

Document Type	State	Grade	Age	Visual Acuity	Category	Description	Actual IEP
IFSP	Minnesota	Preschool Age 0	0	20/1400	Identified Need	needs to increase play skills with a variety of toys and materials using adaptations to accommodate for visual challenges	<a href="http://iep.albinism.org/Home/example-iep/ieps/000001">http://iep.albinism.org/Home/example-iep/ieps/000001</a>
IFSP	Minnesota	Preschool Age 0	0	20/1400	Identified Need	Family will continue care with appropriate medical specialists	<a href="http://iep.albinism.org/Home/example-iep/ieps/000001">http://iep.albinism.org/Home/example-iep/ieps/000001</a>
IFSP	Minnesota	Preschool Age 0	0	20/1400	Identified Need	Educational services and support will continue through local public schools	<a href="http://iep.albinism.org/Home/example-iep/ieps/000001">http://iep.albinism.org/Home/example-iep/ieps/000001</a>
IFSP	Minnesota	Preschool Age 0	0	20/1400	Identified Need	needs to demonstrate continued progress toward achieving developmental milestones for the understanding and use of language.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000001">http://iep.albinism.org/Home/example-iep/ieps/000001</a>
IFSP	Minnesota	Preschool Age 0	0	20/1400	Long-term Goal	Progress from current level of interaction with her environment and continue to demonstrate progress toward meeting developmental milestones by improving her movement, play, communication, independence and social skills with necessary accommodations for visual challenges.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000001">http://iep.albinism.org/Home/example-iep/ieps/000001</a>
IFSP	Minnesota	Preschool Age 0	0	20/1400	Short-term objectives/benchmarks	during daily activities with family, will increase ability to move in environment by tolerating increased tummy time	<a href="http://iep.albinism.org/Home/example-iep/ieps/000001">http://iep.albinism.org/Home/example-iep/ieps/000001</a>
IFSP	Minnesota	Preschool Age 0	0	20/1400	Short-term objectives/benchmarks	during daily activities with family, will increase ability to move in environment by demonstrating independent sitting for several minutes while playing in 3 of 4 opportunities as observed by family and staff	<a href="http://iep.albinism.org/Home/example-iep/ieps/000001">http://iep.albinism.org/Home/example-iep/ieps/000001</a>
IFSP	Minnesota	Preschool Age 0	0	20/1400	Short-term objectives/benchmarks	during daily activities with family, will increase ability to move in environment by changing positions to achieve a desired object	<a href="http://iep.albinism.org/Home/example-iep/ieps/000001">http://iep.albinism.org/Home/example-iep/ieps/000001</a>
IFSP	Minnesota	Preschool Age 0	0	20/1400	Short-term objectives/benchmarks	during daily activities with family, will increase play and object interaction skills by demonstrating age appropriate play patterns such as shaking, batting, and mouthing to actively manipulating age appropriate sound producing toys in 3 of 4 opportunities as observed by others	<a href="http://iep.albinism.org/Home/example-iep/ieps/000001">http://iep.albinism.org/Home/example-iep/ieps/000001</a>
IFSP	Minnesota	Preschool Age 0	0	20/1400	Short-term objectives/benchmarks	during daily activities with family, will increase play and object interaction skills by looking at, reaching for and/or moving toward a sound producing toy in all planes in 3 of 4 opportunities	<a href="http://iep.albinism.org/Home/example-iep/ieps/000001">http://iep.albinism.org/Home/example-iep/ieps/000001</a>
IFSP	Minnesota	Preschool Age 0	0	20/1400	Short-term objectives/benchmarks	during daily activities with family, will increase play and object interaction skills by manipulating a familiar sound producing toy without becoming upset in 3 of 4 opportunities	<a href="http://iep.albinism.org/Home/example-iep/ieps/000001">http://iep.albinism.org/Home/example-iep/ieps/000001</a>
IFSP	Minnesota	Preschool Age 0	0	20/1400	Short-term objectives/benchmarks	during daily activities with family, will increase play and object interaction skills by using both hands to perform one action (e.g. hitting a drum)	<a href="http://iep.albinism.org/Home/example-iep/ieps/000001">http://iep.albinism.org/Home/example-iep/ieps/000001</a>
IFSP	Minnesota	Preschool Age 0	0	20/1400	Short-term objectives/benchmarks	during daily activities with family, will increase play and object interaction skills by using a variety of play schemes showing increasingly complex understanding of function (e.g. cause and effect, sequences, in and out container play) in 3 of 4 opportunities	<a href="http://iep.albinism.org/Home/example-iep/ieps/000001">http://iep.albinism.org/Home/example-iep/ieps/000001</a>
IFSP	Minnesota	Preschool Age 0	0	20/1400	Short-term objectives/benchmarks	during daily activities with family at home and in the community, will demonstrate recognition of environmental sounds and their source in 3 of 4 opportunities	<a href="http://iep.albinism.org/Home/example-iep/ieps/000001">http://iep.albinism.org/Home/example-iep/ieps/000001</a>
IFSP	Minnesota	Preschool Age 0	0	20/1400	Short-term objectives/benchmarks	during daily activities with family at home and in the community, will demonstrate understanding of simple words with appropriate cues such as yes, no, give me, or look in 3 of 4 opportunities	<a href="http://iep.albinism.org/Home/example-iep/ieps/000001">http://iep.albinism.org/Home/example-iep/ieps/000001</a>
IFSP	Minnesota	Preschool Age 0	0	20/1400	Short-term objectives/benchmarks	during daily activities with family at home and in the community, will demonstrate recognition of people, objects and pictures in person and in books when named in 3 of 4 opportunities	<a href="http://iep.albinism.org/Home/example-iep/ieps/000001">http://iep.albinism.org/Home/example-iep/ieps/000001</a>
IFSP	Minnesota	Preschool Age 0	0	20/1400	Short-term objectives/benchmarks	during daily activities with family at home and in the community, will demonstrate the ability to follow directions as they increase in length and complexity at an age appropriate level in 3 of 4 opportunities	<a href="http://iep.albinism.org/Home/example-iep/ieps/000001">http://iep.albinism.org/Home/example-iep/ieps/000001</a>
IFSP	Minnesota	Preschool Age 0	0	20/1400	Short-term objectives/benchmarks	during daily activities with family at home and in the community, will demonstrate imitation of sounds, words and word combinations in 3 of 4 opportunities	<a href="http://iep.albinism.org/Home/example-iep/ieps/000001">http://iep.albinism.org/Home/example-iep/ieps/000001</a>
IFSP	Minnesota	Preschool Age 0	0	20/1400	Short-term objectives/benchmarks	during daily activities with family at home and in the community, will demonstrate spontaneous naming of people and objects that are encountered in 3 of 4 opportunities	<a href="http://iep.albinism.org/Home/example-iep/ieps/000001">http://iep.albinism.org/Home/example-iep/ieps/000001</a>
IFSP	Minnesota	Preschool Age 0	0	20/1400	Short-term objectives/benchmarks	during daily activities with family at home and in the community, will demonstrate increasing language abilities by making requests, commenting or asking questions during the day in 3 of 4 opportunities	<a href="http://iep.albinism.org/Home/example-iep/ieps/000001">http://iep.albinism.org/Home/example-iep/ieps/000001</a>
IFSP	Minnesota	Preschool Age 0	0	20/1400	Short-term objectives/benchmarks	during daily feedings and later mealtimes with family, will increase independence by demonstrating advancing motor and coordination skills for holding own bottle, cup or drinking through a straw efficiently as reported by family members	<a href="http://iep.albinism.org/Home/example-iep/ieps/000001">http://iep.albinism.org/Home/example-iep/ieps/000001</a>
IFSP	Minnesota	Preschool Age 0	0	20/1400	Short-term objectives/benchmarks	during daily feedings and later mealtimes with family, will increase independence by demonstrating advancing motor and coordination skills for using a pincer grasp when provided with bite sized pieces of food as reported by family members	<a href="http://iep.albinism.org/Home/example-iep/ieps/000001">http://iep.albinism.org/Home/example-iep/ieps/000001</a>
IFSP	Minnesota	Preschool Age 0	0	20/1400	Short-term objectives/benchmarks	during daily feedings and later mealtimes with family, will increase independence by demonstrating advancing motor and coordination skills for using utensils properly for self feeding as reported by family members	<a href="http://iep.albinism.org/Home/example-iep/ieps/000001">http://iep.albinism.org/Home/example-iep/ieps/000001</a>
IFSP	Minnesota	Preschool Age 0	0	20/1400	Short-term objectives/benchmarks	during social opportunities with family and others, will imitate actions from games and songs as modeled in 3 of 4 opportunities	<a href="http://iep.albinism.org/Home/example-iep/ieps/000001">http://iep.albinism.org/Home/example-iep/ieps/000001</a>
IFSP	Minnesota	Preschool Age 0	0	20/1400	Long-term Goal	Family will be able to gain access to desired services, programs and services for their family and know how to access them.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000001">http://iep.albinism.org/Home/example-iep/ieps/000001</a>
IFSP	Minnesota	Preschool Age 0	0	20/1400	Short-term objectives/benchmarks	Family will identify their priorities for activities, programs and services for their family and know how to access them.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000001">http://iep.albinism.org/Home/example-iep/ieps/000001</a>
IFSP	Minnesota	Preschool Age 0	0	20/1400	Short-term objectives/benchmarks	Family will be assisted to explore options for funding or referrals to other programs as related to their child's needs (TEFRA, SSI, DD services through the county, PCA, Part C ECFE, etc)	<a href="http://iep.albinism.org/Home/example-iep/ieps/000001">http://iep.albinism.org/Home/example-iep/ieps/000001</a>
IFSP	Minnesota	Preschool Age 0	0	20/1400	Short-term objectives/benchmarks	Family will be aware of their rights so they can effectively advocate for their child	<a href="http://iep.albinism.org/Home/example-iep/ieps/000001">http://iep.albinism.org/Home/example-iep/ieps/000001</a>

Document Type	State	Grade	Age	Visual Acuity	Category	Description	Actual IEP
IFSP	Minnesota	Preschool Age 0	0	20/1400	Short-term objectives/benchmarks	family will learn techniques they can use to help their child learn and develop	<a href="http://iep.albinism.org/Home/example-iep/ieps/000001">http://iep.albinism.org/Home/example-iep/ieps/000001</a>
IFSP	Minnesota	Preschool Age 0	0	20/1400	Short-term objectives/benchmarks	Service coordinator will not be an active member of child's team after they turn 3, but will be available by phone as requested by the family	<a href="http://iep.albinism.org/Home/example-iep/ieps/000001">http://iep.albinism.org/Home/example-iep/ieps/000001</a>
IFSP	Minnesota	Preschool Age 0	0	20/1400	Accommodations	school social work services to assist family concerns and provide special education team consultations	<a href="http://iep.albinism.org/Home/example-iep/ieps/000001">http://iep.albinism.org/Home/example-iep/ieps/000001</a>
IFSP	Minnesota	Preschool Age 0	0	20/1400	Accommodations	precautions should be taken with sunshine, snow glare and positioned with back to the light source and in a glare free setting	<a href="http://iep.albinism.org/Home/example-iep/ieps/000001">http://iep.albinism.org/Home/example-iep/ieps/000001</a>
IEP	Maryland	Sixth	12	20/200	Services/Frequency	Vision services 1 hour/week in Co-Taught Classes	<a href="http://iep.albinism.org/Home/example-iep/ieps/000002">http://iep.albinism.org/Home/example-iep/ieps/000002</a>
IEP	Maryland	Sixth	12	20/200	Accommodations	use of computer keyboard	<a href="http://iep.albinism.org/Home/example-iep/ieps/000002">http://iep.albinism.org/Home/example-iep/ieps/000002</a>
IEP	Maryland	Sixth	12	20/200	Accommodations	Teacher copy of distance work	<a href="http://iep.albinism.org/Home/example-iep/ieps/000002">http://iep.albinism.org/Home/example-iep/ieps/000002</a>
IEP	Maryland	Sixth	12	20/200	Accommodations	extended time for reading and writing tasks	<a href="http://iep.albinism.org/Home/example-iep/ieps/000002">http://iep.albinism.org/Home/example-iep/ieps/000002</a>
IEP	Maryland	Sixth	12	20/200	Equipment	dome magnifier	<a href="http://iep.albinism.org/Home/example-iep/ieps/000002">http://iep.albinism.org/Home/example-iep/ieps/000002</a>
IEP	Maryland	Sixth	12	20/200	Equipment	monocular	<a href="http://iep.albinism.org/Home/example-iep/ieps/000002">http://iep.albinism.org/Home/example-iep/ieps/000002</a>
IEP	Maryland	Sixth	12	20/200	Equipment	CCTV	<a href="http://iep.albinism.org/Home/example-iep/ieps/000002">http://iep.albinism.org/Home/example-iep/ieps/000002</a>
IEP	Maryland	Sixth	12	20/200	Identified Need	oculocutaneous albinism; distance vision 20/200, near vision 20/100, corrective lenses	<a href="http://iep.albinism.org/Home/example-iep/ieps/000002">http://iep.albinism.org/Home/example-iep/ieps/000002</a>
IEP	Maryland	Sixth	12	20/200	Accommodations	preferential seating - near board, demonstrations and with back to light source to reduce glare.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000002">http://iep.albinism.org/Home/example-iep/ieps/000002</a>
IEP	Maryland	Sixth	12	20/200	Accommodations	desk copies of all board work prior to presentations and information on graphs, charts, etc. Xerox copies should be high quality and contrast.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000002">http://iep.albinism.org/Home/example-iep/ieps/000002</a>
IEP	Maryland	Sixth	12	20/200	Accommodations	verbalize when writing impromptu information on board or overhead. Assure notes are copies correctly when using auditory means.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000002">http://iep.albinism.org/Home/example-iep/ieps/000002</a>
IEP	Maryland	Sixth	12	20/200	Accommodations	provide large print on an as needed basis consulting student	<a href="http://iep.albinism.org/Home/example-iep/ieps/000002">http://iep.albinism.org/Home/example-iep/ieps/000002</a>
IEP	Maryland	Sixth	12	20/200	Accommodations	verbatim reading of selected sections on tests and assignments (human, audio tape, or CD)	<a href="http://iep.albinism.org/Home/example-iep/ieps/000002">http://iep.albinism.org/Home/example-iep/ieps/000002</a>
IEP	Maryland	Sixth	12	20/200	Accommodations	consider PE curriculum modifications to activities when tasks involve high speed balls.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000002">http://iep.albinism.org/Home/example-iep/ieps/000002</a>
IEP	Maryland	Sixth	12	20/200	Equipment	sunglasses and/or visor	<a href="http://iep.albinism.org/Home/example-iep/ieps/000002">http://iep.albinism.org/Home/example-iep/ieps/000002</a>
IEP	Maryland	Sixth	12	20/200	Equipment	keyed lock	<a href="http://iep.albinism.org/Home/example-iep/ieps/000002">http://iep.albinism.org/Home/example-iep/ieps/000002</a>
IEP	Maryland	Sixth	12	20/200	Equipment	word processor for written assignments including note taking and class assignments	<a href="http://iep.albinism.org/Home/example-iep/ieps/000002">http://iep.albinism.org/Home/example-iep/ieps/000002</a>
IEP	Maryland	Sixth	12	20/200	Accommodations	testing accommodations: scribe, large print response booklet, respond on test booklet, monitor test response, extended time	<a href="http://iep.albinism.org/Home/example-iep/ieps/000002">http://iep.albinism.org/Home/example-iep/ieps/000002</a>
IEP	Maryland	Sixth	12	20/200	Long-term Goal	Student will improve keyboarding skills	<a href="http://iep.albinism.org/Home/example-iep/ieps/000002">http://iep.albinism.org/Home/example-iep/ieps/000002</a>
IEP	Maryland	Sixth	12	20/200	Short-term objectives/benchmarks	student will type 3 classroom assignments weekly to be turned into his classroom teachers for 3 out of 3 samples.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000002">http://iep.albinism.org/Home/example-iep/ieps/000002</a>
IEP	Maryland	Sixth	12	20/200	Long-term Goal	Maintain visual efficiency in classroom setting	<a href="http://iep.albinism.org/Home/example-iep/ieps/000002">http://iep.albinism.org/Home/example-iep/ieps/000002</a>
IEP	Maryland	Sixth	12	20/200	Short-term objectives/benchmarks	Student will recognize when vision loss impacts academic performance and choose appropriate low vision aids to facilitate learning in the classroom.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000002">http://iep.albinism.org/Home/example-iep/ieps/000002</a>
IEP	Pennsylvania	Eighth	15	20/100	Identified Need	ocular albinism, visual acuity 20/100 which means chalkboard printing needs to be 2 inches tall to read 8 feet away. Difficulty distinguishing fine details.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000003-1">http://iep.albinism.org/Home/example-iep/ieps/000003-1</a>
IEP	Pennsylvania	Eighth	15	20/100	Identified Need	using Lighthouse Card for Continuous Text - able to read 20/50 line at 16 inches, read 10 point font at 6-8 inches while flat on the desk top.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000003-1">http://iep.albinism.org/Home/example-iep/ieps/000003-1</a>
IEP	Pennsylvania	Eighth	15	20/100	Accommodations	Testing accommodations: large print tests, offer of taking tests in LS room,	<a href="http://iep.albinism.org/Home/example-iep/ieps/000003-1">http://iep.albinism.org/Home/example-iep/ieps/000003-1</a>
IEP	Pennsylvania	Eighth	15	20/100	Transition Services	Attend job training trips with the IU as opportunities are provided (at least 2 trips)	<a href="http://iep.albinism.org/Home/example-iep/ieps/000003-1">http://iep.albinism.org/Home/example-iep/ieps/000003-1</a>
IEP	Pennsylvania	Eighth	15	20/100	Transition Services	Regular education curriculum with adaptations for vision impairment	<a href="http://iep.albinism.org/Home/example-iep/ieps/000003-1">http://iep.albinism.org/Home/example-iep/ieps/000003-1</a>
IEP	Pennsylvania	Eighth	15	20/100	Transition Services	Discuss options for future education concerning areas of interest especially concerning colleges	<a href="http://iep.albinism.org/Home/example-iep/ieps/000003-1">http://iep.albinism.org/Home/example-iep/ieps/000003-1</a>
IEP	Pennsylvania	Eighth	15	20/100	Long-term Goal	In 9th grade regular education class, student will complete an informational or persuasive writing that will score 15/20 or higher as the total score on state analytic scoring guide.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000003-1">http://iep.albinism.org/Home/example-iep/ieps/000003-1</a>
IEP	Pennsylvania	Eighth	15	20/100	Short-term objectives/benchmarks	Complete one writing each marking period and progress will be reported on updates of this IEP goal page.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000003-1">http://iep.albinism.org/Home/example-iep/ieps/000003-1</a>
IEP	Pennsylvania	Eighth	15	20/100	Long-term Goal	Independently keep binder and folders organized by placing all assignments and related papers in the correct folder per subject with 100% accuracy. Student will be responsible for coming to the Learning Support teacher daily to get his folders checked. After 9 consecutive weeks of 100% accuracy, student will only get checks one day a week, every other week.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000003-1">http://iep.albinism.org/Home/example-iep/ieps/000003-1</a>
IEP	Pennsylvania	Eighth	15	20/100	Short-term objectives/benchmarks	Using a checklist, the number of correct folders organized out of total in binder will be recorded. Overall progress will be reported as a % on updates of this IEP goal page and will be sent home with report cards.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000003-1">http://iep.albinism.org/Home/example-iep/ieps/000003-1</a>
IEP	Pennsylvania	Eighth	15	20/100	Long-term Goal	To improve interpersonal skills, student will actively participate in Circle of Friends group working on the following goals: appropriately express feelings of frustration and anger towards peers, respectfully interact with peers and avoid behaviors (name calling, interrupting others' conversations, making rude comments) that agitate peers, respond respectfully to teacher requests and direction, increase confidence in social interactions and feel a more positive connection to school. Student will complete a checklist twice a marking period honestly rating his own behavior/feeling and will be able to honestly rate each category as a 3 or higher out of 4.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000003-1">http://iep.albinism.org/Home/example-iep/ieps/000003-1</a>

