independent written work which often contains misspelled words. In addition, her auditory discrimination problems have resulted in struggles with reading and written composition skills and she is currently performing below grade level. Organizational problems are evident in her continued trouble organizing her written ideas into proper paragraph form as well as her difficulties with keeping up with assignments and remembering to turn them in. Visual-motor difficulties are still evident in her written work, especially when she gets in a hurry to finish something, her handwriting becomes almost illegible.
II. CONSIDERATION OF SPECIAL FACTORS

a) Does the student have behavior which impedes his/her learning or the learning of others?:
   If yes, consider the appropriateness of developing a Behavior Intervention Plan.
   Behavior Intervention Plan developed?:
   Refer to Behavior Intervention Plan for additional information.
   ○ Yes  ○ No

b) Does the student have Limited English proficiency?:
   If yes, consider the language needs as related to the IEP and describe below.
   ○ Yes  ○ No

c) Does the student have blindness/visual impairment?:
   If yes, provide for instruction in Braille and the use of Braille, unless the IEP Team determines that instruction in Braille is not appropriate for the student after an evaluation of the student's reading and writing skills, needs, and appropriate reading and writing media, including evaluation of future needs for instruction in Braille or the use of Braille. Describe below.
   ○ Yes  ○ No

d) Does the student have communication needs?:
   If yes, consider the communication needs and describe below.
   ○ Yes  ○ No

e) Is the student deaf or hard of hearing?:
   If yes, consider and describe the student's language and communication needs, opportunities for direct communication with peers and professional personnel in the student's language and communication mode, academic level and full range of needs, including opportunities for direct instruction in the student's language and communication mode. Describe communication needs below.
   ○ Yes  ○ No

f) Does the student need assistive technology devices or services?:
   If yes, describe the type of assistive technology and how it is used. If no, describe how the student's needs are being met in deficit areas.
   ○ Yes  ○ No

g) Does the student require alternative format for instructional materials?:
   If yes, specify format(s) of materials required below.
   ○ Yes  ○ No
   □ Braille     □ Large type     □ Auditory     □ Electronic text

f) The IEP team is requesting consultation by the Assistive Technology Specialist to assist in planning for Stacy's needs, especially in regards to spelling/writing and organization/time management. Once the consultation process has been completed, any necessary amendment to the IEP will be made.

III. TRANSITION SERVICE PLAN

A transition service plan must be completed no later than entry into 9th grade or by age 16, whichever comes first, or younger, if determined appropriate by the IEP team and updated annually. If transition service plan is developed, attach to the IEP:

A transition plan is required due to age/grade. It has been completed and is attached (The transition plan form is located under special education forms manager for this student).
## IV. MEASURABLE ANNUAL GOALS

<table>
<thead>
<tr>
<th>Measurable Annual Goals: Academic and/or functional goals designed to meet the child’s needs that result from the disability to enable the child to be involved in and make progress in the general education curriculum or to meet each of the child’s other educational needs that result from the disability.</th>
<th>Criteria for Mastery</th>
<th>Method of Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1.</strong> Given an assigned topic, Stacy will write a one page paper containing at least three paragraphs with emphasis on proper paragraph organization and sentence structure.</td>
<td>4 out of 5 consecutive opportunities, meeting 80% of rubric criteria</td>
<td>writing assignments and work samples</td>
</tr>
<tr>
<td><strong>2.</strong> Given content area grade-level text passages, Stacy will correctly answer literal and inferential comprehension questions.</td>
<td>with 80% accuracy for 4 out of 5 consecutive opportunities</td>
<td>content area work samples</td>
</tr>
<tr>
<td><strong>3.</strong> Given an electronic or written calendar, Stacy will use it to record/keep up with important due dates and assignments with minimal prompting.</td>
<td>9 of 10 consecutive assignments turned in on time in each class</td>
<td>self-monitoring system, teacher grade book, and assignment log</td>
</tr>
</tbody>
</table>

## REPORT OF STUDENT PROGRESS

When will the parents be informed of the child's progress toward meeting the annual goals?

Progress report to be sent every nine weeks grading period.
### V. MEASURABLE ANNUAL GOALS & SHORT TERM OBJECTIVES/BENCHMARKS

Academic and/or functional goals designed to meet the child's needs that result from the disability to enable the child to be involved in and make progress in the general education curriculum or to meet each of the child's other educational needs that result from the disability.