Document Type	State	Grade	Age	Visual Acuity	Category	Description	Actual IEP
IEP	Pennsylvania	Eighth	15	20/100	Short-term objectives/benchmarks	Progress will be monitored twice a marking period using a checklist and at the end of the marking period progress will be reported as an average on updates of their IEP goal page.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000003-1">http://iep.albinism.org/Home/example-iep/ieps/000003-1</a>
IEP	Pennsylvania	Eighth	15	20/100	Accommodations	allow student to determine where within the first two rows he should sit to best adjust for glare and lighting.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000003-1">http://iep.albinism.org/Home/example-iep/ieps/000003-1</a>
IEP	Pennsylvania	Eighth	15	20/100	Accommodations	when 'hands on' demonstrations are being given in class, student needs to be in front in order to accurately view the demonstration.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000003-1">http://iep.albinism.org/Home/example-iep/ieps/000003-1</a>
IEP	Pennsylvania	Eighth	15	20/100	Accommodations	allow student to use black ink pens, high contrast ruler and black line graph paper	<a href="http://iep.albinism.org/Home/example-iep/ieps/000003-1">http://iep.albinism.org/Home/example-iep/ieps/000003-1</a>
IEP	Pennsylvania	Eighth	15	20/100	Accommodations	enlarge (equivalent to 18 font or 125%) print assignments for all classroom assignments, homework assignments and notes.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000003-1">http://iep.albinism.org/Home/example-iep/ieps/000003-1</a>
IEP	Pennsylvania	Eighth	15	20/100	Accommodations	enlarge scantron sheets or allow student to mark on the test and have it hand scored or transcribed.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000003-1">http://iep.albinism.org/Home/example-iep/ieps/000003-1</a>
IEP	Pennsylvania	Eighth	15	20/100	Accommodations	adapted writing assignments as LS teachers feel are appropriate for student's ability level	<a href="http://iep.albinism.org/Home/example-iep/ieps/000003-1">http://iep.albinism.org/Home/example-iep/ieps/000003-1</a>
IEP	Pennsylvania	Eighth	15	20/100	Accommodations	extended time to complete tests or assignments not to exceed one class period except with LS teacher approval.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000003-1">http://iep.albinism.org/Home/example-iep/ieps/000003-1</a>
IEP	Pennsylvania	Eighth	15	20/100	Accommodations	adapted tests and tests read orally if student requests	<a href="http://iep.albinism.org/Home/example-iep/ieps/000003-1">http://iep.albinism.org/Home/example-iep/ieps/000003-1</a>
IEP	Pennsylvania	Eighth	15	20/100	Accommodations	allowed to answer longer essay tests orally but is responsible for arranging this with the teacher prior to the test date.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000003-1">http://iep.albinism.org/Home/example-iep/ieps/000003-1</a>
IEP	Pennsylvania	Eighth	15	20/100	Accommodations	give advance notice (at least 2 weeks) of book reports/research books that may be needed so parent can order from Free Library of Philadelphia.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000003-1">http://iep.albinism.org/Home/example-iep/ieps/000003-1</a>
IEP	Pennsylvania	Eighth	15	20/100	Accommodations	enlarged copy of classroom textbooks provided to stay at home for daily assignments and projects.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000003-1">http://iep.albinism.org/Home/example-iep/ieps/000003-1</a>
IEP	Pennsylvania	Eighth	15	20/100	Accommodations	adapted guided notes (ex. Fill in one blank per sentence)	<a href="http://iep.albinism.org/Home/example-iep/ieps/000003-1">http://iep.albinism.org/Home/example-iep/ieps/000003-1</a>
IEP	Pennsylvania	Eighth	15	20/100	Accommodations	send home a dated copy of class notes for parent to use with student	<a href="http://iep.albinism.org/Home/example-iep/ieps/000003-1">http://iep.albinism.org/Home/example-iep/ieps/000003-1</a>
IEP	Pennsylvania	Eighth	15	20/100	Accommodations	at beginning of each unit, send home study guide or similar test prep material with answers for parent to use with student for test prep.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000003-1">http://iep.albinism.org/Home/example-iep/ieps/000003-1</a>
IEP	Pennsylvania	Eighth	15	20/100	Accommodations	provide student with a desk copy of board notes or overhead transparencies on his desk at time if use.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000003-1">http://iep.albinism.org/Home/example-iep/ieps/000003-1</a>
IEP	Pennsylvania	Eighth	15	20/100	Accommodations	writing on board should be done with good contrast (ex. White on black, black on white, yellow on green), should NOT be in cursive and letters should be 2 inches or higher. If not feasible, student should be provided with a typed or printed copy of the material at his desk.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000003-1">http://iep.albinism.org/Home/example-iep/ieps/000003-1</a>
IEP	Pennsylvania	Eighth	15	20/100	Accommodations	when the use of microscopes is required, student will be provided with an alternative format for the visual information (ex. Diagrams, photos)	<a href="http://iep.albinism.org/Home/example-iep/ieps/000003-1">http://iep.albinism.org/Home/example-iep/ieps/000003-1</a>
IEP	Pennsylvania	Eighth	15	20/100	Accommodations	provide high contrast materials when using certain 'hands on' objects	<a href="http://iep.albinism.org/Home/example-iep/ieps/000003-1">http://iep.albinism.org/Home/example-iep/ieps/000003-1</a>
IEP	Pennsylvania	Eighth	15	20/100	Accommodations	If necessary, provide appropriate adaptations for student with 'hands on' learning situations	<a href="http://iep.albinism.org/Home/example-iep/ieps/000003-1">http://iep.albinism.org/Home/example-iep/ieps/000003-1</a>
IEP	Pennsylvania	Eighth	15	20/100	Accommodations	provide alternative assignments for crossword puzzles and word searches (ex. Sentences with a blank to write in the key word or a number of lines to represent each letter in the word.)	<a href="http://iep.albinism.org/Home/example-iep/ieps/000003-1">http://iep.albinism.org/Home/example-iep/ieps/000003-1</a>
IEP	Pennsylvania	Eighth	15	20/100	Accommodations	provide syllabus to student within first two weeks of start of class	<a href="http://iep.albinism.org/Home/example-iep/ieps/000003-1">http://iep.albinism.org/Home/example-iep/ieps/000003-1</a>
IEP	Pennsylvania	Eighth	15	20/100	Accommodations	during community based trips when crossing streets, Rob will be responsible for staying within arm's reach of IU job trainer so that student can be supervised.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000003-1">http://iep.albinism.org/Home/example-iep/ieps/000003-1</a>
IEP	Pennsylvania	Eighth	15	20/100	Services/Frequency	30 minutes per quarter	<a href="http://iep.albinism.org/Home/example-iep/ieps/000003-1">http://iep.albinism.org/Home/example-iep/ieps/000003-1</a>
IEP	Arizona	Eleventh	16	20/80	Identified Need	need for assistive technology devices and services.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000004">http://iep.albinism.org/Home/example-iep/ieps/000004</a>
IEP	Arizona	Eleventh	16	20/80	Long-term Goal	Maintain knowledge of accommodations and services which relate to her visual needs in the educational setting as measured by completion of VI teacher made assignments and classroom teacher observations of self-advocacy.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000004">http://iep.albinism.org/Home/example-iep/ieps/000004</a>
IEP	Arizona	Eleventh	16	20/80	Short-term objectives/benchmarks	continue to expand a self advocacy notebook with current resources which pertain to her visual needs and safe travel by completing monthly research assignments.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000004">http://iep.albinism.org/Home/example-iep/ieps/000004</a>
IEP	Arizona	Eleventh	16	20/80	Short-term objectives/benchmarks	complete an updated letter to provide teachers information about student's visual impairment for teachers, assist in demonstrating special equipment to teachers and/or peers as needed and participate in next IEP meeting.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000004">http://iep.albinism.org/Home/example-iep/ieps/000004</a>
IEP	Arizona	Eleventh	16	20/80	Short-term objectives/benchmarks	Given guidance, student will participate in the process of ordering and choosing the format (large print or auditory) of her adapted material for the upcoming school year.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000004">http://iep.albinism.org/Home/example-iep/ieps/000004</a>
IEP	Arizona	Eleventh	16	20/80	Short-term objectives/benchmarks	Identify and assist in communicating needs for lighting, preferential seating, and any situations in which student needs a peer to take notes within a class.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000004">http://iep.albinism.org/Home/example-iep/ieps/000004</a>
IEP	Arizona	Eleventh	16	20/80	Long-term Goal	Maintain independent utilization and updated knowledge of assistive technology to compensate for visual impairment and to prevent visual fatigue as measured by parents and classroom teachers' observations and by completion of VI teacher-made assignments.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000004">http://iep.albinism.org/Home/example-iep/ieps/000004</a>
IEP	Arizona	Eleventh	16	20/80	Short-term objectives/benchmarks	utilize a cctv to complete assignments in variety of print (maps, schedules, math figures, calculator functions, internet articles, etc.) in vision sessions.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000004">http://iep.albinism.org/Home/example-iep/ieps/000004</a>
IEP	Arizona	Eleventh	16	20/80	Short-term objectives/benchmarks	keep updated with the hotkey commands and applications of the current versions of software (like Zoomtext version 9) for magnification and/or screen reading on the computer.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000004">http://iep.albinism.org/Home/example-iep/ieps/000004</a>
IEP	Arizona	Eleventh	16	20/80	Short-term objectives/benchmarks	complete assignments (for self advocacy notebook or from academic curriculum) utilizing computer with magnification and screen reading features.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000004">http://iep.albinism.org/Home/example-iep/ieps/000004</a>

Document Type	State	Grade	Age	Visual Acuity	Category	Description	Actual IEP
IEP	Arizona	Eleventh	16	20/80	Short-term objectives/benchmarks	complete assignments pertaining to her career explorations utilizing the computer with magnification of CCTV.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000004">http://iep.albinism.org/Home/example-iep/ieps/000004</a>
IEP	Arizona	Eleventh	16	20/80	Long-term Goal	Identify or solve problems with appropriate software programs and other technologies (e.g. CCTVs, etc) designed specifically for students with visual disabilities.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000004">http://iep.albinism.org/Home/example-iep/ieps/000004</a>
IEP	Arizona	Eleventh	16	20/80	Short-term objectives/benchmarks	using Zoomtext and/or a CCTV. Complete assignments which apply negotiation skills to solve conflicts.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000004">http://iep.albinism.org/Home/example-iep/ieps/000004</a>
IEP	Arizona	Eleventh	16	20/80	Short-term objectives/benchmarks	Identify available and new technological tools for visually impaired students	<a href="http://iep.albinism.org/Home/example-iep/ieps/000004">http://iep.albinism.org/Home/example-iep/ieps/000004</a>
IEP	Arizona	Eleventh	16	20/80	Short-term objectives/benchmarks	Employ appropriate visual assistive tools to organize, send, and receive information pertaining to both her educational setting and her career planning.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000004">http://iep.albinism.org/Home/example-iep/ieps/000004</a>
IEP	Arizona	Eleventh	16	20/80	Long-term Goal	Maintain advocacy skills for her visual needs within the educational setting.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000004">http://iep.albinism.org/Home/example-iep/ieps/000004</a>
IEP	Arizona	Eleventh	16	20/80	Short-term objectives/benchmarks	express needs and preferences (e.g. making choices such as need for adaptive materials and visual equipment and accommodations) in classroom activities	<a href="http://iep.albinism.org/Home/example-iep/ieps/000004">http://iep.albinism.org/Home/example-iep/ieps/000004</a>
IEP	Arizona	Eleventh	16	20/80	Short-term objectives/benchmarks	present information related to her visual disability (e.g. suggestions for accommodations) within the educational setting by completing a letter explaining her visual needs to all of her teachers and assist in demonstrating visual equipment	<a href="http://iep.albinism.org/Home/example-iep/ieps/000004">http://iep.albinism.org/Home/example-iep/ieps/000004</a>
IEP	Arizona	Eleventh	16	20/80	Short-term objectives/benchmarks	access assistance by maintaining updated resources in a self-advocacy notebook and by participating in the process of ordering large print and/or auditory materials for her curriculum.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000004">http://iep.albinism.org/Home/example-iep/ieps/000004</a>
IEP	Arizona	Eleventh	16	20/80	Services/Frequency	45 minutes/week, then 45 minutes/month next school year.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000004">http://iep.albinism.org/Home/example-iep/ieps/000004</a>
IEP	Arizona	Eleventh	16	20/80	Transition Services	education/instruction - utilize CCTV, Zoom Text, and/or magnifiers	<a href="http://iep.albinism.org/Home/example-iep/ieps/000004">http://iep.albinism.org/Home/example-iep/ieps/000004</a>
IEP	Arizona	Eleventh	16	20/80	Transition Services	community experience - attend demos of new VI resources	<a href="http://iep.albinism.org/Home/example-iep/ieps/000004">http://iep.albinism.org/Home/example-iep/ieps/000004</a>
IEP	Arizona	Eleventh	16	20/80	Transition Services	employment - continue to explore Career Center and develop a resume, maintain employment	<a href="http://iep.albinism.org/Home/example-iep/ieps/000004">http://iep.albinism.org/Home/example-iep/ieps/000004</a>
IEP	Arizona	Eleventh	16	20/80	Transition Services	adult living - private driving and bioptic telescope training	<a href="http://iep.albinism.org/Home/example-iep/ieps/000004">http://iep.albinism.org/Home/example-iep/ieps/000004</a>
IEP	Arizona	Eleventh	16	20/80	Transition Services	daily living skills - self-advocating for services and ordering large print books	<a href="http://iep.albinism.org/Home/example-iep/ieps/000004">http://iep.albinism.org/Home/example-iep/ieps/000004</a>
IEP	Arizona	Eleventh	16	20/80	Transition Services	Functional Vocational Evaluation - enroll to take ASVAB	<a href="http://iep.albinism.org/Home/example-iep/ieps/000004">http://iep.albinism.org/Home/example-iep/ieps/000004</a>
IEP	Arizona	Eleventh	16	20/80	Transition Services	Other - register for SAT/ACT	<a href="http://iep.albinism.org/Home/example-iep/ieps/000004">http://iep.albinism.org/Home/example-iep/ieps/000004</a>
IEP	Arizona	Eleventh	16	20/80	Equipment	access to magnification and screen reading software	<a href="http://iep.albinism.org/Home/example-iep/ieps/000004">http://iep.albinism.org/Home/example-iep/ieps/000004</a>
IEP	Arizona	Eleventh	16	20/80	Equipment	access to CCTV	<a href="http://iep.albinism.org/Home/example-iep/ieps/000004">http://iep.albinism.org/Home/example-iep/ieps/000004</a>
IEP	Arizona	Eleventh	16	20/80	Equipment	access to computer/printer compatible to VI software	<a href="http://iep.albinism.org/Home/example-iep/ieps/000004">http://iep.albinism.org/Home/example-iep/ieps/000004</a>
IEP	Arizona	Eleventh	16	20/80	Equipment	large print texts and NCR paper	<a href="http://iep.albinism.org/Home/example-iep/ieps/000004">http://iep.albinism.org/Home/example-iep/ieps/000004</a>
IEP	Arizona	Eleventh	16	20/80	Accommodations	consult teachers on albinism and accommodations	<a href="http://iep.albinism.org/Home/example-iep/ieps/000004">http://iep.albinism.org/Home/example-iep/ieps/000004</a>
IEP	Arizona	Eleventh	16	20/80	Accommodations	enlarging and adapting materials as needed	<a href="http://iep.albinism.org/Home/example-iep/ieps/000004">http://iep.albinism.org/Home/example-iep/ieps/000004</a>
IEP	Arizona	Eleventh	16	20/80	Accommodations	ordering/delivering large print texts/workbooks	<a href="http://iep.albinism.org/Home/example-iep/ieps/000004">http://iep.albinism.org/Home/example-iep/ieps/000004</a>
IEP	Arizona	Eleventh	16	20/80	Accommodations	preferential seating as needed	<a href="http://iep.albinism.org/Home/example-iep/ieps/000004">http://iep.albinism.org/Home/example-iep/ieps/000004</a>
IEP	Arizona	Eleventh	16	20/80	Accommodations	extend testing time if needed	<a href="http://iep.albinism.org/Home/example-iep/ieps/000004">http://iep.albinism.org/Home/example-iep/ieps/000004</a>
IEP	Arizona	Eleventh	16	20/80	Accommodations	large print test edition if needed	<a href="http://iep.albinism.org/Home/example-iep/ieps/000004">http://iep.albinism.org/Home/example-iep/ieps/000004</a>
504	Maine	First	6	20/200	Identified Need	oculocutaneous albinism with decreased acuity, light sensitivity, and nystagmus. Visual acuity is 20/200 in either eye with glasses, but is further impaired when fatigued.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000005">http://iep.albinism.org/Home/example-iep/ieps/000005</a>
504	Maine	First	6	20/200	Accommodations	access to a CCTV/video magnifier to enlarge print as needed. The family may take the CCTV home over extended vacations and summer.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000005">http://iep.albinism.org/Home/example-iep/ieps/000005</a>
504	Maine	First	6	20/200	Accommodations	tests, worksheets and written materials will be provided in large print as needed. The recommendation is 36 point font, double spaced.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000005">http://iep.albinism.org/Home/example-iep/ieps/000005</a>
504	Maine	First	6	20/200	Accommodations	quarterly team meetings to coordinate services.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000005">http://iep.albinism.org/Home/example-iep/ieps/000005</a>
504	Maine	First	6	20/200	Accommodations	when working with entire class, teachers should ensure that communication by gestures, facial expressions (i.e., nod of the head) are accompanied by verbal cues.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000005">http://iep.albinism.org/Home/example-iep/ieps/000005</a>
504	Maine	First	6	20/200	Accommodations	preferential seating (close to materials and instruction) during circle times, etc. He should be allowed to get up and look at the board if needed.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000005">http://iep.albinism.org/Home/example-iep/ieps/000005</a>
504	Maine	First	6	20/200	Accommodations	Be allowed to hold and look at any new materials or items being presented to the class prior to presentation. If available, student would benefit from having a copy books read to the class.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000005">http://iep.albinism.org/Home/example-iep/ieps/000005</a>
504	Maine	First	6	20/200	Accommodations	when doing desk or table work, student should not be seated facing into a window or light source nor should he be positioned with his back to a light source thus causing a shadow on his work. He should use white paper with dark lines instead of yellow lined paper or white paper with blue or red lines. A dark lead pencil (#1) will be available if needed. A slant board or table top easel will help him sit up straight and not get in his own light.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000005">http://iep.albinism.org/Home/example-iep/ieps/000005</a>
504	Maine	First	6	20/200	Accommodations	Teachers should use a dark marker to present information on a board or chart as colored markers are harder to see.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000005">http://iep.albinism.org/Home/example-iep/ieps/000005</a>
504	Maine	First	6	20/200	Accommodations	Student is extremely photophobic. For that reason, special attention should be paid to glare on tables, etc. light sources and the sunlight when he is outside. Student will wear a brimmed hat and sunscreen when he is outside. Teachers should avoid laminated materials, glossy paper and glare on television screens/computer screens or the CCTV.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000005">http://iep.albinism.org/Home/example-iep/ieps/000005</a>
504	Maine	First	6	20/200	Accommodations	May need a ball with bells for ball games. Needs physical/visual prompt if he needs to stand back during activities.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000005">http://iep.albinism.org/Home/example-iep/ieps/000005</a>
504	Maine	First	6	20/200	Accommodations	Do not correct student for holding his head in an unusual position. He may not make eye contact.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000005">http://iep.albinism.org/Home/example-iep/ieps/000005</a>
504	Maine	First	6	20/200	Accommodations	Provide desktop copies of references that are posted on classroom walls.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000005">http://iep.albinism.org/Home/example-iep/ieps/000005</a>