**MEASURABLE ANNUAL GOAL:** Given an assigned topic, Stacy will write a one page paper containing at least three paragraphs, with emphasis on proper paragraph organization and sentence structure.

<table>
<thead>
<tr>
<th>#</th>
<th>Short term objectives/benchmarks: Measurable, intermediate steps or targeted sub-skills to enable student to reach annual goals.</th>
<th>Criteria for Mastery</th>
<th>Method of Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1a</td>
<td>When given sample written selections, Stacy will identify errors in complete thoughts (run-on sentences, and sentence fragments) with minimal prompting.</td>
<td>Identifies all run-on sentences and fragments in at least 3 of 4 consecutive attempts</td>
<td>Work samples</td>
</tr>
<tr>
<td>1b</td>
<td>When given an assigned topic, Stacy will develop an outline of her ideas with minimal prompting.</td>
<td>Meets outline rubric on at least 3 of 4 consecutive attempts</td>
<td>Written samples</td>
</tr>
<tr>
<td>1c</td>
<td>After completing a draft paper based on her outline, Stacy will proofread and highlight any run-on sentences or fragments.</td>
<td>Identifies all run-on sentences/fragments in at least 3 of 4 consecutive attempts</td>
<td>Written samples</td>
</tr>
<tr>
<td>1d</td>
<td>After proofreading her paper for mistakes, Stacy will make needed corrections to her written product.</td>
<td>3 of 4 consecutive attempts meeting at least 90% of rubric</td>
<td>Final paper</td>
</tr>
</tbody>
</table>

**MEASURABLE ANNUAL GOAL:** Given content area grade-level text passages, Stacy will correctly answer literal and inferential comprehension questions.

<table>
<thead>
<tr>
<th>#</th>
<th>Short term objectives/benchmarks: Measurable, intermediate steps or targeted sub-skills to enable student to reach annual goals.</th>
<th>Criteria for Mastery</th>
<th>Method of Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>2a</td>
<td>Given a content area selection and graphic organizer, Stacy will complete the graphic organizer to make predictions or speculations about the text based on her prior knowledge regarding the subject.</td>
<td>80% accuracy on 2 of 3 consecutive assignments</td>
<td>Graphic organizers</td>
</tr>
<tr>
<td>2b</td>
<td>After reading a given literature selection, Stacy will identify characters' mood or feelings, relationships to other characters, and the author's point of view in the written material.</td>
<td>80% on 2 of 3 consecutive assignments</td>
<td>Classroom discussions with observational data recorded by teacher</td>
</tr>
<tr>
<td>2c</td>
<td>After reading a given content area selection, Stacy will draw a conclusion as to outcome, stating specific reasons that are presented or implied in the text.</td>
<td>80% accuracy on 2 of 3 consecutive assignments</td>
<td>Written work samples</td>
</tr>
<tr>
<td>2d</td>
<td>After reading a given content area selection, Stacy will summarize the important information in verbal, graphic, or written form.</td>
<td>80% accuracy on 3 of 4 consecutive assignments</td>
<td>Recordings, graphic organizers, work samples</td>
</tr>
</tbody>
</table>

**MEASURABLE ANNUAL GOAL:** Given an electronic or written calendar, Stacy will use it to record/keep up with important due dates and assignments with minimal prompting.

<table>
<thead>
<tr>
<th>#</th>
<th>Short term objectives/benchmarks: Measurable, intermediate steps or targeted sub-skills to enable student to reach annual goals.</th>
<th>Criteria for Mastery</th>
<th>Method of Evaluation</th>
</tr>
</thead>
</table>
## Individualized Education Program