Document Type	State	Grade	Age	Visual Acuity	Category	Description	Actual IEP
504	Maine	First	6	20/200	Accommodations	Access to a Bright Line Reading Guide for use in reading text	<a href="http://iep.albinism.org/Home/example-iep/ieps/000005">http://iep.albinism.org/Home/example-iep/ieps/000005</a>
504	Maine	First	6	20/200	Accommodations	White Board should be clean and free of scratches	<a href="http://iep.albinism.org/Home/example-iep/ieps/000005">http://iep.albinism.org/Home/example-iep/ieps/000005</a>
504	Maine	First	6	20/200	Accommodations	Have access to a designated spot in the cafeteria for his coat and winter clothing so that he can find them easily	<a href="http://iep.albinism.org/Home/example-iep/ieps/000005">http://iep.albinism.org/Home/example-iep/ieps/000005</a>
504	Maine	First	6	20/200	Accommodations	Parents will be offered designated seats during school assemblies, concerts, etc so that Elias can find them easily.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000005">http://iep.albinism.org/Home/example-iep/ieps/000005</a>
504	Maine	First	6	20/200	Accommodations	Assign a peer buddy or staff person for special events to help student navigate in novel settings or situations.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000005">http://iep.albinism.org/Home/example-iep/ieps/000005</a>
504	Maine	First	6	20/200	Accommodations	Allow more time for reading passages	<a href="http://iep.albinism.org/Home/example-iep/ieps/000005">http://iep.albinism.org/Home/example-iep/ieps/000005</a>
504	Maine	First	6	20/200	Accommodations	Give advance notice of Fire Drills	<a href="http://iep.albinism.org/Home/example-iep/ieps/000005">http://iep.albinism.org/Home/example-iep/ieps/000005</a>
504	Maine	First	6	20/200	Accommodations	Offer training workshop on teaching visually impaired students to second grade teacher and specialists.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000005">http://iep.albinism.org/Home/example-iep/ieps/000005</a>
504	Maine	First	6	20/200	Accommodations	Offer breaks during intensive periods of work and/or focus	<a href="http://iep.albinism.org/Home/example-iep/ieps/000005">http://iep.albinism.org/Home/example-iep/ieps/000005</a>
504	Maine	First	6	20/200	Accommodations	Any computer student uses should have a 10.4 OSX upgrade and the mouse cursor size should be increased.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000005">http://iep.albinism.org/Home/example-iep/ieps/000005</a>
504	Maine	First	6	20/200	Accommodations	Monthly staffing meetings to support student's school program.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000005">http://iep.albinism.org/Home/example-iep/ieps/000005</a>
IEP	Connecticut	Fifth	10	20/100	Identified Need	vision impairment, stress related to school, vision fatigue, keyboarding skills/strategies	<a href="http://iep.albinism.org/Home/example-iep/ieps/000006">http://iep.albinism.org/Home/example-iep/ieps/000006</a>
IEP	Connecticut	Fifth	10	20/100	Long-term Goal	Student will improve his organizational skills.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000006">http://iep.albinism.org/Home/example-iep/ieps/000006</a>
IEP	Connecticut	Fifth	10	20/100	Short-term objectives/benchmarks	using accommodations/modifications, student will complete and hand in classroom assignments with minimal teacher prompting.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000006">http://iep.albinism.org/Home/example-iep/ieps/000006</a>
IEP	Connecticut	Fifth	10	20/100	Short-term objectives/benchmarks	Student will maintain agenda as specified, recording assignments correctly and legibly, and gather materials for completion at home.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000006">http://iep.albinism.org/Home/example-iep/ieps/000006</a>
IEP	Connecticut	Fifth	10	20/100	Short-term objectives/benchmarks	Student will utilize work factors to organize work in class.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000006">http://iep.albinism.org/Home/example-iep/ieps/000006</a>
IEP	Connecticut	Fifth	10	20/100	Short-term objectives/benchmarks	Student will organize long term assignments with periodic check-ins with teacher to insure completion	<a href="http://iep.albinism.org/Home/example-iep/ieps/000006">http://iep.albinism.org/Home/example-iep/ieps/000006</a>
IEP	Connecticut	Fifth	10	20/100	Short-term objectives/benchmarks	Student will initiate contact with teacher to verify due dates on long term assignments.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000006">http://iep.albinism.org/Home/example-iep/ieps/000006</a>
IEP	Connecticut	Fifth	10	20/100	Long-term Goal	Student will show appropriate self-advocacy to compensate for visual impairment.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000006">http://iep.albinism.org/Home/example-iep/ieps/000006</a>
IEP	Connecticut	Fifth	10	20/100	Short-term objectives/benchmarks	Student will notify teacher when materials are visually inaccessible.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000006">http://iep.albinism.org/Home/example-iep/ieps/000006</a>
IEP	Connecticut	Fifth	10	20/100	Short-term objectives/benchmarks	Student will utilize slant board to relieve visual and postural stress when appropriate.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000006">http://iep.albinism.org/Home/example-iep/ieps/000006</a>
IEP	Connecticut	Fifth	10	20/100	Short-term objectives/benchmarks	Student will use sunglasses independently without teacher prompting.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000006">http://iep.albinism.org/Home/example-iep/ieps/000006</a>
IEP	Connecticut	Fifth	10	20/100	Accommodations	Materials, Books, Equipment - calculator, modified computer settings to accommodate for visual needs/slant board; large print keys on calculator, slant board for written work, investigate additional time in class/media center for practicing typing skills.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000006">http://iep.albinism.org/Home/example-iep/ieps/000006</a>
IEP	Connecticut	Fifth	10	20/100	Accommodations	Tests/Quizzes/Assessments - extra time for written work, tests, mark answers in test book then scribe to answer sheet/breaks during testing.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000006">http://iep.albinism.org/Home/example-iep/ieps/000006</a>
IEP	Connecticut	Fifth	10	20/100	Accommodations	Environmental - preferential seating	<a href="http://iep.albinism.org/Home/example-iep/ieps/000006">http://iep.albinism.org/Home/example-iep/ieps/000006</a>
IEP	Connecticut	Fifth	10	20/100	Accommodations	Instructional Strategies - check work in progress, magnifier/desktop copies of board work and overhead information.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000006">http://iep.albinism.org/Home/example-iep/ieps/000006</a>
IEP	Connecticut	Fifth	10	20/100	Services/Frequency	1.5 hours/week	<a href="http://iep.albinism.org/Home/example-iep/ieps/000006">http://iep.albinism.org/Home/example-iep/ieps/000006</a>
IEP	New York	First	7	Unknown	Identified Need	to develop age appropriate peer relationships	<a href="http://iep.albinism.org/Home/example-iep/ieps/000007">http://iep.albinism.org/Home/example-iep/ieps/000007</a>
IEP	New York	First	7	Unknown	Identified Need	describe the nature of and degree to which environmental modifications and human or material resources are required to address academic, social and physical needs.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000007">http://iep.albinism.org/Home/example-iep/ieps/000007</a>
IEP	New York	First	7	Unknown	Services/Frequency	2x/week in individual and concurrent settings for 45 minutes each	<a href="http://iep.albinism.org/Home/example-iep/ieps/000007">http://iep.albinism.org/Home/example-iep/ieps/000007</a>
IEP	New York	First	7	Unknown	Accommodations	log book to be used and to go home on a daily basis	<a href="http://iep.albinism.org/Home/example-iep/ieps/000007">http://iep.albinism.org/Home/example-iep/ieps/000007</a>
IEP	New York	First	7	Unknown	Accommodations	preferential seating closet to teacher, board work or materials	<a href="http://iep.albinism.org/Home/example-iep/ieps/000007">http://iep.albinism.org/Home/example-iep/ieps/000007</a>
IEP	New York	First	7	Unknown	Accommodations	computer monitor, TV, calendar to be at eye level	<a href="http://iep.albinism.org/Home/example-iep/ieps/000007">http://iep.albinism.org/Home/example-iep/ieps/000007</a>
IEP	New York	First	7	Unknown	Accommodations	classroom worksheets to be enlarged on 11"x17" copy paper	<a href="http://iep.albinism.org/Home/example-iep/ieps/000007">http://iep.albinism.org/Home/example-iep/ieps/000007</a>
IEP	New York	First	7	Unknown	Accommodations	bold lined paper and 20/20 markers for writing	<a href="http://iep.albinism.org/Home/example-iep/ieps/000007">http://iep.albinism.org/Home/example-iep/ieps/000007</a>
IEP	New York	First	7	Unknown	Accommodations	ferby pencils	<a href="http://iep.albinism.org/Home/example-iep/ieps/000007">http://iep.albinism.org/Home/example-iep/ieps/000007</a>
IEP	New York	First	7	Unknown	Accommodations	usage of bold black marker to darken lines for visual/fine motor tasks	<a href="http://iep.albinism.org/Home/example-iep/ieps/000007">http://iep.albinism.org/Home/example-iep/ieps/000007</a>
IEP	New York	First	7	Unknown	Accommodations	low vision aids (magnifiers)	<a href="http://iep.albinism.org/Home/example-iep/ieps/000007">http://iep.albinism.org/Home/example-iep/ieps/000007</a>
IEP	New York	First	7	Unknown	Accommodations	orientation to unfamiliar environments	<a href="http://iep.albinism.org/Home/example-iep/ieps/000007">http://iep.albinism.org/Home/example-iep/ieps/000007</a>
IEP	New York	First	7	Unknown	Accommodations	double allotted time to complete tests	<a href="http://iep.albinism.org/Home/example-iep/ieps/000007">http://iep.albinism.org/Home/example-iep/ieps/000007</a>
IEP	New York	First	7	Unknown	Accommodations	not to use scantron sheets	<a href="http://iep.albinism.org/Home/example-iep/ieps/000007">http://iep.albinism.org/Home/example-iep/ieps/000007</a>
IEP	New York	First	7	Unknown	Accommodations	1:1 aide for gym and other activities	<a href="http://iep.albinism.org/Home/example-iep/ieps/000007">http://iep.albinism.org/Home/example-iep/ieps/000007</a>
IEP	Virginia	Kindergarten	5	20/200	Identified Need	Low vision Student. Student can read and write print material. Braille instruction is not recommended.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000008">http://iep.albinism.org/Home/example-iep/ieps/000008</a>
IEP	Virginia	Kindergarten	5	20/200	Accommodations	Student is being encouraged to communicate with school staff when material needs adapting (enlarged, bolded, highlighted, additional low vision accommodations). Student is aware of proper seating in classroom to avoid glare (back to the window). Additionally, student encouraged to use his travel vision skills more appropriately for safety.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000008">http://iep.albinism.org/Home/example-iep/ieps/000008</a>
IEP	Virginia	Kindergarten	5	20/200	Short-term objectives/benchmarks	Able to navigate a map and translate it to the school setting	<a href="http://iep.albinism.org/Home/example-iep/ieps/000008">http://iep.albinism.org/Home/example-iep/ieps/000008</a>
IEP	Virginia	Kindergarten	5	20/200	Equipment	Able to access a standard computer, monitor, cursor, and mouse	<a href="http://iep.albinism.org/Home/example-iep/ieps/000008">http://iep.albinism.org/Home/example-iep/ieps/000008</a>
IEP	Virginia	Kindergarten	5	20/200	Short-term objectives/benchmarks	Proficient in locating all school locations	<a href="http://iep.albinism.org/Home/example-iep/ieps/000008">http://iep.albinism.org/Home/example-iep/ieps/000008</a>
IEP	Virginia	Kindergarten	5	20/200	Accommodations	Adaptive PE not recommended	<a href="http://iep.albinism.org/Home/example-iep/ieps/000008">http://iep.albinism.org/Home/example-iep/ieps/000008</a>

Document Type	State	Grade	Age	Visual Acuity	Category	Description	Actual IEP
IEP	Virginia	Kindergarten	5	20/200	Short-term objectives/benchmarks	Accurately communicate and make vision choices to educational staff the needs for accommodations and modifications to access the curriculum.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000008">http://iep.albinism.org/Home/example-iep/ieps/000008</a>
IEP	Virginia	Kindergarten	5	20/200	Accommodations	Preferential seating: front row for all presented material unless monocular is being used.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000008">http://iep.albinism.org/Home/example-iep/ieps/000008</a>
IEP	Virginia	Kindergarten	5	20/200	Accommodations	Reduced glare from windows, overhead lighting for all presented materials.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000008">http://iep.albinism.org/Home/example-iep/ieps/000008</a>
IEP	Virginia	Kindergarten	5	20/200	Accommodations	Wearing of the hat in educational setting when bright lights or sun is a visual issue.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000008">http://iep.albinism.org/Home/example-iep/ieps/000008</a>
IEP	Virginia	Kindergarten	5	20/200	Accommodations	Peer buddy or adult to escort student from the bus to his classroom each morning, when deemed necessary.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000008">http://iep.albinism.org/Home/example-iep/ieps/000008</a>
IEP	Virginia	Kindergarten	5	20/200	Accommodations	Health Care plan with school implemented by the nurse for the school year.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000008">http://iep.albinism.org/Home/example-iep/ieps/000008</a>
IEP	Virginia	Kindergarten	5	20/200	Accommodations	Bold lines when cutting, tracing, or writing to be determined with student for educational/visual issue.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000008">http://iep.albinism.org/Home/example-iep/ieps/000008</a>
IEP	Virginia	Kindergarten	5	20/200	Accommodations	Selection of appropriate tools to include (crayons, glue, markers, pencils) to appropriately access educational materials.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000008">http://iep.albinism.org/Home/example-iep/ieps/000008</a>
IEP	Virginia	Kindergarten	5	20/200	Accommodations	Orientation to kindergarten classroom before the beginning of the fall school year with TVI.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000008">http://iep.albinism.org/Home/example-iep/ieps/000008</a>
IEP	Virginia	Kindergarten	5	20/200	Accommodations	All educational material enlarged to at least 14 point in size.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000008">http://iep.albinism.org/Home/example-iep/ieps/000008</a>
IEP	Virginia	Kindergarten	5	20/200	Services/Frequency	Vision Consult 30 minutes 1 time a year	<a href="http://iep.albinism.org/Home/example-iep/ieps/000008">http://iep.albinism.org/Home/example-iep/ieps/000008</a>
IEP	Virginia	Kindergarten	5	20/200	Services/Frequency	Vision Directed Services 120 min per months	<a href="http://iep.albinism.org/Home/example-iep/ieps/000008">http://iep.albinism.org/Home/example-iep/ieps/000008</a>
IEP	North Carolina	First	6	20/125	Accommodations	Large Print	<a href="http://iep.albinism.org/Home/example-iep/ieps/000009">http://iep.albinism.org/Home/example-iep/ieps/000009</a>
IEP	North Carolina	First	6	20/125	Accommodations	Preferential Seating, Front of the Room, Left Eye Facing Information and not facing windows	<a href="http://iep.albinism.org/Home/example-iep/ieps/000009">http://iep.albinism.org/Home/example-iep/ieps/000009</a>
IEP	North Carolina	First	6	20/125	Accommodations	Assistive devices (bold paper, black gel pen)	<a href="http://iep.albinism.org/Home/example-iep/ieps/000009">http://iep.albinism.org/Home/example-iep/ieps/000009</a>
IEP	North Carolina	First	6	20/125	Accommodations	Computerized adaptive (Zoom for Apple OS)	<a href="http://iep.albinism.org/Home/example-iep/ieps/000009">http://iep.albinism.org/Home/example-iep/ieps/000009</a>
IEP	North Carolina	First	6	20/125	Accommodations	Hard copy of information presented at a distance	<a href="http://iep.albinism.org/Home/example-iep/ieps/000009">http://iep.albinism.org/Home/example-iep/ieps/000009</a>
IEP	North Carolina	First	6	20/125	Accommodations	High contrast materials	<a href="http://iep.albinism.org/Home/example-iep/ieps/000009">http://iep.albinism.org/Home/example-iep/ieps/000009</a>
IEP	North Carolina	First	6	20/125	Accommodations	Frequent breaks fro intense visual activities	<a href="http://iep.albinism.org/Home/example-iep/ieps/000009">http://iep.albinism.org/Home/example-iep/ieps/000009</a>
IEP	North Carolina	First	6	20/125	Accommodations	Partner for activities that require color identification	<a href="http://iep.albinism.org/Home/example-iep/ieps/000009">http://iep.albinism.org/Home/example-iep/ieps/000009</a>
IEP	North Carolina	First	6	20/125	Accommodations	ZoomText available for home	<a href="http://iep.albinism.org/Home/example-iep/ieps/000009">http://iep.albinism.org/Home/example-iep/ieps/000009</a>
IEP	North Carolina	First	6	20/125	Accommodations	Sunglasses, hat and sunscreen outside	<a href="http://iep.albinism.org/Home/example-iep/ieps/000009">http://iep.albinism.org/Home/example-iep/ieps/000009</a>
IEP	North Carolina	First	6	20/125	Accommodations	Prompts to maintain eye contact when in a social interaction	<a href="http://iep.albinism.org/Home/example-iep/ieps/000009">http://iep.albinism.org/Home/example-iep/ieps/000009</a>
IEP	North Carolina	First	6	20/125	Equipment	slant board	<a href="http://iep.albinism.org/Home/example-iep/ieps/000009">http://iep.albinism.org/Home/example-iep/ieps/000009</a>
IEP	North Carolina	First	6	20/125	Short-term objectives/benchmarks	Student will /s/ and voiced "th" with 80% accuracy in a) words and b) sentences.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000009">http://iep.albinism.org/Home/example-iep/ieps/000009</a>
IEP	North Carolina	First	6	20/125	Short-term objectives/benchmarks	Student will imitate /r/ and voiceless "th" in a) isolation and b) words in 4/5 trials.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000009">http://iep.albinism.org/Home/example-iep/ieps/000009</a>
IEP	North Carolina	First	6	20/125	Short-term objectives/benchmarks	Student will use techniques taught by clinician to slow rate of speak in 3/5 opportunities	<a href="http://iep.albinism.org/Home/example-iep/ieps/000009">http://iep.albinism.org/Home/example-iep/ieps/000009</a>
IEP	North Carolina	First	6	20/125	Short-term objectives/benchmarks	Student will complete a listening activity with no more than 1 prompt with 90% accuracy.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000009">http://iep.albinism.org/Home/example-iep/ieps/000009</a>
IEP	North Carolina	First	6	20/125	Short-term objectives/benchmarks	Student will complete fastener activities (buttons, snaps, tying shoes) 4 out of 5 trials.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000009">http://iep.albinism.org/Home/example-iep/ieps/000009</a>
IEP	North Carolina	First	6	20/125	Short-term objectives/benchmarks	Student will identify coins and their monetary value 5 out of 5 times.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000009">http://iep.albinism.org/Home/example-iep/ieps/000009</a>
IEP	North Carolina	First	6	20/125	Short-term objectives/benchmarks	Student will appropriately use a magnifier to spot check information 3 out of 5 trials.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000009">http://iep.albinism.org/Home/example-iep/ieps/000009</a>
IEP	North Carolina	First	6	20/125	Services/Frequency	TVI 60 minutes a week	<a href="http://iep.albinism.org/Home/example-iep/ieps/000009">http://iep.albinism.org/Home/example-iep/ieps/000009</a>
IEP	North Carolina	First	6	20/125	Services/Frequency	Speech Language 30 minutes a week	<a href="http://iep.albinism.org/Home/example-iep/ieps/000009">http://iep.albinism.org/Home/example-iep/ieps/000009</a>
IEP	New Jersey	Tenth	15	Unknown	Short-term objectives/benchmarks	Student will identify signal words used by a speaker as cues to what information should be recorded in note form; with minimal assistance; 90% of the time.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000010">http://iep.albinism.org/Home/example-iep/ieps/000010</a>
IEP	New Jersey	Tenth	15	Unknown	Short-term objectives/benchmarks	Student will keep up with daily readings; independently; as needed	<a href="http://iep.albinism.org/Home/example-iep/ieps/000010">http://iep.albinism.org/Home/example-iep/ieps/000010</a>
IEP	New Jersey	Tenth	15	Unknown	Short-term objectives/benchmarks	Student will ask questions to clarify material which is not understood; independently; 80% of the time.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000010">http://iep.albinism.org/Home/example-iep/ieps/000010</a>
IEP	New Jersey	Tenth	15	Unknown	Short-term objectives/benchmarks	Student will, after completing an initial outline, revise the outline altering sequence to improve flow of ideas, and filling in gaps where identified; independently; 90 % accuracy	<a href="http://iep.albinism.org/Home/example-iep/ieps/000010">http://iep.albinism.org/Home/example-iep/ieps/000010</a>
IEP	New Jersey	Tenth	15	Unknown	Short-term objectives/benchmarks	Student will proofread a written assignment for syntax, grammar, usage, content, and sequencing of ideas, and make changes as necessary; independently; 90% accuracy.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000010">http://iep.albinism.org/Home/example-iep/ieps/000010</a>
IEP	New Jersey	Tenth	15	Unknown	Services/Frequency	Learning Strategies Special Education Class 1 period per day	<a href="http://iep.albinism.org/Home/example-iep/ieps/000010">http://iep.albinism.org/Home/example-iep/ieps/000010</a>
IEP	New Jersey	Tenth	15	Unknown	Accommodations	Extended time for standardized test. Tests administered in a manner prescribed by the commission for the Blind and Visually Impaired, e.g. large print.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000010">http://iep.albinism.org/Home/example-iep/ieps/000010</a>
IEP	New Jersey	Tenth	15	Unknown	Transition Services	Enroll in Driver's Education Class	<a href="http://iep.albinism.org/Home/example-iep/ieps/000010">http://iep.albinism.org/Home/example-iep/ieps/000010</a>
IEP	New Jersey	Tenth	15	Unknown	Equipment	Computer and Computer software	<a href="http://iep.albinism.org/Home/example-iep/ieps/000010">http://iep.albinism.org/Home/example-iep/ieps/000010</a>
IEP	New Jersey	Tenth	15	Unknown	Equipment	Large print books	<a href="http://iep.albinism.org/Home/example-iep/ieps/000010">http://iep.albinism.org/Home/example-iep/ieps/000010</a>
IEP	New Jersey	Tenth	15	Unknown	Equipment	Magnifiers	<a href="http://iep.albinism.org/Home/example-iep/ieps/000010">http://iep.albinism.org/Home/example-iep/ieps/000010</a>
IEP	New Jersey	Tenth	15	Unknown	Equipment	Jordy	<a href="http://iep.albinism.org/Home/example-iep/ieps/000010">http://iep.albinism.org/Home/example-iep/ieps/000010</a>
IEP	New Jersey	Tenth	15	Unknown	Equipment	books in audio format	<a href="http://iep.albinism.org/Home/example-iep/ieps/000010">http://iep.albinism.org/Home/example-iep/ieps/000010</a>
IEP	New Jersey	Tenth	15	Unknown	Equipment	Educationally related devices and materials for the functional use by the student as prescribed by the commission for the blind and visually impaired and child study team.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000010">http://iep.albinism.org/Home/example-iep/ieps/000010</a>
IEP	New Jersey	Tenth	15	Unknown	Accommodations	Provide instruction to increase organizational skills that will enhance independent management of aids and equipment	<a href="http://iep.albinism.org/Home/example-iep/ieps/000010">http://iep.albinism.org/Home/example-iep/ieps/000010</a>
IEP	New Jersey	Tenth	15	Unknown	Accommodations	Provide instruction in effective use of adaptive devices, e.g. Type and Speak	<a href="http://iep.albinism.org/Home/example-iep/ieps/000010">http://iep.albinism.org/Home/example-iep/ieps/000010</a>
IEP	New Jersey	Tenth	15	Unknown	Accommodations	Additional time to complete class work and tests when necessary	<a href="http://iep.albinism.org/Home/example-iep/ieps/000010">http://iep.albinism.org/Home/example-iep/ieps/000010</a>
IEP	New Jersey	Tenth	15	Unknown	Accommodations	Use preferential seating to accommodate to tasks at hand	<a href="http://iep.albinism.org/Home/example-iep/ieps/000010">http://iep.albinism.org/Home/example-iep/ieps/000010</a>

Document Type	State	Grade	Age	Visual Acuity	Category	Description	Actual IEP
IEP	New Jersey	Tenth	15	Unknown	Accommodations	Enlarge all papers as needed	<a href="http://iep.albinism.org/Home/example-iep/ieps/000010">http://iep.albinism.org/Home/example-iep/ieps/000010</a>
IEP	New Jersey	Tenth	15	Unknown	Accommodations	Encourage student to utilize all assistive technology	<a href="http://iep.albinism.org/Home/example-iep/ieps/000010">http://iep.albinism.org/Home/example-iep/ieps/000010</a>
IEP	New Jersey	Tenth	15	Unknown	Accommodations	Aide will review lesson plans with teachers as needed	<a href="http://iep.albinism.org/Home/example-iep/ieps/000010">http://iep.albinism.org/Home/example-iep/ieps/000010</a>
IEP	New Jersey	Tenth	15	Unknown	Accommodations	Consider adaptive devices relevant to physical education, e.g. musical balls	<a href="http://iep.albinism.org/Home/example-iep/ieps/000010">http://iep.albinism.org/Home/example-iep/ieps/000010</a>
IEP	New Jersey	Tenth	15	Unknown	Accommodations	Teacher's aide will scribe classroom notes and teacher notes should be provided	<a href="http://iep.albinism.org/Home/example-iep/ieps/000010">http://iep.albinism.org/Home/example-iep/ieps/000010</a>
IEP	New Jersey	Tenth	15	Unknown	Accommodations	Provide student with study guides when necessary	<a href="http://iep.albinism.org/Home/example-iep/ieps/000010">http://iep.albinism.org/Home/example-iep/ieps/000010</a>
IEP	New Jersey	Tenth	15	Unknown	Accommodations	Mobility and orientation evaluation and instruction as needed	<a href="http://iep.albinism.org/Home/example-iep/ieps/000010">http://iep.albinism.org/Home/example-iep/ieps/000010</a>
IEP	New Jersey	Tenth	15	Unknown	Accommodations	Have teacher proofread final draft, before handing it in for the final grade.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000010">http://iep.albinism.org/Home/example-iep/ieps/000010</a>
IEP	New Jersey	Tenth	15	Unknown	Accommodations	Prior notification for research for large projects to allow time for media adaption	<a href="http://iep.albinism.org/Home/example-iep/ieps/000010">http://iep.albinism.org/Home/example-iep/ieps/000010</a>
IEP	New Jersey	Tenth	15	Unknown	Accommodations	Provide interim due dates for long term projects and assignments	<a href="http://iep.albinism.org/Home/example-iep/ieps/000010">http://iep.albinism.org/Home/example-iep/ieps/000010</a>
IEP	New Jersey	Tenth	15	Unknown	Accommodations	Written feedback on tests or work in dark marker large enough for student to read	<a href="http://iep.albinism.org/Home/example-iep/ieps/000010">http://iep.albinism.org/Home/example-iep/ieps/000010</a>
IEP	New Jersey	Tenth	15	Unknown	Accommodations	Notes provide to the student, should be typed or printed, not in cursive	<a href="http://iep.albinism.org/Home/example-iep/ieps/000010">http://iep.albinism.org/Home/example-iep/ieps/000010</a>
IEP	New Jersey	Tenth	15	Unknown	Accommodations	For class trips, the coordinator of the trip needs to notify the destination that a visually impaired person is going to be attending and will need accommodations	<a href="http://iep.albinism.org/Home/example-iep/ieps/000010">http://iep.albinism.org/Home/example-iep/ieps/000010</a>
IEP	New Jersey	Tenth	15	Unknown	Accommodations	Preferential locker placement, near the end of the row and adapted lock, if necessary	<a href="http://iep.albinism.org/Home/example-iep/ieps/000010">http://iep.albinism.org/Home/example-iep/ieps/000010</a>
IEP	New Jersey	Tenth	15	Unknown	Accommodations	Provide one exam a day - mid-term and finals to help adjust with vision fatigue	<a href="http://iep.albinism.org/Home/example-iep/ieps/000010">http://iep.albinism.org/Home/example-iep/ieps/000010</a>
IEP	New Jersey	Tenth	15	Unknown	Accommodations	Use a black marker when writing comments on papers/tests, so student can read them.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000010">http://iep.albinism.org/Home/example-iep/ieps/000010</a>
IEP	New Jersey	Ninth	14	Unknown	Short-term objectives/benchmarks	Student will accurately copy notes written by the teacher on the blackboard into own notebook with minimal assistance; 80% of the time	<a href="http://iep.albinism.org/Home/example-iep/ieps/000011">http://iep.albinism.org/Home/example-iep/ieps/000011</a>
IEP	New Jersey	Ninth	14	Unknown	Short-term objectives/benchmarks	Student will identify signal words used by a speaker as cues to what information should be recorded in note form; with minimal assistance; 80% of the time.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000011">http://iep.albinism.org/Home/example-iep/ieps/000011</a>
IEP	New Jersey	Ninth	14	Unknown	Short-term objectives/benchmarks	Given a long term assignment, student will identify benchmark timelines for completion of various phases of the assignment; with minimal assistance; 85% of the time	<a href="http://iep.albinism.org/Home/example-iep/ieps/000011">http://iep.albinism.org/Home/example-iep/ieps/000011</a>
IEP	New Jersey	Ninth	14	Unknown	Short-term objectives/benchmarks	Student will distribute study over several days to avoid cramming at the last minute; with minimal assistance; 85% of the time	<a href="http://iep.albinism.org/Home/example-iep/ieps/000011">http://iep.albinism.org/Home/example-iep/ieps/000011</a>
IEP	New Jersey	Ninth	14	Unknown	Short-term objectives/benchmarks	Student will record assignments as they are given and ask clarifying questions of the teacher when needed; with minimal assistance; 85% of the time	<a href="http://iep.albinism.org/Home/example-iep/ieps/000011">http://iep.albinism.org/Home/example-iep/ieps/000011</a>
IEP	New Jersey	Ninth	14	Unknown	Short-term objectives/benchmarks	Student will read assigned material twice, once to get a general understanding of the content, a second time to concentrate on recalling critical pieces of information; with minimal assistance; 85% of the time	<a href="http://iep.albinism.org/Home/example-iep/ieps/000011">http://iep.albinism.org/Home/example-iep/ieps/000011</a>
IEP	New Jersey	Ninth	14	Unknown	Short-term objectives/benchmarks	Student will restate material read in own words; with minimal assistance; 85% of the time	<a href="http://iep.albinism.org/Home/example-iep/ieps/000011">http://iep.albinism.org/Home/example-iep/ieps/000011</a>
IEP	New Jersey	Ninth	14	Unknown	Short-term objectives/benchmarks	Student will keep up with daily readings; independently; as needed	<a href="http://iep.albinism.org/Home/example-iep/ieps/000011">http://iep.albinism.org/Home/example-iep/ieps/000011</a>
IEP	New Jersey	Ninth	14	Unknown	Short-term objectives/benchmarks	Students will begin to prepare for a test several days in advance, avoiding cramming at the last minute; with reminders; 95% of the time	<a href="http://iep.albinism.org/Home/example-iep/ieps/000011">http://iep.albinism.org/Home/example-iep/ieps/000011</a>
IEP	New Jersey	Ninth	14	Unknown	Short-term objectives/benchmarks	After completing an initial outline, student will revise the outline altering sequence to improve flow of ideas, and filling in gaps where identified; with a verbal prompt/cue; 90% accuracy	<a href="http://iep.albinism.org/Home/example-iep/ieps/000011">http://iep.albinism.org/Home/example-iep/ieps/000011</a>
IEP	New Jersey	Ninth	14	Unknown	Short-term objectives/benchmarks	Student will proofread a written assignment for syntax, grammar, usage, content, and sequencing of ideas, and make changes as necessary; with verbal prompt/cue; 90% accuracy.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000011">http://iep.albinism.org/Home/example-iep/ieps/000011</a>
IEP	New Jersey	Ninth	14	Unknown	Accommodations	Regular Education with and Aide	<a href="http://iep.albinism.org/Home/example-iep/ieps/000011">http://iep.albinism.org/Home/example-iep/ieps/000011</a>
IEP	New Jersey	Ninth	14	Unknown	Accommodations	Learning Strategies 5 periods per week	<a href="http://iep.albinism.org/Home/example-iep/ieps/000011">http://iep.albinism.org/Home/example-iep/ieps/000011</a>
IEP	New Jersey	Ninth	14	Unknown	Accommodations	In-class support resource program in English and world cultures 5 periods per week each.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000011">http://iep.albinism.org/Home/example-iep/ieps/000011</a>
IEP	New Jersey	Ninth	14	Unknown	Accommodations	Extended time for standardized tests. Tests will be administered in a manner prescribe by the commission for the blind and visually impaired, e.g., large print	<a href="http://iep.albinism.org/Home/example-iep/ieps/000011">http://iep.albinism.org/Home/example-iep/ieps/000011</a>
IEP	New Jersey	Ninth	14	Unknown	Equipment	Computer and Computer software	<a href="http://iep.albinism.org/Home/example-iep/ieps/000011">http://iep.albinism.org/Home/example-iep/ieps/000011</a>
IEP	New Jersey	Ninth	14	Unknown	Equipment	Large print books	<a href="http://iep.albinism.org/Home/example-iep/ieps/000011">http://iep.albinism.org/Home/example-iep/ieps/000011</a>
IEP	New Jersey	Ninth	14	Unknown	Equipment	Magnifiers	<a href="http://iep.albinism.org/Home/example-iep/ieps/000011">http://iep.albinism.org/Home/example-iep/ieps/000011</a>
IEP	New Jersey	Ninth	14	Unknown	Equipment	Jordy	<a href="http://iep.albinism.org/Home/example-iep/ieps/000011">http://iep.albinism.org/Home/example-iep/ieps/000011</a>
IEP	New Jersey	Ninth	14	Unknown	Equipment	books in audio format	<a href="http://iep.albinism.org/Home/example-iep/ieps/000011">http://iep.albinism.org/Home/example-iep/ieps/000011</a>
IEP	New Jersey	Ninth	14	Unknown	Equipment	Educationally related devices and materials for the functional use by the student as prescribed by the commission for the blind and visually impaired and child study team.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000011">http://iep.albinism.org/Home/example-iep/ieps/000011</a>
IEP	New Jersey	Ninth	14	Unknown	Accommodations	Provide instruction to increase organizational skills that will enhance independent management of aids and equipment	<a href="http://iep.albinism.org/Home/example-iep/ieps/000011">http://iep.albinism.org/Home/example-iep/ieps/000011</a>
IEP	New Jersey	Ninth	14	Unknown	Accommodations	Provide instruction in effective use of adaptive devices, e.g. Type and Speak	<a href="http://iep.albinism.org/Home/example-iep/ieps/000011">http://iep.albinism.org/Home/example-iep/ieps/000011</a>
IEP	New Jersey	Ninth	14	Unknown	Accommodations	Additional time to complete class work and tests when necessary	<a href="http://iep.albinism.org/Home/example-iep/ieps/000011">http://iep.albinism.org/Home/example-iep/ieps/000011</a>
IEP	New Jersey	Ninth	14	Unknown	Accommodations	Use preferential seating to accommodate to tasks at hand	<a href="http://iep.albinism.org/Home/example-iep/ieps/000011">http://iep.albinism.org/Home/example-iep/ieps/000011</a>
IEP	New Jersey	Ninth	14	Unknown	Accommodations	Enlarge all papers as needed	<a href="http://iep.albinism.org/Home/example-iep/ieps/000011">http://iep.albinism.org/Home/example-iep/ieps/000011</a>
IEP	New Jersey	Ninth	14	Unknown	Accommodations	Aide will review lesson plans with teachers as needed	<a href="http://iep.albinism.org/Home/example-iep/ieps/000011">http://iep.albinism.org/Home/example-iep/ieps/000011</a>
IEP	New Jersey	Ninth	14	Unknown	Accommodations	Consider adaptive devices relevant to physical education, e.g. musical balls	<a href="http://iep.albinism.org/Home/example-iep/ieps/000011">http://iep.albinism.org/Home/example-iep/ieps/000011</a>
IEP	New Jersey	Ninth	14	Unknown	Accommodations	Teacher's aide will scribe classroom notes and teacher notes should be provided	<a href="http://iep.albinism.org/Home/example-iep/ieps/000011">http://iep.albinism.org/Home/example-iep/ieps/000011</a>
IEP	New Jersey	Ninth	14	Unknown	Accommodations	Provide student with study guides when necessary	<a href="http://iep.albinism.org/Home/example-iep/ieps/000011">http://iep.albinism.org/Home/example-iep/ieps/000011</a>
IEP	New Jersey	Ninth	14	Unknown	Accommodations	Mobility and orientation evaluation and instruction as needed	<a href="http://iep.albinism.org/Home/example-iep/ieps/000011">http://iep.albinism.org/Home/example-iep/ieps/000011</a>
IEP	New Jersey	Ninth	14	Unknown	Accommodations	Have teacher proofread final draft, before handing it in for the final grade.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000011">http://iep.albinism.org/Home/example-iep/ieps/000011</a>
IEP	New Jersey	Ninth	14	Unknown	Accommodations	Prior notification for research for large projects to allow time for media adaption	<a href="http://iep.albinism.org/Home/example-iep/ieps/000011">http://iep.albinism.org/Home/example-iep/ieps/000011</a>