**Student Name:** Stacy Student  
**IEP Dates:** from 04/05/2013 to 03/25/2014  
**DOB:** 01/01/2001  
**GTID:**

<table>
<thead>
<tr>
<th></th>
<th>Given instruction in use of an electronic or written calendar, Stacy will record daily and long-term assignments/due dates in an electronic or written calendar with minimal prompting.</th>
<th>9 of 10 consecutive assignments correctly recorded</th>
<th>Assignment calendar compared to Grade Book assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>3a</td>
<td>When given a long-term assignment (ex. project, etc.) with a model plan for completion, Stacy will develop a plan for completion including short-term steps/deadlines toward final completion on time.</td>
<td>Teacher satisfaction on 2 of 3 plans</td>
<td>Written plans</td>
</tr>
<tr>
<td>3b</td>
<td>Given the plan she has developed for assignment completion, Stacy will use an electronic or written prompt to remind her about her short-term steps and deadlines and follow her plan.</td>
<td>Self monitoring checklist matches that of teacher on at least 7 of 9 steps in the plan(s)</td>
<td>Plan/self monitoring checklist compared to teacher monitoring of deadlines</td>
</tr>
<tr>
<td>3c</td>
<td>Using her electronic or written calendar, Stacy will turn in daily and long-term assignments on time with minimal prompting.</td>
<td>No more than one late assignment per class in a whole semester</td>
<td>Teacher Grade Books, Teacher Reports</td>
</tr>
<tr>
<td>3d</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### REPORT OF STUDENT PROGRESS

When will the parents be informed of the child’s progress toward meeting the annual goals?

Progress report to be sent every nine weeks grading period.
VI. STUDENT SUPPORTS

To advance appropriately toward attaining annual goals, to be involved and progress in the general curriculum, to be educated and participate with other children in academic, nonacademic and extracurricular activities, the following accommodations, supplemental aids and services and/or supports for school personnel will be provided:

Instructional Accommodations:
- Pre-teach vocabulary and concepts
- Use of highlighter
- Extended time: time and one half for homework/classwork
- Use of concrete examples or visual aids/cues (such as Thinking Maps)
- Allow extra time to process verbal questions before requiring response (5-6 seconds of think time)

Classroom Testing Accommodations:
- Extended time—time and a half
- Small group
- Test questions read to her in language arts, science, and social studies

Supplemental Aids and Services:
- Assignment Calendar

Case Manager will continue to contact parent via email to apprise regarding any missing assignments (bi-weekly). However, the goal is for Stacy to become more independent as the year progresses, with the need for the parent contact projected to be eliminated by the end of the year.

Supports for School Personnel:
A copy of the IEP Supports/Testing Accommodations will be provided.

VII. ASSESSMENT DETERMINATION FOR DISTRICT AND STATEWIDE ASSESSMENTS FOR GRADES K-12

a) The student will participate in the following regular required assessments (Each state mandated test and subtest must be considered individually and documented below).

Specific Testing Accommodations (Accommodations used for assessment must be consistent with accommodations used for classroom instruction/testing and specified in the IEP. Some accommodations used for instruction may not be allowed for statewide assessment. Refer to the GaDOE Student Assessment Handbook for the only allowable accommodations. Conditional accommodations are only allowable for students who meet eligibility criteria.) All subtests must be considered individually. If the CRCT-M is considered, the Participation Guidelines for the CRCT-M must be completed and attached.

<table>
<thead>
<tr>
<th>Test</th>
<th>Subtest</th>
<th>Setting</th>
<th>Timing/Scheduling</th>
<th>Presentation</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>EOCT</td>
<td>English I</td>
<td>(3) Small group</td>
<td>(37) Extended time</td>
<td>(18) Orally read test ques. (reader /assis.tech, Eng.only)</td>
<td>S</td>
</tr>
<tr>
<td>EOCT</td>
<td>Phy Science</td>
<td>(3) Small group</td>
<td>(37) Extended time</td>
<td>(18) Orally read test ques. (reader /assis.tech, Eng.only)</td>
<td>S</td>
</tr>
<tr>
<td>EOCT</td>
<td>Algebra I/</td>
<td>(3) Small group</td>
<td>(37) Extended time</td>
<td>(18) Orally read test ques. (reader /assis.tech, Eng.only)</td>
<td>S</td>
</tr>
<tr>
<td></td>
<td>Math I</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EOCT</td>
<td>Biology</td>
<td>(3) Small group</td>
<td>(37) Extended time</td>
<td>(18) Orally read test ques. (reader /assis.tech, Eng.only)</td>
<td>S</td>
</tr>
<tr>
<td>EOCT</td>
<td>U S History</td>
<td>(3) Small group</td>
<td>(37) Extended time</td>
<td>(18) Orally read test ques. (reader /assis.tech, Eng.only)</td>
<td>S</td>
</tr>
</tbody>
</table>

b) The student will participate in the Georgia Alternate Assessment (GAA):
If yes, provide a statement of why the child cannot participate in regular required assessment.