Document Type	State	Grade	Age	Visual Acuity	Category	Description	Actual IEP
IEP	New Jersey	Ninth	14	Unknown	Accommodations	Provide interim due dates for long term projects and assignments	<a href="http://iep.albinism.org/Home/example-iep/ieps/000011">http://iep.albinism.org/Home/example-iep/ieps/000011</a>
IEP	New Jersey	Ninth	14	Unknown	Accommodations	Written feedback on tests or work in dark marker large enough for student to read	<a href="http://iep.albinism.org/Home/example-iep/ieps/000011">http://iep.albinism.org/Home/example-iep/ieps/000011</a>
IEP	New Jersey	Ninth	14	Unknown	Accommodations	Notes provide to the student, should be typed or printed, not in cursive	<a href="http://iep.albinism.org/Home/example-iep/ieps/000011">http://iep.albinism.org/Home/example-iep/ieps/000011</a>
IEP	New Jersey	Ninth	14	Unknown	Accommodations	For class trips, the coordinator of the trip needs to notify the destination that a visually impaired person is going to be attending and will need accommodations	<a href="http://iep.albinism.org/Home/example-iep/ieps/000011">http://iep.albinism.org/Home/example-iep/ieps/000011</a>
IEP	New Jersey	Ninth	14	Unknown	Accommodations	Preferential locker placement, near the end of the row and adapted lock, if necessary	<a href="http://iep.albinism.org/Home/example-iep/ieps/000011">http://iep.albinism.org/Home/example-iep/ieps/000011</a>
IEP	New Jersey	Ninth	14	Unknown	Accommodations	Provide one exam a day - mid-term and finals to help adjust with vision fatigue	<a href="http://iep.albinism.org/Home/example-iep/ieps/000011">http://iep.albinism.org/Home/example-iep/ieps/000011</a>
IEP	New Jersey	Ninth	14	Unknown	Accommodations	Reduce the amount of work if child understands concept.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000011">http://iep.albinism.org/Home/example-iep/ieps/000011</a>
IEP	New Jersey	Eighth	13	Unknown	Short-term objectives/benchmarks	Student will accurately copy notes written by the teacher on the blackboard into own notebook with minimal assistance; 80% of the time	<a href="http://iep.albinism.org/Home/example-iep/ieps/000012">http://iep.albinism.org/Home/example-iep/ieps/000012</a>
IEP	New Jersey	Eighth	13	Unknown	Short-term objectives/benchmarks	Student will identify signal words used by a speaker as cues to what information should be recorded in note form; with minimal assistance; 80% of the time.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000012">http://iep.albinism.org/Home/example-iep/ieps/000012</a>
IEP	New Jersey	Eighth	13	Unknown	Short-term objectives/benchmarks	Student will maintain an assignment book to record short term class assignments, long term assignments and homework; with minimal assistance; 85% of the time.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000012">http://iep.albinism.org/Home/example-iep/ieps/000012</a>
IEP	New Jersey	Eighth	13	Unknown	Short-term objectives/benchmarks	Given a long term assignment, student will identify benchmark timelines for completion of various phases of the assignment; with minimal assistance; 85% of the time	<a href="http://iep.albinism.org/Home/example-iep/ieps/000012">http://iep.albinism.org/Home/example-iep/ieps/000012</a>
IEP	New Jersey	Eighth	13	Unknown	Short-term objectives/benchmarks	Student will distribute study over several days to avoid cramming at the last minute; with minimal assistance; 85% of the time	<a href="http://iep.albinism.org/Home/example-iep/ieps/000012">http://iep.albinism.org/Home/example-iep/ieps/000012</a>
IEP	New Jersey	Eighth	13	Unknown	Short-term objectives/benchmarks	Student will record assignments as they are given and ask clarifying questions of the teacher when needed; with minimal assistance; 85% of the time	<a href="http://iep.albinism.org/Home/example-iep/ieps/000012">http://iep.albinism.org/Home/example-iep/ieps/000012</a>
IEP	New Jersey	Eighth	13	Unknown	Short-term objectives/benchmarks	Student will read assigned material twice, once to get a general understanding of the content, a second time to concentrate on recalling critical pieces of information; with minimal assistance; 85% of the time	<a href="http://iep.albinism.org/Home/example-iep/ieps/000012">http://iep.albinism.org/Home/example-iep/ieps/000012</a>
IEP	New Jersey	Eighth	13	Unknown	Short-term objectives/benchmarks	Student will restate material read in own words; with minimal assistance; 85% of the time	<a href="http://iep.albinism.org/Home/example-iep/ieps/000012">http://iep.albinism.org/Home/example-iep/ieps/000012</a>
IEP	New Jersey	Eighth	13	Unknown	Short-term objectives/benchmarks	Student will keep up with daily readings; independently; as needed	<a href="http://iep.albinism.org/Home/example-iep/ieps/000012">http://iep.albinism.org/Home/example-iep/ieps/000012</a>
IEP	New Jersey	Eighth	13	Unknown	Short-term objectives/benchmarks	Students will begin to prepare for a test several days in advance, avoiding cramming at the last minute; with reminders; 95% of the time	<a href="http://iep.albinism.org/Home/example-iep/ieps/000012">http://iep.albinism.org/Home/example-iep/ieps/000012</a>
IEP	New Jersey	Eighth	13	Unknown	Short-term objectives/benchmarks	Student will review chapter and unit questions; independently; 95% of the time.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000012">http://iep.albinism.org/Home/example-iep/ieps/000012</a>
IEP	New Jersey	Eighth	13	Unknown	Short-term objectives/benchmarks	Student will, if finished with time remaining, review test and answers to ensure simple mistakes were avoided; dependently; 95% of the time	<a href="http://iep.albinism.org/Home/example-iep/ieps/000012">http://iep.albinism.org/Home/example-iep/ieps/000012</a>
IEP	New Jersey	Eighth	13	Unknown	Accommodations	Regular Education with and Aide	<a href="http://iep.albinism.org/Home/example-iep/ieps/000012">http://iep.albinism.org/Home/example-iep/ieps/000012</a>
IEP	New Jersey	Eighth	13	Unknown	Accommodations	Extended time for standardized tests. Tests will be administered in a manner prescribe by the commission for the blind and visually impaired, e.g., large print	<a href="http://iep.albinism.org/Home/example-iep/ieps/000012">http://iep.albinism.org/Home/example-iep/ieps/000012</a>
IEP	New Jersey	Eighth	13	Unknown	Equipment	Computer and Computer software	<a href="http://iep.albinism.org/Home/example-iep/ieps/000012">http://iep.albinism.org/Home/example-iep/ieps/000012</a>
IEP	New Jersey	Eighth	13	Unknown	Equipment	Large print books	<a href="http://iep.albinism.org/Home/example-iep/ieps/000012">http://iep.albinism.org/Home/example-iep/ieps/000012</a>
IEP	New Jersey	Eighth	13	Unknown	Equipment	Magnifiers	<a href="http://iep.albinism.org/Home/example-iep/ieps/000012">http://iep.albinism.org/Home/example-iep/ieps/000012</a>
IEP	New Jersey	Eighth	13	Unknown	Equipment	Jordy	<a href="http://iep.albinism.org/Home/example-iep/ieps/000012">http://iep.albinism.org/Home/example-iep/ieps/000012</a>
IEP	New Jersey	Eighth	13	Unknown	Equipment	books in audio format	<a href="http://iep.albinism.org/Home/example-iep/ieps/000012">http://iep.albinism.org/Home/example-iep/ieps/000012</a>
IEP	New Jersey	Eighth	13	Unknown	Equipment	Educationally related devices and materials for the functional use by the student as prescribed by the commission for the blind and visually impaired and child study team.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000012">http://iep.albinism.org/Home/example-iep/ieps/000012</a>
IEP	New Jersey	Eighth	13	Unknown	Accommodations	Provide instruction to increase organizational skills that will enhance independent management of aids and equipment	<a href="http://iep.albinism.org/Home/example-iep/ieps/000012">http://iep.albinism.org/Home/example-iep/ieps/000012</a>
IEP	New Jersey	Eighth	13	Unknown	Accommodations	Provide instruction in effective use of adaptive devices, e.g. Type and Speak	<a href="http://iep.albinism.org/Home/example-iep/ieps/000012">http://iep.albinism.org/Home/example-iep/ieps/000012</a>
IEP	New Jersey	Eighth	13	Unknown	Accommodations	Additional time to complete class work and tests when necessary	<a href="http://iep.albinism.org/Home/example-iep/ieps/000012">http://iep.albinism.org/Home/example-iep/ieps/000012</a>
IEP	New Jersey	Eighth	13	Unknown	Accommodations	Use preferential seating to accommodate to tasks at hand	<a href="http://iep.albinism.org/Home/example-iep/ieps/000012">http://iep.albinism.org/Home/example-iep/ieps/000012</a>
IEP	New Jersey	Eighth	13	Unknown	Accommodations	Enlarge all papers as needed	<a href="http://iep.albinism.org/Home/example-iep/ieps/000012">http://iep.albinism.org/Home/example-iep/ieps/000012</a>
IEP	New Jersey	Eighth	13	Unknown	Accommodations	Aide will review lesson plans with teachers as needed	<a href="http://iep.albinism.org/Home/example-iep/ieps/000012">http://iep.albinism.org/Home/example-iep/ieps/000012</a>
IEP	New Jersey	Eighth	13	Unknown	Accommodations	Consider adaptive devices relevant to physical education, e.g. musical balls	<a href="http://iep.albinism.org/Home/example-iep/ieps/000012">http://iep.albinism.org/Home/example-iep/ieps/000012</a>
IEP	New Jersey	Eighth	13	Unknown	Accommodations	Teacher's aide will scribe classroom notes and teacher notes should be provided	<a href="http://iep.albinism.org/Home/example-iep/ieps/000012">http://iep.albinism.org/Home/example-iep/ieps/000012</a>
IEP	New Jersey	Eighth	13	Unknown	Accommodations	Provide student with study guides when necessary	<a href="http://iep.albinism.org/Home/example-iep/ieps/000012">http://iep.albinism.org/Home/example-iep/ieps/000012</a>
IEP	New Jersey	Eighth	13	Unknown	Accommodations	Mobility and orientation evaluation and instruction as needed	<a href="http://iep.albinism.org/Home/example-iep/ieps/000012">http://iep.albinism.org/Home/example-iep/ieps/000012</a>
IEP	South Carolina	Fourth	9 20/200		Accommodations	Consultation with educational staff by vision teacher 30 minutes monthly	<a href="http://iep.albinism.org/Home/example-iep/ieps/000013">http://iep.albinism.org/Home/example-iep/ieps/000013</a>
IEP	South Carolina	Fourth	9 20/200		Accommodations	Direct teaching 45 minutes weekly for handheld devices (monocular telescope, magnifier), keyboarding skills, and assistive technology devices.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000013">http://iep.albinism.org/Home/example-iep/ieps/000013</a>
IEP	South Carolina	Fourth	9 20/200		Accommodations	Articulating monitor arm for computer, assistive technology devices as needed, preferential seating, copies of board/overhead activities as needed.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000013">http://iep.albinism.org/Home/example-iep/ieps/000013</a>
IEP	South Carolina	Fourth	9 20/200		Accommodations	Clear, bold, and enlarged copies of worksheets, tests, and overheads provided individually, verbalization of material as presented, extra time for travel and to complete visual tasks and tests	<a href="http://iep.albinism.org/Home/example-iep/ieps/000013">http://iep.albinism.org/Home/example-iep/ieps/000013</a>
IEP	South Carolina	Fourth	9 20/200		Accommodations	use of highlighter to focus on directions and important information, flexible scheduling, clarification of directions, preferred room lighting, large key calculator, scratch paper, reading guide strip, large monitor, computer screen magnification	<a href="http://iep.albinism.org/Home/example-iep/ieps/000013">http://iep.albinism.org/Home/example-iep/ieps/000013</a>
IEP	South Carolina	Fourth	9 20/200		Short-term objectives/benchmarks	The student will systematically scan presented materials left to right and top to bottom and scan classroom environment to locate information at a distance, with 80% accuracy	<a href="http://iep.albinism.org/Home/example-iep/ieps/000013">http://iep.albinism.org/Home/example-iep/ieps/000013</a>
IEP	South Carolina	Fourth	9 20/200		Short-term objectives/benchmarks	The student will seat self at most appropriate location for class activities and move self to/request close view of materials presented at a distance, with 80% accuracy	<a href="http://iep.albinism.org/Home/example-iep/ieps/000013">http://iep.albinism.org/Home/example-iep/ieps/000013</a>

Document Type	State	Grade	Age	Visual Acuity	Category	Description	Actual IEP
IEP	South Carolina	Fourth	9	20/200	Short-term objectives/benchmarks	Student will use large print test and classroom materials as requested.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000013">http://iep.albinism.org/Home/example-iep/ieps/000013</a>
IEP	South Carolina	Fourth	9	20/200	Short-term objectives/benchmarks	The student will utilize strategies for maximizing visual efficiency to complete classroom tasks, positioning materials, highlighting, using a line marker, or peer reader, with 80% accuracy.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000013">http://iep.albinism.org/Home/example-iep/ieps/000013</a>
IEP	South Carolina	Fourth	9	20/200	Short-term objectives/benchmarks	The student will learn to make safe street crossings at both controlled and uncontrolled intersections with instructors supervision, with 100% accuracy.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000013">http://iep.albinism.org/Home/example-iep/ieps/000013</a>
IEP	South Carolina	Fourth	9	20/200	Short-term objectives/benchmarks	The student will utilize the address numbering system to locate unfamiliar destinations, with 100% accuracy.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000013">http://iep.albinism.org/Home/example-iep/ieps/000013</a>
IEP	South Carolina	Fourth	9	20/200	Short-term objectives/benchmarks	The student will create a map to identify businesses located in a downtown block, with 100% accuracy.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000013">http://iep.albinism.org/Home/example-iep/ieps/000013</a>
IEP	South Carolina	Fourth	9	20/200	Short-term objectives/benchmarks	The student will use efficient visual scanning to locate indoor and outdoor objectives, with 100% accuracy.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000013">http://iep.albinism.org/Home/example-iep/ieps/000013</a>
IEP	South Carolina	Fourth	9	20/200	Short-term objectives/benchmarks	Student will use a computer keyboard with 90% accuracy and increase speed in typing to 15 wpm.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000013">http://iep.albinism.org/Home/example-iep/ieps/000013</a>
IEP	South Carolina	Fourth	9	20/200	Equipment	Magnification program	<a href="http://iep.albinism.org/Home/example-iep/ieps/000013">http://iep.albinism.org/Home/example-iep/ieps/000013</a>
IEP	South Carolina	Fourth	9	20/200	Short-term objectives/benchmarks	Student will activate, deactivate, and minimize the screen magnification program.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000013">http://iep.albinism.org/Home/example-iep/ieps/000013</a>
IEP	South Carolina	Fourth	9	20/200	Short-term objectives/benchmarks	Student will increase and decrease magnification levels of the magnification program.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000013">http://iep.albinism.org/Home/example-iep/ieps/000013</a>
IEP	South Carolina	Fourth	9	20/200	Short-term objectives/benchmarks	Student will adjust colors to preferred type.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000013">http://iep.albinism.org/Home/example-iep/ieps/000013</a>
IEP	South Carolina	Fourth	9	20/200	Short-term objectives/benchmarks	Student will scroll the windows to locate the desired information.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000013">http://iep.albinism.org/Home/example-iep/ieps/000013</a>
IEP	South Carolina	Fourth	9	20/200	Short-term objectives/benchmarks	Student will respond appropriately to common auditory signals and/or gestures in familiar contexts, 90% of the time.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000013">http://iep.albinism.org/Home/example-iep/ieps/000013</a>
IEP	South Carolina	Fourth	9	20/200	Short-term objectives/benchmarks	Student will refrain from engaging in socially unacceptable mannerisms, 90% of the time.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000013">http://iep.albinism.org/Home/example-iep/ieps/000013</a>
IEP	South Carolina	Fourth	9	20/200	Short-term objectives/benchmarks	Student will demonstrate comprehension of common facial expressions in social contexts, and/or use them effectively, 90% of the time.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000013">http://iep.albinism.org/Home/example-iep/ieps/000013</a>
IEP	South Carolina	Fourth	9	20/200	Short-term objectives/benchmarks	Student will demonstrate comprehension of conventional gestures in social contexts, and/or use them effectively, 90% of the time.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000013">http://iep.albinism.org/Home/example-iep/ieps/000013</a>
IEP	South Carolina	Fourth	9	20/200	Short-term objectives/benchmarks	Student will demonstrate appropriate self advocacy skills for needed accommodations in the general curriculum, 90% of the time.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000013">http://iep.albinism.org/Home/example-iep/ieps/000013</a>
IEP	South Carolina	Fourth	9	20/200	Accommodations	Monthly consultation for 30 minutes. Direct instruction for keyboarding skills and assistive technology devices 45 minutes per week.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000013">http://iep.albinism.org/Home/example-iep/ieps/000013</a>
IEP	South Carolina	Fourth	9	20/200	Accommodations	Orientation and Mobility, 60 minutes per month	<a href="http://iep.albinism.org/Home/example-iep/ieps/000013">http://iep.albinism.org/Home/example-iep/ieps/000013</a>
IEP	South Carolina	Fourth	9	20/200	Accommodations	English Language Arts, Social Studies, Science: standard testing with preferential seating, frequent breaks, highlighting key words in directions. The student may highlight words, phrases, sentences etc, in reading passages or test items. Large print. Student may mark their responses directly in their test booklet or on a separate piece of paper.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000013">http://iep.albinism.org/Home/example-iep/ieps/000013</a>
IEP	South Carolina	Fourth	9	20/200	Accommodations	Mathematics: preferential seating, frequent breaks, highlighting key words in directions. The student may highlight words, phrases, sentences, etc. in reading passages or test items. Large print.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000013">http://iep.albinism.org/Home/example-iep/ieps/000013</a>
IEP	South Carolina	Fourth	9	20/200	Accommodations	District Assessment: preferential seating and frequent breaks	<a href="http://iep.albinism.org/Home/example-iep/ieps/000013">http://iep.albinism.org/Home/example-iep/ieps/000013</a>
IEP	New Jersey	Kindergarten	5	20/80	Equipment	Biggy Light (windows and mac)	<a href="http://iep.albinism.org/Home/example-iep/ieps/000014">http://iep.albinism.org/Home/example-iep/ieps/000014</a>
IEP	New Jersey	Kindergarten	5	20/80	Equipment	Read, write, and type	<a href="http://iep.albinism.org/Home/example-iep/ieps/000014">http://iep.albinism.org/Home/example-iep/ieps/000014</a>
IEP	New Jersey	Kindergarten	5	20/80	Equipment	Visolette Magnifier	<a href="http://iep.albinism.org/Home/example-iep/ieps/000014">http://iep.albinism.org/Home/example-iep/ieps/000014</a>
IEP	New Jersey	Kindergarten	5	20/80	Equipment	Bar Magnifier	<a href="http://iep.albinism.org/Home/example-iep/ieps/000014">http://iep.albinism.org/Home/example-iep/ieps/000014</a>
IEP	New Jersey	Kindergarten	5	20/80	Equipment	Yellow Filter	<a href="http://iep.albinism.org/Home/example-iep/ieps/000014">http://iep.albinism.org/Home/example-iep/ieps/000014</a>
IEP	New Jersey	Kindergarten	5	20/80	Equipment	Stop-Go Raided Base and Top	<a href="http://iep.albinism.org/Home/example-iep/ieps/000014">http://iep.albinism.org/Home/example-iep/ieps/000014</a>
IEP	New Jersey	Kindergarten	5	20/80	Equipment	Keypoint Enlarger (white on black)	<a href="http://iep.albinism.org/Home/example-iep/ieps/000014">http://iep.albinism.org/Home/example-iep/ieps/000014</a>
IEP	New Jersey	Kindergarten	5	20/80	Equipment	Glu Colors	<a href="http://iep.albinism.org/Home/example-iep/ieps/000014">http://iep.albinism.org/Home/example-iep/ieps/000014</a>
IEP	New Jersey	Kindergarten	5	20/80	Equipment	Small Fluorescent Paper	<a href="http://iep.albinism.org/Home/example-iep/ieps/000014">http://iep.albinism.org/Home/example-iep/ieps/000014</a>
IEP	New Jersey	Kindergarten	5	20/80	Equipment	Large Fluorescent Paper	<a href="http://iep.albinism.org/Home/example-iep/ieps/000014">http://iep.albinism.org/Home/example-iep/ieps/000014</a>
IEP	New Jersey	Kindergarten	5	20/80	Equipment	Large Print Everyday Mathematics Journal vol 1&2	<a href="http://iep.albinism.org/Home/example-iep/ieps/000014">http://iep.albinism.org/Home/example-iep/ieps/000014</a>
IEP	New Jersey	Kindergarten	5	20/80	Short-term objectives/benchmarks	Student will move series of objects from the palm of the hand to the fingertips to put them down.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000014">http://iep.albinism.org/Home/example-iep/ieps/000014</a>
IEP	New Jersey	Kindergarten	5	20/80	Short-term objectives/benchmarks	Student will develop improved functional written communication abilities: drawing: connect dots 8 inches apart, handwriting skills: print uppercase manuscript letters using correct formation without a model, print lower case manuscript letters using correct formation without a model, leave adequate spacing between letters, numbers, & words using manuscript letters; 85% of the time	<a href="http://iep.albinism.org/Home/example-iep/ieps/000014">http://iep.albinism.org/Home/example-iep/ieps/000014</a>
IEP	New Jersey	Kindergarten	5	20/80	Equipment	slant board	<a href="http://iep.albinism.org/Home/example-iep/ieps/000014">http://iep.albinism.org/Home/example-iep/ieps/000014</a>
IEP	New Jersey	Kindergarten	5	20/80	Accommodations	Allow additional time to adjust to changes in lighting conditions	<a href="http://iep.albinism.org/Home/example-iep/ieps/000014">http://iep.albinism.org/Home/example-iep/ieps/000014</a>
IEP	New Jersey	Kindergarten	5	20/80	Accommodations	Remind to wear sunglasses	<a href="http://iep.albinism.org/Home/example-iep/ieps/000014">http://iep.albinism.org/Home/example-iep/ieps/000014</a>
IEP	New Jersey	Kindergarten	5	20/80	Accommodations	Use traditional age-appropriate fine motor manipulatives unless parts are smaller than 1/2 to 1 inch; lent it is recommended that she use larger versions.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000014">http://iep.albinism.org/Home/example-iep/ieps/000014</a>
IEP	New Jersey	Kindergarten	5	20/80	Accommodations	Use brightly colored materials offering good contrast to background.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000014">http://iep.albinism.org/Home/example-iep/ieps/000014</a>
IEP	New Jersey	Kindergarten	5	20/80	Accommodations	Use work-play tray or other devices to contain needed materials in a defined space.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000014">http://iep.albinism.org/Home/example-iep/ieps/000014</a>
IEP	New Jersey	Kindergarten	5	20/80	Accommodations	Demonstrate desired skills at student's desktop	<a href="http://iep.albinism.org/Home/example-iep/ieps/000014">http://iep.albinism.org/Home/example-iep/ieps/000014</a>
IEP	New Jersey	Kindergarten	5	20/80	Accommodations	Encourage use of tactile skills to supplement use of vision when appropriate	<a href="http://iep.albinism.org/Home/example-iep/ieps/000014">http://iep.albinism.org/Home/example-iep/ieps/000014</a>
IEP	New Jersey	Kindergarten	5	20/80	Accommodations	Give samples of shapes, numbers and letters to child at desktop during group lessons for close viewing	<a href="http://iep.albinism.org/Home/example-iep/ieps/000014">http://iep.albinism.org/Home/example-iep/ieps/000014</a>

Document Type	State	Grade	Age	Visual Acuity	Category	Description	Actual IEP
IEP	New Jersey	Kindergarten	5	20/80	Accommodations	Use reading readiness materials offering high contrast and larger size, although most reading materials at this level are already in large print.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000014">http://iep.albinism.org/Home/example-iep/ieps/000014</a>
IEP	New Jersey	Kindergarten	5	20/80	Accommodations	Alphabet strip at student table	<a href="http://iep.albinism.org/Home/example-iep/ieps/000014">http://iep.albinism.org/Home/example-iep/ieps/000014</a>
IEP	New Jersey	Kindergarten	5	20/80	Accommodations	Use of a white board	<a href="http://iep.albinism.org/Home/example-iep/ieps/000014">http://iep.albinism.org/Home/example-iep/ieps/000014</a>
IEP	New Jersey	Kindergarten	5	20/80	Accommodations	Preferential seating for distance tasks: center front.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000014">http://iep.albinism.org/Home/example-iep/ieps/000014</a>
IEP	New Jersey	Kindergarten	5	20/80	Accommodations	Seat student close to presenter, with preferred field of vision directed toward presenter	<a href="http://iep.albinism.org/Home/example-iep/ieps/000014">http://iep.albinism.org/Home/example-iep/ieps/000014</a>
IEP	New Jersey	Kindergarten	5	20/80	Accommodations	Provide seating so that held is eye level with materials being presented.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000014">http://iep.albinism.org/Home/example-iep/ieps/000014</a>
IEP	New Jersey	Kindergarten	5	20/80	Accommodations	Give student individual copies of materials such as calendars, flash cards, pictures, etc. that are being held by presenter.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000014">http://iep.albinism.org/Home/example-iep/ieps/000014</a>
IEP	New Jersey	Kindergarten	5	20/80	Accommodations	Provide verbal descriptions of materials/experiences and clear directions during lessons.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000014">http://iep.albinism.org/Home/example-iep/ieps/000014</a>
IEP	New Jersey	Kindergarten	5	20/80	Accommodations	Provide opportunities for child to preview or review materials that must be presented at a distance during a lesson.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000014">http://iep.albinism.org/Home/example-iep/ieps/000014</a>
IEP	New Jersey	Kindergarten	5	20/80	Accommodations	Offer developmentally appropriate instruction in visual perceptual skills.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000014">http://iep.albinism.org/Home/example-iep/ieps/000014</a>
IEP	New Jersey	Kindergarten	5	20/80	Accommodations	Use large simple and realistic pictures with strong figure-ground contrast.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000014">http://iep.albinism.org/Home/example-iep/ieps/000014</a>
IEP	New Jersey	Kindergarten	5	20/80	Accommodations	See recommendations for circle/small group above.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000014">http://iep.albinism.org/Home/example-iep/ieps/000014</a>
IEP	New Jersey	Kindergarten	5	20/80	Accommodations	Provide verbal descriptions of pictures in books.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000014">http://iep.albinism.org/Home/example-iep/ieps/000014</a>
IEP	New Jersey	Kindergarten	5	20/80	Accommodations	Discuss small details in pictures that may be not be visible to a child with a visual impairment, even though she may be able to see the whole picture in general.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000014">http://iep.albinism.org/Home/example-iep/ieps/000014</a>
IEP	New Jersey	Kindergarten	5	20/80	Accommodations	Allow student additional time to observe pictures and books used in lessons at a close distance.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000014">http://iep.albinism.org/Home/example-iep/ieps/000014</a>
IEP	New Jersey	Kindergarten	5	20/80	Accommodations	Monitor concept development in situations where child is unable to fully view visual materials.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000014">http://iep.albinism.org/Home/example-iep/ieps/000014</a>
IEP	New Jersey	Kindergarten	5	20/80	Accommodations	Orient student to large spaces in which activities will take place.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000014">http://iep.albinism.org/Home/example-iep/ieps/000014</a>
IEP	New Jersey	Kindergarten	5	20/80	Accommodations	Use brightly colored materials offering strong contrast with environment.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000014">http://iep.albinism.org/Home/example-iep/ieps/000014</a>
IEP	New Jersey	Kindergarten	5	20/80	Accommodations	Highlight environmental features/hazards with color cues.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000014">http://iep.albinism.org/Home/example-iep/ieps/000014</a>
IEP	New Jersey	Kindergarten	5	20/80	Accommodations	Remove unnecessary obstacles/clutter	<a href="http://iep.albinism.org/Home/example-iep/ieps/000014">http://iep.albinism.org/Home/example-iep/ieps/000014</a>
IEP	New Jersey	Kindergarten	5	20/80	Accommodations	Model desired activities within the child's visual range.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000014">http://iep.albinism.org/Home/example-iep/ieps/000014</a>
IEP	New Jersey	Kindergarten	5	20/80	Accommodations	Provide clear verbal descriptions and directions during activities.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000014">http://iep.albinism.org/Home/example-iep/ieps/000014</a>
IEP	New Jersey	Kindergarten	5	20/80	Accommodations	Allow additional time/repetitions for child to track movement.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000014">http://iep.albinism.org/Home/example-iep/ieps/000014</a>
IEP	New Jersey	Kindergarten	5	20/80	Accommodations	Use form or soft materials for activities involving moving objects.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000014">http://iep.albinism.org/Home/example-iep/ieps/000014</a>
IEP	New Jersey	Kindergarten	5	20/80	Accommodations	Provide increased or individualized supervision during activities, if needed, for safety.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000014">http://iep.albinism.org/Home/example-iep/ieps/000014</a>
IEP	New Jersey	Kindergarten	5	20/80	Accommodations	Allow student to participate in physical education class in some way (keeping score, etc.), if she is unable to physically participate in the activity.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000014">http://iep.albinism.org/Home/example-iep/ieps/000014</a>
IEP	New Jersey	Kindergarten	5	20/80	Accommodations	Use extra care/supervision when moving in unfamiliar, complex or changing environments.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000014">http://iep.albinism.org/Home/example-iep/ieps/000014</a>
IEP	New Jersey	Kindergarten	5	20/80	Accommodations	Remind student to wear a hat and sunglasses when going outside and help her to apply sunblock.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000014">http://iep.albinism.org/Home/example-iep/ieps/000014</a>
IEP	New Jersey	Kindergarten	5	20/80	Accommodations	Stairs should be taped.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000014">http://iep.albinism.org/Home/example-iep/ieps/000014</a>
IEP	New Jersey	Kindergarten	5	20/80	Equipment	Colored Erasable Pencil	<a href="http://iep.albinism.org/Home/example-iep/ieps/000014">http://iep.albinism.org/Home/example-iep/ieps/000014</a>
IEP	New Jersey	Kindergarten	5	20/80	Equipment	Colored Erasable Markers	<a href="http://iep.albinism.org/Home/example-iep/ieps/000014">http://iep.albinism.org/Home/example-iep/ieps/000014</a>
IEP	New Jersey	Kindergarten	5	20/80	Equipment	Magnifying glass	<a href="http://iep.albinism.org/Home/example-iep/ieps/000014">http://iep.albinism.org/Home/example-iep/ieps/000014</a>
IEP	New Jersey	Kindergarten	5	20/80	Equipment	Raised lined, colored paper	<a href="http://iep.albinism.org/Home/example-iep/ieps/000014">http://iep.albinism.org/Home/example-iep/ieps/000014</a>
IEP	New Jersey	Kindergarten	5	20/80	Equipment	Sky-grass-dirt lined paper	<a href="http://iep.albinism.org/Home/example-iep/ieps/000014">http://iep.albinism.org/Home/example-iep/ieps/000014</a>
IEP	New Jersey	Kindergarten	5	20/80	Equipment	20/20 markers	<a href="http://iep.albinism.org/Home/example-iep/ieps/000014">http://iep.albinism.org/Home/example-iep/ieps/000014</a>
IEP	New Jersey	Kindergarten	5	20/80	Equipment	Student will have a cane with her that will be used at appropriate times.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000014">http://iep.albinism.org/Home/example-iep/ieps/000014</a>
IEP	New Jersey	Kindergarten	5	20/80	Services/Frequency	Occupational Therapy 30 minutes 1 time per week	<a href="http://iep.albinism.org/Home/example-iep/ieps/000014">http://iep.albinism.org/Home/example-iep/ieps/000014</a>
IEP	Nevada	Eighth	14	Unknown	Short-term objectives/benchmarks	Student will continue to progress in academic areas including science, social studies, math, English and Spanish as indicated by standards report cards each quarter	<a href="http://iep.albinism.org/Home/example-iep/ieps/000015">http://iep.albinism.org/Home/example-iep/ieps/000015</a>
IEP	Nevada	Eighth	14	Unknown	Short-term objectives/benchmarks	Student will appropriate request accommodations from general education teachers as measured by teacher observation.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000015">http://iep.albinism.org/Home/example-iep/ieps/000015</a>
IEP	Nevada	Eighth	14	Unknown	Short-term objectives/benchmarks	Student will utilize accommodations prescribed through the IEP process as measured by teacher observation of student achieving increased awareness and involvement in this educational program.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000015">http://iep.albinism.org/Home/example-iep/ieps/000015</a>
IEP	Nevada	Eighth	14	Unknown	Accommodations	Regular class with consultative support services 40 minutes per month	<a href="http://iep.albinism.org/Home/example-iep/ieps/000015">http://iep.albinism.org/Home/example-iep/ieps/000015</a>
IEP	Nevada	Eighth	14	Unknown	Accommodations	Large print materials as needed/requested by student	<a href="http://iep.albinism.org/Home/example-iep/ieps/000015">http://iep.albinism.org/Home/example-iep/ieps/000015</a>
IEP	Nevada	Eighth	14	Unknown	Accommodations	Preferential seating - center front of room	<a href="http://iep.albinism.org/Home/example-iep/ieps/000015">http://iep.albinism.org/Home/example-iep/ieps/000015</a>
IEP	Nevada	Eighth	14	Unknown	Accommodations	May wear hat outdoors	<a href="http://iep.albinism.org/Home/example-iep/ieps/000015">http://iep.albinism.org/Home/example-iep/ieps/000015</a>
IEP	Nevada	Eighth	14	Unknown	Accommodations	Modify PE activities that involve fast moving or small objects	<a href="http://iep.albinism.org/Home/example-iep/ieps/000015">http://iep.albinism.org/Home/example-iep/ieps/000015</a>
IEP	Nevada	Eighth	14	Unknown	Accommodations	May use student computer to complete class assignments	<a href="http://iep.albinism.org/Home/example-iep/ieps/000015">http://iep.albinism.org/Home/example-iep/ieps/000015</a>
IEP	Nevada	Eighth	14	Unknown	Accommodations	Student will be allowed to move around the room in order to see environmental print.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000015">http://iep.albinism.org/Home/example-iep/ieps/000015</a>
IEP	Nevada	Eighth	14	Unknown	Accommodations	18 font size	<a href="http://iep.albinism.org/Home/example-iep/ieps/000015">http://iep.albinism.org/Home/example-iep/ieps/000015</a>
IEP	Nevada	Eighth	14	Unknown	Accommodations	Preferential seating. Close to the teacher, board, or and activity.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000015">http://iep.albinism.org/Home/example-iep/ieps/000015</a>
IEP	Nevada	Eighth	14	Unknown	Accommodations	Verbally reinforce a new task or activity	<a href="http://iep.albinism.org/Home/example-iep/ieps/000015">http://iep.albinism.org/Home/example-iep/ieps/000015</a>
IEP	Nevada	Eighth	14	Unknown	Accommodations	High contrast material	<a href="http://iep.albinism.org/Home/example-iep/ieps/000015">http://iep.albinism.org/Home/example-iep/ieps/000015</a>
IEP	Nevada	Eighth	14	Unknown	Accommodations	Books on tape are available	<a href="http://iep.albinism.org/Home/example-iep/ieps/000015">http://iep.albinism.org/Home/example-iep/ieps/000015</a>
IEP	Nevada	Eighth	14	Unknown	Accommodations	Consultative services at 20 minutes a month	<a href="http://iep.albinism.org/Home/example-iep/ieps/000015">http://iep.albinism.org/Home/example-iep/ieps/000015</a>

Document Type	State	Grade	Age	Visual Acuity	Category	Description	Actual IEP
IEP	Nevada	Eighth	14	Unknown	Accommodations	Extra time on state proficiency examination test.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000015">http://iep.albinism.org/Home/example-iep/ieps/000015</a>
IEP	Nevada	Eighth	14	Unknown	Accommodations	Use of large print for state proficiency examination test.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000015">http://iep.albinism.org/Home/example-iep/ieps/000015</a>
IEP	Georgia	Seventh	13	20/125	Accommodations	Student uses large print and standard print with magnification. Braille instruction is not necessary.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000016">http://iep.albinism.org/Home/example-iep/ieps/000016</a>
IEP	Georgia	Seventh	13	20/125	Equipment	Zoomtext	<a href="http://iep.albinism.org/Home/example-iep/ieps/000016">http://iep.albinism.org/Home/example-iep/ieps/000016</a>
IEP	Georgia	Seventh	13	20/125	Short-term objectives/benchmarks	Develop/improve skill in using technology for near and distance viewing: 1) use various screen enhancements in ZoomText 2) Learn5 hotkeys in ZoomText 3) Use various voice features in ZoomText 4) Complete 15 lessons in the use of electronic distance-viewing technology.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000016">http://iep.albinism.org/Home/example-iep/ieps/000016</a>
IEP	Georgia	Seventh	13	20/125	Accommodations	Large print textbooks (1 set for home and 1 for school), ALL classroom tests and standardized test in large print, classroom materials enlarged if they are printed in font smaller than 14 point, dome magnifier, closed circuit TV at home, screen enlarging/screen reading software, distance viewing equipment and laptop, nor paper.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000016">http://iep.albinism.org/Home/example-iep/ieps/000016</a>
IEP	Georgia	Seventh	13	20/125	Accommodations	Student needs a hat outdoors and may need it indoors if glare is a problem.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000016">http://iep.albinism.org/Home/example-iep/ieps/000016</a>
IEP	Georgia	Seventh	13	20/125	Accommodations	Seat close to board/overhead/display/performance. Control Glare.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000016">http://iep.albinism.org/Home/example-iep/ieps/000016</a>
IEP	Georgia	Seventh	13	20/125	Accommodations	Write large on board/overhead using bold/opaque colors, preferably black.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000016">http://iep.albinism.org/Home/example-iep/ieps/000016</a>
IEP	Georgia	Seventh	13	20/125	Accommodations	Provide desk copies of board/overhead materials at the same time as her classmates, by whatever means necessary.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000016">http://iep.albinism.org/Home/example-iep/ieps/000016</a>
IEP	Georgia	Seventh	13	20/125	Accommodations	NCR paper can be used for a peer to make 2 copies of board materials as appropriate.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000016">http://iep.albinism.org/Home/example-iep/ieps/000016</a>
IEP	Georgia	Seventh	13	20/125	Accommodations	Near access, partner as needed, preview of activity and location.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000016">http://iep.albinism.org/Home/example-iep/ieps/000016</a>
IEP	Georgia	Seventh	13	20/125	Accommodations	Consult often with student to ascertain if materials are large enough for her to see comfortably. The simplest way to produce enlarged copies is to make 11/17 copy at the same time you are making copies for the rest of the class. Another easy way is to give entire workbook to the teacher for the visually impaired and she can make copies for the entire semester for you to have at hand.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000016">http://iep.albinism.org/Home/example-iep/ieps/000016</a>
IEP	Georgia	Seventh	13	20/125	Accommodations	State writing test: Any printed part of the test (instructions, etc) enlarged.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000016">http://iep.albinism.org/Home/example-iep/ieps/000016</a>
IEP	Georgia	Seventh	13	20/125	Accommodations	State tests: time: take with class; if any section not finished at the end of the standard session student may have 50% extra time in an appropriate setting to complete. Presentation: Large print and student magnifier. Response: Student will mark on large print test. Adult will transfer answer to scantron.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000016">http://iep.albinism.org/Home/example-iep/ieps/000016</a>
IEP	Georgia	Seventh	13	20/125	Accommodations	Student will be in the general ed setting except for individual instruction from the TVI. TVI will consult with student's teachers. Student will receive direct instruction weekly by TVI. These options will provide appropriate support and related services to address student's goals and academic success.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000016">http://iep.albinism.org/Home/example-iep/ieps/000016</a>
IEP	Georgia	Seventh	13	20/125	Services/Frequency	TVI - individual education .5 hours weekly and 1 hour per week consulting services.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000016">http://iep.albinism.org/Home/example-iep/ieps/000016</a>
IEP	Georgia	Seventh	13	20/125	Accommodations	Physical Education not required per doctor's letter.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000016">http://iep.albinism.org/Home/example-iep/ieps/000016</a>
IEP	Georgia	Seventh	13	20/125	Short-term objectives/benchmarks	Improve study skills 1) keep notebooks and locker well-organized 2) read passages of 100 words with at least 97% accuracy (discounting words she hasn't learned yet).	<a href="http://iep.albinism.org/Home/example-iep/ieps/000016">http://iep.albinism.org/Home/example-iep/ieps/000016</a>
IEP	Georgia	Sixth	12	20/125	Accommodations	Student uses standard and large print. Students vision is stable. Braille is not appropriate.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000017">http://iep.albinism.org/Home/example-iep/ieps/000017</a>
IEP	Georgia	Sixth	12	20/125	Equipment	Dome magnifier, large print texts, magnifier on school computer monitors, traveler at home.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000017">http://iep.albinism.org/Home/example-iep/ieps/000017</a>
IEP	Georgia	Sixth	12	20/125	Short-term objectives/benchmarks	Improve study skills 1) keep notebooks and locker well-organized 2) read passages of 100 words with at least 97% accuracy (discounting words she hasn't learned yet).	<a href="http://iep.albinism.org/Home/example-iep/ieps/000017">http://iep.albinism.org/Home/example-iep/ieps/000017</a>
IEP	Georgia	Sixth	12	20/125	Accommodations	Large print textbooks, large print classroom tests and standardized tests.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000017">http://iep.albinism.org/Home/example-iep/ieps/000017</a>
IEP	Georgia	Sixth	12	20/125	Equipment	Dome magnifier, computer monitor magnifier, electronic magnifier at home.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000017">http://iep.albinism.org/Home/example-iep/ieps/000017</a>
IEP	Georgia	Sixth	12	20/125	Accommodations	Sunscreen and hat outside.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000017">http://iep.albinism.org/Home/example-iep/ieps/000017</a>
IEP	Georgia	Sixth	12	20/125	Accommodations	2 copies of large print textbooks to accommodate student difficulty in carrying all necessary books home each day even with rolling bookbag.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000017">http://iep.albinism.org/Home/example-iep/ieps/000017</a>
IEP	Georgia	Sixth	12	20/125	Accommodations	Seat close to board/overhead/display/performance. Control Glare.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000017">http://iep.albinism.org/Home/example-iep/ieps/000017</a>
IEP	Georgia	Sixth	12	20/125	Accommodations	Write large on board/overhead using bold/opaque colors, preferably black.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000017">http://iep.albinism.org/Home/example-iep/ieps/000017</a>
IEP	Georgia	Sixth	12	20/125	Accommodations	Provide desk copies of board/overhead material that student can not see.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000017">http://iep.albinism.org/Home/example-iep/ieps/000017</a>
IEP	Georgia	Sixth	12	20/125	Accommodations	enlarge tests.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000017">http://iep.albinism.org/Home/example-iep/ieps/000017</a>
IEP	Georgia	Sixth	12	20/125	Accommodations	Print handouts in 18 point font.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000017">http://iep.albinism.org/Home/example-iep/ieps/000017</a>
IEP	Georgia	Sixth	12	20/125	Accommodations	Ensure that student has visual access to materials at the same time as classmates do.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000017">http://iep.albinism.org/Home/example-iep/ieps/000017</a>
IEP	Georgia	Sixth	12	20/125	Accommodations	Near access, partner as needed, preview of activity and location.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000017">http://iep.albinism.org/Home/example-iep/ieps/000017</a>
IEP	Georgia	Sixth	12	20/125	Accommodations	Consult often with student to ascertain if materials are large enough for her to see comfortably.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000017">http://iep.albinism.org/Home/example-iep/ieps/000017</a>
IEP	Georgia	Sixth	12	20/125	Accommodations	Testing: large print; mark answers on large print test. If any section is not finished at end of standard session, student may have 50% extra time to complete.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000017">http://iep.albinism.org/Home/example-iep/ieps/000017</a>
IEP	Georgia	Sixth	12	20/125	Accommodations	The vision teacher will consult with student's teachers. Student will receive supplemental aids and services and she will meet individually with a vision teacher.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000017">http://iep.albinism.org/Home/example-iep/ieps/000017</a>
IEP	Georgia	Sixth	12	20/125	Accommodations	TVI - individual education .5 hours weekly and 1 hour per week consultive services.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000017">http://iep.albinism.org/Home/example-iep/ieps/000017</a>
IEP	Georgia	Fifth	11	20/125	Accommodations	Student uses standard and large print. She is not a candidate for Braille.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000018">http://iep.albinism.org/Home/example-iep/ieps/000018</a>
IEP	Georgia	Fifth	11	20/125	Accommodations	Student uses a dome magnifier and large print at school. Student uses a CCTV at home as well as the magnifier and large print. Uses zoomcaps on computer and screen enlarger.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000018">http://iep.albinism.org/Home/example-iep/ieps/000018</a>