Individualized Education Program for Stacy Student
Walker County Board of Education
### VIII. SPECIAL EDUCATION

**Instruction/Related Services in General Education Classroom/Early Childhood Setting:**

<table>
<thead>
<tr>
<th>Options Considered</th>
<th>Service</th>
<th>Frequency</th>
<th>Initiation of Services (mm/dd/yy)</th>
<th>Anticipated Duration (mm/dd/yy)</th>
<th>Provider Title</th>
<th>Content Specialty Area</th>
</tr>
</thead>
<tbody>
<tr>
<td>☑</td>
<td>Consultative</td>
<td>30 min/wk</td>
<td>4/5/2013</td>
<td>3/25/2014</td>
<td>Special Education Teacher</td>
<td>Mathematics</td>
</tr>
<tr>
<td>☑</td>
<td>Collaborative</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>☑</td>
<td>Co-teaching</td>
<td>1 segment/day per course/term</td>
<td>4/5/2013</td>
<td>3/25/2014</td>
<td>Regular Education and Special Education Teachers</td>
<td>Language Arts, Science, Social Studies</td>
</tr>
<tr>
<td>☑</td>
<td>Supportive</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>☑</td>
<td>Services</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>☑</td>
<td>Related Services</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### IX. SPECIAL EDUCATION

**Instruction/Related Services Outside of the General Education Classroom:**

<table>
<thead>
<tr>
<th>Options Considered</th>
<th>Service</th>
<th>Frequency</th>
<th>Initiation of Services (mm/dd/yy)</th>
<th>Anticipated Duration (mm/dd/yy)</th>
<th>Provider Title</th>
<th>Content Specialty Area</th>
</tr>
</thead>
<tbody>
<tr>
<td>☑</td>
<td>Separate Class</td>
<td>1 segment/day for one term</td>
<td>4/5/2013</td>
<td>3/25/2014</td>
<td>Special Education Teacher</td>
<td>Study Skills</td>
</tr>
<tr>
<td>☑</td>
<td>Separate School</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>☑</td>
<td>Home Instruction</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>☑</td>
<td>Residential</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>☑</td>
<td>Hospital/Homebound</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>☑</td>
<td>Supportive</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>☑</td>
<td>Services</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>☑</td>
<td>Related Services</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### X. PARTICIPATION WITH PEERS

The explanation of the extent, if any, to which the child will not participate with peers without disabilities in the regular class and/or in nonacademic and extracurricular activities:

Due to Stacy's weaknesses in **organization**, she has trouble completing and turning in assignments on time as well as with producing a well-organized written composition. In addition, because of her weaknesses in **auditory discrimination**, she is performing below grade level in inferential reading comprehension and written expression. She requires specialized and direct instruction on independent organization and time management skills. She also needs focused and intensive remediation on inferential reading comprehension and written expression skills which are pre-requisite to grade level common core standards. She also needs pre-teaching of important content area vocabulary and concepts before they are introduced in the general classroom setting. This level of differentiation is not feasible in the general education classroom. For all these reasons, she needs separate class services in order to receive this specialized instruction.
XII. DOCUMENTATION OF NOTICE OF IEP MEETING

<table>
<thead>
<tr>
<th>Date</th>
<th>Method of Notification</th>
<th>By Whom</th>
</tr>
</thead>
<tbody>
<tr>
<td>3/12/2013</td>
<td>Invitation</td>
<td>Phyllis Hart</td>
</tr>
<tr>
<td>3/18/2013</td>
<td>Invitation, Reminder notice</td>
<td>Phyllis Hart</td>
</tr>
<tr>
<td>3/25/2013</td>
<td>Invitation, Reminder notice</td>
<td>Phyllis Hart</td>
</tr>
</tbody>
</table>

XIII. PARENT PARTICIPATION IN THE IEP PROCESS

The following documents were provided to parent(s):
- ✔ Parental Rights in Special Education
- ✔ Individualized Education Program (IEP)
- ✔ Eligibility Report(s)
- ✔ Evaluation
- ✔ Other:

The parent did not attend the meeting. A draft copy of the IEP was developed at the meeting and sent home to the parent. A final copy will be sent after verification.

If parent did not attend the meeting, complete below:

On: 3/26/2013
the documents were:

- ✔ Mailed
- ✔ Given In Person
- ✔ Sent via Student