Document Type	State	Grade	Age	Visual Acuity	Category	Description	Actual IEP
IEP	Georgia	Fifth	11	20/125	Short-term objectives/benchmarks	Improve study skills 1) edit own writing for handwriting, punctuation, capitalization, sense 2) complete 15 critical reading assignments 3) keep notebooks and locker well organized	<a href="http://iep.albinism.org/Home/example-iep/ieps/000018">http://iep.albinism.org/Home/example-iep/ieps/000018</a>
IEP	Georgia	Fifth	11	20/125	Short-term objectives/benchmarks	Improve typing skills 1) complete 10 lessons of touch typing (keyboard not visible) 2) increase wpm to 10 in touch typing.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000018">http://iep.albinism.org/Home/example-iep/ieps/000018</a>
IEP	Georgia	Fifth	11	20/125	Accommodations	Student is currently using large print texts and classroom materials.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000018">http://iep.albinism.org/Home/example-iep/ieps/000018</a>
IEP	Georgia	Fifth	11	20/125	Equipment	Dome Magnifier	<a href="http://iep.albinism.org/Home/example-iep/ieps/000018">http://iep.albinism.org/Home/example-iep/ieps/000018</a>
IEP	Georgia	Fifth	11	20/125	Equipment	Computer monitor magnifier and closed circuit TV (home)	<a href="http://iep.albinism.org/Home/example-iep/ieps/000018">http://iep.albinism.org/Home/example-iep/ieps/000018</a>
IEP	Georgia	Fifth	11	20/125	Accommodations	Student wears sunscreen and a hat outside.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000018">http://iep.albinism.org/Home/example-iep/ieps/000018</a>
IEP	Georgia	Fifth	11	20/125	Accommodations	Seat close to board/overhead/display/performance. Control glare/seat with back to the window.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000018">http://iep.albinism.org/Home/example-iep/ieps/000018</a>
IEP	Georgia	Fifth	11	20/125	Accommodations	Write large on board/overhead using bold/opaque colors.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000018">http://iep.albinism.org/Home/example-iep/ieps/000018</a>
IEP	Georgia	Fifth	11	20/125	Accommodations	For overhead, letters numerals should be 4" on a screen and student should be seated within 10' for the screen.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000018">http://iep.albinism.org/Home/example-iep/ieps/000018</a>
IEP	Georgia	Fifth	11	20/125	Accommodations	All tests should be enlarged.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000018">http://iep.albinism.org/Home/example-iep/ieps/000018</a>
IEP	Georgia	Fifth	11	20/125	Accommodations	Provide desk copies of board/overhead material that student can not see. YOU can use NCR paper (provided by vision teacher) for peer to make a copy of board/overhead material that student can not see.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000018">http://iep.albinism.org/Home/example-iep/ieps/000018</a>
IEP	Georgia	Fifth	11	20/125	Accommodations	Introduce hands-on materials at the same time her classmates do.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000018">http://iep.albinism.org/Home/example-iep/ieps/000018</a>
IEP	Georgia	Fifth	11	20/125	Accommodations	No grading modifications.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000018">http://iep.albinism.org/Home/example-iep/ieps/000018</a>
IEP	Georgia	Fifth	11	20/125	Accommodations	Near access, partner as needed, preview of activity and location.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000018">http://iep.albinism.org/Home/example-iep/ieps/000018</a>
IEP	Georgia	Fifth	11	20/125	Accommodations	Particularly in the first weeks of school, student may benefit from having a buddy as she changes classes, goes to her locker, etc.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000018">http://iep.albinism.org/Home/example-iep/ieps/000018</a>
IEP	Georgia	Fifth	11	20/125	Accommodations	Testing: large print; mark answers on large print test.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000018">http://iep.albinism.org/Home/example-iep/ieps/000018</a>
IEP	Georgia	Fifth	11	20/125	Accommodations	TVI - individual education 2 hours weekly and 1 hour per week consultive services.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000018">http://iep.albinism.org/Home/example-iep/ieps/000018</a>
504	Washington	Fourth	9	20/100	Accommodations	Seat student in the front of the room facing away from windows where incoming light can cause glare and make it more difficult to see.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000019">http://iep.albinism.org/Home/example-iep/ieps/000019</a>
504	Washington	Fourth	9	20/100	Accommodations	Presentations on TV or computer should be eye level.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000019">http://iep.albinism.org/Home/example-iep/ieps/000019</a>
504	Washington	Fourth	9	20/100	Accommodations	Print size should be at least 18 point, when possible. Although student can see smaller print, 18 point print would allow student to concentrate on reading and allow for a more comfortable position. When possible use computer font without serifs like Arial and Comic San MC.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000019">http://iep.albinism.org/Home/example-iep/ieps/000019</a>
504	Washington	Fourth	9	20/100	Accommodations	Provide clear, high contrast copies of handouts.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000019">http://iep.albinism.org/Home/example-iep/ieps/000019</a>
504	Washington	Fourth	9	20/100	Accommodations	Allow extra time, as needed to complete activities. On assignments, time an a half is generally allowed for visually impaired students.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000019">http://iep.albinism.org/Home/example-iep/ieps/000019</a>
504	Washington	Fourth	9	20/100	Accommodations	Vary near and far tasks, allowing him to take breaks to rest eyes and back.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000019">http://iep.albinism.org/Home/example-iep/ieps/000019</a>
504	Washington	Fourth	9	20/100	Accommodations	Computer tests and bubble sheets may need to be written or scribed for him.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000019">http://iep.albinism.org/Home/example-iep/ieps/000019</a>
504	Washington	Fourth	9	20/100	Accommodations	Provide student with a copy of materials presented at a distance. This may include information on the overhead, charts on wall, etc. Allow student to move closer and ask him if he can see the items presented.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000019">http://iep.albinism.org/Home/example-iep/ieps/000019</a>
504	Washington	Fourth	9	20/100	Accommodations	Verbalize as much as possible.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000019">http://iep.albinism.org/Home/example-iep/ieps/000019</a>
504	Washington	Fourth	9	20/100	Accommodations	Allow student to hold head in a position that is comfortable for him. His nystagmus appears to slow at a point left of midline.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000019">http://iep.albinism.org/Home/example-iep/ieps/000019</a>
504	Washington	Fourth	9	20/100	Accommodations	Get student's attention before giving directions, tell student how to pay attention (Look at me while I talk; watch my eyes while I speak...)	<a href="http://iep.albinism.org/Home/example-iep/ieps/000019">http://iep.albinism.org/Home/example-iep/ieps/000019</a>
504	Washington	Fourth	9	20/100	Accommodations	Attempt to actively involve student in lessons (e.g. cooperative learning).	<a href="http://iep.albinism.org/Home/example-iep/ieps/000019">http://iep.albinism.org/Home/example-iep/ieps/000019</a>
504	Washington	Fourth	9	20/100	Accommodations	Program student for transitions. Give advance warning of when a transition is going to take place (Now we are completing the worksheet, next we will...) and expectations for the transitions (and you will need...).	<a href="http://iep.albinism.org/Home/example-iep/ieps/000019">http://iep.albinism.org/Home/example-iep/ieps/000019</a>
504	Washington	Fourth	9	20/100	Accommodations	Have specific locations for all materials (pencils pouches, tabs in notebooks, etc.)	<a href="http://iep.albinism.org/Home/example-iep/ieps/000019">http://iep.albinism.org/Home/example-iep/ieps/000019</a>
504	Washington	Fourth	9	20/100	Accommodations	When running allow student to go at a slower pace, watch to make sure student is staying on their feet. If student does trip ask students to be careful not to run over him.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000019">http://iep.albinism.org/Home/example-iep/ieps/000019</a>
504	Washington	Fourth	9	20/100	Accommodations	Catching an object is harder for student. The object needs to be closer and bigger than for others his age.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000019">http://iep.albinism.org/Home/example-iep/ieps/000019</a>
504	Washington	Fourth	9	20/100	Accommodations	During calisthenics he is required to try all exercises, but allowances in grading are made.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000019">http://iep.albinism.org/Home/example-iep/ieps/000019</a>
504	Washington	Fourth	9	20/100	Accommodations	Watch student to see if the particular task is too hard but encourage student to try.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000019">http://iep.albinism.org/Home/example-iep/ieps/000019</a>
504	Washington	Fourth	9	20/100	Accommodations	Student will be allowed to continue to work on each subtest as long as he is productively engaged.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000019">http://iep.albinism.org/Home/example-iep/ieps/000019</a>
504	Washington	Fourth	9	20/100	Accommodations	Student will be allowed to use magnifier, noise buffers, large print dictionaries, spell checker, thesaurus, and calculators when appropriate on the standardized exam.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000019">http://iep.albinism.org/Home/example-iep/ieps/000019</a>
504	Washington	Fourth	9	20/100	Accommodations	A read will read mathematics or science items verbatim and a scribe can be used on written work. A scribe will be allowed to record student's responses verbatim.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000019">http://iep.albinism.org/Home/example-iep/ieps/000019</a>
504	Washington	Fourth	9	20/100	Accommodations	Student will be allowed to isolate portions of the assessment page to focus students attention.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000019">http://iep.albinism.org/Home/example-iep/ieps/000019</a>
504	Washington	Fourth	9	20/100	Accommodations	Large print editions of the assessment are allowed.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000019">http://iep.albinism.org/Home/example-iep/ieps/000019</a>
IFSP	Michigan	Preschool Age 2	2	20/200	Long-term Goal	Student will improve near vision skills	<a href="http://iep.albinism.org/Home/example-iep/ieps/000020">http://iep.albinism.org/Home/example-iep/ieps/000020</a>

Document Type	State	Grade	Age	Visual Acuity	Category	Description	Actual IEP
IFSP	Michigan	Preschool Age 2	2	20/200	Short-term objectives/benchmarks	Student will improve near vision skills to the 24 month level. Nearly achieved. Student lacks only two skills to 100% of all birth to 25 month skills. Both skills involve scribbling/imitating marks with a crayon. Student will work with a crayon briefly, but is not really interested.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000020">http://iep.albinism.org/Home/example-iep/ieps/000020</a>
IFSP	Michigan	Preschool Age 2	2	20/200	Short-term objectives/benchmarks	Student will visually match real object to pictures. Achieved. Student will see a picture and go wherever in his home the real object is located and bring it to the parent or teacher. For example, seeing a picture of a spoon student went to the kitchen and got a spoon, a star to his bedroom to get a glow in the dark star, a cow to get his stuffed toy cow, etc.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000020">http://iep.albinism.org/Home/example-iep/ieps/000020</a>
IFSP	Michigan	Preschool Age 2	2	20/200	Long-term Goal	Student will improve fine motor and eye/hand coordination skills.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000020">http://iep.albinism.org/Home/example-iep/ieps/000020</a>
IFSP	Michigan	Preschool Age 2	2	20/200	Short-term objectives/benchmarks	Student will complete a three piece form board. Achieved. Student will complete the APH 4 piece form board with circle, square, triangle and heart when assembled in any order.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000020">http://iep.albinism.org/Home/example-iep/ieps/000020</a>
IFSP	Michigan	Preschool Age 2	2	20/200	Short-term objectives/benchmarks	Student will put 5-6 objects through a small opening. Achieved. Student will put toy cookies into a cookie jar when the slot is facing him and when it is positioned to his side.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000020">http://iep.albinism.org/Home/example-iep/ieps/000020</a>
IFSP	Michigan	Preschool Age 2	2	20/200	Accommodations	Student works best with larger, uncluttered pictures although he notices and points out pictures about one inch. Bold colors are more easily seen than pastels. Good figure-ground contrast is essential for him.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000020">http://iep.albinism.org/Home/example-iep/ieps/000020</a>
IFSP	Michigan	Preschool Age 2	2	20/200	Services/Frequency	Early child hood program; 3x per week 1 hour. Parents will attend and reinforce skills at home.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000020">http://iep.albinism.org/Home/example-iep/ieps/000020</a>
IFSP	Michigan	Preschool Age 2	2	20/200	Services/Frequency	PT consultant; 15 mins 3-4 x per month at early childhood center	<a href="http://iep.albinism.org/Home/example-iep/ieps/000020">http://iep.albinism.org/Home/example-iep/ieps/000020</a>
IFSP	Michigan	Preschool Age 2	2	20/200	Services/Frequency	OT consultant; 15 mins 3-4x per month at early childhood center.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000020">http://iep.albinism.org/Home/example-iep/ieps/000020</a>
IFSP	Michigan	Preschool Age 2	2	20/200	Services/Frequency	Speech language 15-20 mins 3-4x per month at early childhood center.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000020">http://iep.albinism.org/Home/example-iep/ieps/000020</a>
IFSP	Michigan	Preschool Age 2	2	20/200	Services/Frequency	TVI 1 hour 2x per month at early childhood center	<a href="http://iep.albinism.org/Home/example-iep/ieps/000020">http://iep.albinism.org/Home/example-iep/ieps/000020</a>
IFSP	Michigan	Preschool Age 2	2	20/200	Services/Frequency	Student will receive the majority of his special education services in the language play based early intervention classroom of the Early Childhood center. Parents interaction education and support groups will be available at the center.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000020">http://iep.albinism.org/Home/example-iep/ieps/000020</a>
IFSP	Michigan	Preschool Age 2	2	20/200	Services/Frequency	A parent will be present during therapy services so they can generalize techniques learned at school to the home environment. Home consultation services will be reinforced from the classroom to home.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000020">http://iep.albinism.org/Home/example-iep/ieps/000020</a>
IFSP	Michigan	Preschool Age 2	2	20/200	Services/Frequency	Student will attend the early intervention program with his parents for the school year His parents will reinforce skills at home.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000020">http://iep.albinism.org/Home/example-iep/ieps/000020</a>
IFSP	Michigan	Preschool Age 2	2	20/200	Services/Frequency	Student's developmental needs will be addressed twice during the summer months. Times and dates to be determined.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000020">http://iep.albinism.org/Home/example-iep/ieps/000020</a>
IFSP	Michigan	Preschool Age 2	2	20/200	Services/Frequency	Parents will provide transportation to and from school. School will reimburse parents for mileage.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000020">http://iep.albinism.org/Home/example-iep/ieps/000020</a>
IFSP	Michigan	Preschool Age 2	2	20/200	Long-term Goal	Improve expressive language skills 1) imitate single words for requesting toys/snacks 4/5 times 2) imitate 2 + word combinations for requesting at school 4/5 times 3) spontaneously use 1-2 words for requesting and commanding 3/5x	<a href="http://iep.albinism.org/Home/example-iep/ieps/000020">http://iep.albinism.org/Home/example-iep/ieps/000020</a>
IFSP	Michigan	Preschool Age 2	2	20/200	Long-term Goal	Student will improve eye contact. 1) student will make eye contact with adults on request 3/4x 2) student will make eye contact with peers on request 3/4 times 3) student will make eye contact during circle time 2x per class.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000020">http://iep.albinism.org/Home/example-iep/ieps/000020</a>
IFSP	Michigan	Preschool Age 1	1	20/200	Accommodations	Braille instruction not necessary	<a href="http://iep.albinism.org/Home/example-iep/ieps/000021">http://iep.albinism.org/Home/example-iep/ieps/000021</a>
IFSP	Michigan	Preschool Age 1	1	20/200	Long-term Goal	Student will improve gross motor skills 1) student will attain 9-12 month skills using the Oregon Project criteria. Achieved 100% of skills to the 12 month level 2) Student will cruise stationary objects. Achieved. Student cruises left and right fluidly.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000021">http://iep.albinism.org/Home/example-iep/ieps/000021</a>
IFSP	Michigan	Preschool Age 1	1	20/200	Long-term Goal	Student will improve visual skills 1) Student will visually shift attention between two objects without an auditory cue. Achieved. Student shifts gaze well even at the ends of his peripheral field. 2) Student will track lights/objects horizontally and vertically. Achieved. Student can track both directions. The nystagmus can interfere at times but he is able to track with head turn easily.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000021">http://iep.albinism.org/Home/example-iep/ieps/000021</a>
IFSP	Michigan	Preschool Age 1	1	20/200	Long-term Goal	Student will use his eyes and hands together to perform fine motor activities. 1) Student will attain 9 months skills using the Oregon Project criteria. Achieved. Student demonstrates 100% of skills to the 12 month level and 10% of the 1-2 year skills. 2) Student will transfer objects from one hand to the other. Achieved. Student has smooth transfer when seated or leaning on a solid object for support. 3) Student will demonstrate visually directed reach and grasp. Achieved. Student reaches accurately in all directions to obtain toys.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000021">http://iep.albinism.org/Home/example-iep/ieps/000021</a>
IFSP	Michigan	Preschool Age 1	1	20/200	Long-term Goal	Improve Communication Skills 1) give/show/point to objects when requested 8/10 times 2) Imitate gestures to songs and finger plays 8/10 times 3) Imitate word or word approximations 8/10 times	<a href="http://iep.albinism.org/Home/example-iep/ieps/000021">http://iep.albinism.org/Home/example-iep/ieps/000021</a>
IFSP	Michigan	Preschool Age 1	1	20/200	Long-term Goal	Student will improve visual skills 1) Student will improve vision skills to the 24 month level using the Oregon Project for VI 2) Student will visually match real object to pictures.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000021">http://iep.albinism.org/Home/example-iep/ieps/000021</a>
IFSP	Michigan	Preschool Age 1	1	20/200	Long-term Goal	Student will improve fine motor eye/hand and coordination skills to the 24 month level using the Oregon Project for VI children. 1) Student will complete a 3 piece form board 2) Student will put 5-6 objects through small openings.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000021">http://iep.albinism.org/Home/example-iep/ieps/000021</a>
IFSP	Michigan	Preschool Age 1	1	20/200	Services/Frequency	Early child hood program; 2x per week 1 hour. Parents will attend and reinforce skills at home.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000021">http://iep.albinism.org/Home/example-iep/ieps/000021</a>
IFSP	Michigan	Preschool Age 1	1	20/200	Services/Frequency	TVI 45 mins 2x per month at early childhood center	<a href="http://iep.albinism.org/Home/example-iep/ieps/000021">http://iep.albinism.org/Home/example-iep/ieps/000021</a>

Document Type	State	Grade	Age	Visual Acuity	Category	Description	Actual IEP
IFSP	Michigan	Preschool Age 1	1	20/200	Services/Frequency	PT consultant; 45 mins 2 x per month at early childhood center	<a href="http://iep.albinism.org/Home/example-iep/ieps/000021">http://iep.albinism.org/Home/example-iep/ieps/000021</a>
IFSP	Michigan	Preschool Age 1	1	20/200	Services/Frequency	OT consultant; 15 mins 1 per month at early childhood center.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000021">http://iep.albinism.org/Home/example-iep/ieps/000021</a>
IFSP	Michigan	Preschool Age 1	1	20/200	Services/Frequency	Speech language 10-15 mins 2-3x per month at early childhood center.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000021">http://iep.albinism.org/Home/example-iep/ieps/000021</a>
IFSP	Michigan	Preschool Age 1	1	20/200	Services/Frequency	Orientation and Mobility 15 mins per month at home	<a href="http://iep.albinism.org/Home/example-iep/ieps/000021">http://iep.albinism.org/Home/example-iep/ieps/000021</a>
IFSP	Michigan	Preschool Age 1	1	20/200	Services/Frequency	Parents will be reimbursed for mileage to and from school.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000021">http://iep.albinism.org/Home/example-iep/ieps/000021</a>
IFSP	Michigan	Preschool Age 0	0	20/200	Long-term Goal	Student will improve visual skills. 1) Student will visually shift attention between two objects without an auditory cue. 3/4 times 2) Student will track lights/objects horizontally and vertically 3/4 times 3) Student will attain 9 month visual skills using the Oregon Project for Visually Impaired and Blind Preschool children.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000022">http://iep.albinism.org/Home/example-iep/ieps/000022</a>
IFSP	Michigan	Preschool Age 0	0	20/200	Long-term Goal	Student will use his eyes and hands together to perform fine motor activities. 1) Student will attain 9 months skills using the Oregon Project criteria. Achieved. 2) Student will transfer objects from one hand to the other. 3) Student will demonstrate visually directed reach and grasp.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000022">http://iep.albinism.org/Home/example-iep/ieps/000022</a>
IFSP	Michigan	Preschool Age 0	0	20/200	Short-term objectives/benchmarks	Stares at source of light	<a href="http://iep.albinism.org/Home/example-iep/ieps/000022">http://iep.albinism.org/Home/example-iep/ieps/000022</a>
IFSP	Michigan	Preschool Age 0	0	20/200	Short-term objectives/benchmarks	Visually begins to explore surroundings; momentary focus (5-10 sec.) on variety of objects	<a href="http://iep.albinism.org/Home/example-iep/ieps/000022">http://iep.albinism.org/Home/example-iep/ieps/000022</a>
IFSP	Michigan	Preschool Age 0	0	20/200	Short-term objectives/benchmarks	Visually shifts attention between 2 objects.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000022">http://iep.albinism.org/Home/example-iep/ieps/000022</a>
IFSP	Michigan	Preschool Age 0	0	20/200	Short-term objectives/benchmarks	Regards own hands.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000022">http://iep.albinism.org/Home/example-iep/ieps/000022</a>
IFSP	Michigan	Preschool Age 0	0	20/200	Short-term objectives/benchmarks	Tracks objects moving horizontally and vertically	<a href="http://iep.albinism.org/Home/example-iep/ieps/000022">http://iep.albinism.org/Home/example-iep/ieps/000022</a>
IFSP	Michigan	Preschool Age 0	0	20/200	Short-term objectives/benchmarks	Has visually-directed reach and grasp	<a href="http://iep.albinism.org/Home/example-iep/ieps/000022">http://iep.albinism.org/Home/example-iep/ieps/000022</a>
IFSP	Michigan	Preschool Age 0	0	20/200	Short-term objectives/benchmarks	Visually examines objects held in own hand	<a href="http://iep.albinism.org/Home/example-iep/ieps/000022">http://iep.albinism.org/Home/example-iep/ieps/000022</a>
IFSP	Michigan	Preschool Age 0	0	20/200	Short-term objectives/benchmarks	Rescues toy dropped within reach	<a href="http://iep.albinism.org/Home/example-iep/ieps/000022">http://iep.albinism.org/Home/example-iep/ieps/000022</a>
IFSP	Michigan	Preschool Age 0	0	20/200	Short-term objectives/benchmarks	While sitting, tracks a toy moving across the table	<a href="http://iep.albinism.org/Home/example-iep/ieps/000022">http://iep.albinism.org/Home/example-iep/ieps/000022</a>
IFSP	Michigan	Preschool Age 0	0	20/200	Short-term objectives/benchmarks	Turns to look for objects out of view	<a href="http://iep.albinism.org/Home/example-iep/ieps/000022">http://iep.albinism.org/Home/example-iep/ieps/000022</a>
IFSP	Michigan	Preschool Age 0	0	20/200	Short-term objectives/benchmarks	Look after toys which fall to the floor when child is sitting in chair	<a href="http://iep.albinism.org/Home/example-iep/ieps/000022">http://iep.albinism.org/Home/example-iep/ieps/000022</a>
IFSP	Michigan	Preschool Age 0	0	20/200	Short-term objectives/benchmarks	Removes cover to obtain toy which was hidden	<a href="http://iep.albinism.org/Home/example-iep/ieps/000022">http://iep.albinism.org/Home/example-iep/ieps/000022</a>
IFSP	Michigan	Preschool Age 0	0	20/200	Short-term objectives/benchmarks	Responds appropriately to familiar gestures of adult	<a href="http://iep.albinism.org/Home/example-iep/ieps/000022">http://iep.albinism.org/Home/example-iep/ieps/000022</a>
IFSP	Michigan	Preschool Age 0	0	20/200	Short-term objectives/benchmarks	Interested in pictures in books and turns books right side up	<a href="http://iep.albinism.org/Home/example-iep/ieps/000022">http://iep.albinism.org/Home/example-iep/ieps/000022</a>
IFSP	Michigan	Preschool Age 0	0	20/200	Short-term objectives/benchmarks	Interested in things which roll: balls cars	<a href="http://iep.albinism.org/Home/example-iep/ieps/000022">http://iep.albinism.org/Home/example-iep/ieps/000022</a>
IFSP	Michigan	Preschool Age 0	0	20/200	Short-term objectives/benchmarks	Reaches or moves behind barrier to obtain toy	<a href="http://iep.albinism.org/Home/example-iep/ieps/000022">http://iep.albinism.org/Home/example-iep/ieps/000022</a>
IFSP	Michigan	Preschool Age 0	0	20/200	Short-term objectives/benchmarks	Inverts bottle to obtain raisin inside	<a href="http://iep.albinism.org/Home/example-iep/ieps/000022">http://iep.albinism.org/Home/example-iep/ieps/000022</a>
IFSP	Michigan	Preschool Age 0	0	20/200	Short-term objectives/benchmarks	Matches real object to picture (may be identical)	<a href="http://iep.albinism.org/Home/example-iep/ieps/000022">http://iep.albinism.org/Home/example-iep/ieps/000022</a>
IFSP	Michigan	Preschool Age 0	0	20/200	Short-term objectives/benchmarks	Matches 5 objects to pictures (not quite identical)	<a href="http://iep.albinism.org/Home/example-iep/ieps/000022">http://iep.albinism.org/Home/example-iep/ieps/000022</a>
IFSP	Michigan	Preschool Age 0	0	20/200	Short-term objectives/benchmarks	Interested in marking paper with crayons	<a href="http://iep.albinism.org/Home/example-iep/ieps/000022">http://iep.albinism.org/Home/example-iep/ieps/000022</a>
IFSP	Michigan	Preschool Age 0	0	20/200	Short-term objectives/benchmarks	Moves head side to side, thrusts arms about, kicks vigorously while on back.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000022">http://iep.albinism.org/Home/example-iep/ieps/000022</a>
IFSP	Michigan	Preschool Age 0	0	20/200	Short-term objectives/benchmarks	Holds head up while on stomach	<a href="http://iep.albinism.org/Home/example-iep/ieps/000022">http://iep.albinism.org/Home/example-iep/ieps/000022</a>
IFSP	Michigan	Preschool Age 0	0	20/200	Short-term objectives/benchmarks	Holds head erect while being carried upright	<a href="http://iep.albinism.org/Home/example-iep/ieps/000022">http://iep.albinism.org/Home/example-iep/ieps/000022</a>
IFSP	Michigan	Preschool Age 0	0	20/200	Short-term objectives/benchmarks	Rolls from stomach to back	<a href="http://iep.albinism.org/Home/example-iep/ieps/000022">http://iep.albinism.org/Home/example-iep/ieps/000022</a>
IFSP	Michigan	Preschool Age 0	0	20/200	Short-term objectives/benchmarks	Bears weight on hands/forearms while on stomach, lifting head and chest off floor	<a href="http://iep.albinism.org/Home/example-iep/ieps/000022">http://iep.albinism.org/Home/example-iep/ieps/000022</a>
IFSP	Michigan	Preschool Age 0	0	20/200	Short-term objectives/benchmarks	Grasps adult's fingers and pulls to sitting position	<a href="http://iep.albinism.org/Home/example-iep/ieps/000022">http://iep.albinism.org/Home/example-iep/ieps/000022</a>
IFSP	Michigan	Preschool Age 0	0	20/200	Short-term objectives/benchmarks	Maintains sitting position with some support	<a href="http://iep.albinism.org/Home/example-iep/ieps/000022">http://iep.albinism.org/Home/example-iep/ieps/000022</a>
IFSP	Michigan	Preschool Age 0	0	20/200	Short-term objectives/benchmarks	Rolls from back to stomach	<a href="http://iep.albinism.org/Home/example-iep/ieps/000022">http://iep.albinism.org/Home/example-iep/ieps/000022</a>
IFSP	Michigan	Preschool Age 0	0	20/200	Short-term objectives/benchmarks	Sits self-supported for short periods	<a href="http://iep.albinism.org/Home/example-iep/ieps/000022">http://iep.albinism.org/Home/example-iep/ieps/000022</a>
IFSP	Michigan	Preschool Age 0	0	20/200	Short-term objectives/benchmarks	While sitting, extends arms to project self from falling	<a href="http://iep.albinism.org/Home/example-iep/ieps/000022">http://iep.albinism.org/Home/example-iep/ieps/000022</a>
IFSP	Michigan	Preschool Age 0	0	20/200	Short-term objectives/benchmarks	Moves into and out of a sitting position	<a href="http://iep.albinism.org/Home/example-iep/ieps/000022">http://iep.albinism.org/Home/example-iep/ieps/000022</a>
IFSP	Michigan	Preschool Age 0	0	20/200	Short-term objectives/benchmarks	Stands with minimum support from adult	<a href="http://iep.albinism.org/Home/example-iep/ieps/000022">http://iep.albinism.org/Home/example-iep/ieps/000022</a>
IFSP	Michigan	Preschool Age 0	0	20/200	Short-term objectives/benchmarks	Pulls to stand	<a href="http://iep.albinism.org/Home/example-iep/ieps/000022">http://iep.albinism.org/Home/example-iep/ieps/000022</a>
IFSP	Michigan	Preschool Age 0	0	20/200	Short-term objectives/benchmarks	Assumes hands-and-knees crawling position	<a href="http://iep.albinism.org/Home/example-iep/ieps/000022">http://iep.albinism.org/Home/example-iep/ieps/000022</a>
IFSP	Michigan	Preschool Age 0	0	20/200	Short-term objectives/benchmarks	Moves forward in space (creeps, crawls, scoots)	<a href="http://iep.albinism.org/Home/example-iep/ieps/000022">http://iep.albinism.org/Home/example-iep/ieps/000022</a>
IFSP	Michigan	Preschool Age 0	0	20/200	Short-term objectives/benchmarks	Reaches with one hand from crawl (maintains 3-point balance)	<a href="http://iep.albinism.org/Home/example-iep/ieps/000022">http://iep.albinism.org/Home/example-iep/ieps/000022</a>
IFSP	Michigan	Preschool Age 0	0	20/200	Short-term objectives/benchmarks	Steps sideways while holding on to stationary objects	<a href="http://iep.albinism.org/Home/example-iep/ieps/000022">http://iep.albinism.org/Home/example-iep/ieps/000022</a>
IFSP	Michigan	Preschool Age 0	0	20/200	Short-term objectives/benchmarks	Stands unsupported momentarily	<a href="http://iep.albinism.org/Home/example-iep/ieps/000022">http://iep.albinism.org/Home/example-iep/ieps/000022</a>
IFSP	Michigan	Preschool Age 0	0	20/200	Short-term objectives/benchmarks	Lowers self from standing to sitting	<a href="http://iep.albinism.org/Home/example-iep/ieps/000022">http://iep.albinism.org/Home/example-iep/ieps/000022</a>
IFSP	Michigan	Preschool Age 0	0	20/200	Short-term objectives/benchmarks	Walks with one hand held	<a href="http://iep.albinism.org/Home/example-iep/ieps/000022">http://iep.albinism.org/Home/example-iep/ieps/000022</a>
504	California	Seventh	11	20/50	Accommodations	Student will be allowed to apply sunscreen after am PE and wears a hat for all outdoor activities	
504	California	Seventh	11	20/50	Accommodations	PE in the AM and ability to go to media center if sun is excessive	
504	California	Seventh	11	20/50	Accommodations	Sit near the source of instruction (written)	
504	California	Seventh	11	20/50	Accommodations	Copies of notes (when needed)	
504	California	Seventh	11	20/50	Accommodations	Be able to apply sunscreen and wear a hat in the event the class is doing an outdoor activity (and sunglasses)	
IEP	Kansas	Preschool Age 3	4	20/200	Long-term Goal	During next 36 weeks, during preschool day, student will jump down from 8", step over 3" high objects without losing his balance and alternate feet when walking up stairs, as demonstrated by 11/12 possible points on his gross motor rubric	<a href="http://iep.albinism.org/Home/example-iep/ieps/000026-1">http://iep.albinism.org/Home/example-iep/ieps/000026-1</a>
IEP	Kansas	Preschool Age 3	4	20/200	Long-term Goal	During next 36 weeks, during preschool day, student will be able to free hand picture and add one color and cut along curved heavy dark lines independently, as demonstrated by scoring 7/8 on fine motor rubric	<a href="http://iep.albinism.org/Home/example-iep/ieps/000026-1">http://iep.albinism.org/Home/example-iep/ieps/000026-1</a>
IEP	Kansas	Preschool Age 3	4	20/200	Services/Frequency	Occupational Therapy 1x per week, 45 minutes for 34 weeks	<a href="http://iep.albinism.org/Home/example-iep/ieps/000026-1">http://iep.albinism.org/Home/example-iep/ieps/000026-1</a>
IEP	Kansas	Preschool Age 3	4	20/200	Accommodations	Preferential seating	<a href="http://iep.albinism.org/Home/example-iep/ieps/000026-1">http://iep.albinism.org/Home/example-iep/ieps/000026-1</a>
IEP	Kansas	Preschool Age 3	4	20/200	Accommodations	Multi-sensory approach	<a href="http://iep.albinism.org/Home/example-iep/ieps/000026-1">http://iep.albinism.org/Home/example-iep/ieps/000026-1</a>

Document Type	State	Grade	Age	Visual Acuity	Category	Description	Actual IEP
IEP	Kansas	Preschool Age 4	5	20/200	Long-term Goal	During the next year, during motor and outdoor activities, student will be able to hop on either foot 5 times, throw a small ball over handed 10 feet and catch a playground ball with his hands, 3/4 trials	<a href="http://iep.albinism.org/Home/example-iep/ieps/000027">http://iep.albinism.org/Home/example-iep/ieps/000027</a>
IEP	Kansas	Preschool Age 4	5	20/200	Long-term Goal	During the next instructional year, when completing fine motor activities, student will draw pictures adding 5 details to each picture and will cut along simple shapes staying within the 1/4" wide line	<a href="http://iep.albinism.org/Home/example-iep/ieps/000027">http://iep.albinism.org/Home/example-iep/ieps/000027</a>
IEP	Kansas	Preschool Age 4	5	20/200	Services/Frequency	The OT will spend 30 minutes weekly in student's community preschool classroom incorporating goals into his typical daily activities. The OT will provide consultation, cross training and functional activities as appropriate to carry out learning throughout students preschool day. The OT will contact the certified teacher of the visually impaired if necessary	<a href="http://iep.albinism.org/Home/example-iep/ieps/000027">http://iep.albinism.org/Home/example-iep/ieps/000027</a>
IEP	Kansas	Preschool Age 5	4	20/200	Equipment	Rectangular hand held magnifier	<a href="http://iep.albinism.org/Home/example-iep/ieps/000028">http://iep.albinism.org/Home/example-iep/ieps/000028</a>
IEP	Kansas	Preschool Age 5	4	20/200	Equipment	Illuminated hand held magnifier	<a href="http://iep.albinism.org/Home/example-iep/ieps/000028">http://iep.albinism.org/Home/example-iep/ieps/000028</a>
IEP	Kansas	Preschool Age 5	4	20/200	Equipment	Monocular Telescope	<a href="http://iep.albinism.org/Home/example-iep/ieps/000028">http://iep.albinism.org/Home/example-iep/ieps/000028</a>
IEP	Kansas	Preschool Age 5	4	20/200	Equipment	CCTV	<a href="http://iep.albinism.org/Home/example-iep/ieps/000028">http://iep.albinism.org/Home/example-iep/ieps/000028</a>
IEP	Kansas	Preschool Age 5	4	20/200	Services/Frequency	25 minutes weekly training for rectangular hand held magnifier, illuminate hand held magnifier, monocular telescope, and CCTV. He will be monitored in the general kindergarten classroom for use of the learned skills	<a href="http://iep.albinism.org/Home/example-iep/ieps/000028">http://iep.albinism.org/Home/example-iep/ieps/000028</a>
IEP	Kansas	Preschool Age 5	4	20/200	Accommodations	Use high contrast materials	<a href="http://iep.albinism.org/Home/example-iep/ieps/000028">http://iep.albinism.org/Home/example-iep/ieps/000028</a>
IEP	Kansas	Preschool Age 5	4	20/200	Accommodations	Large print and low vision devices for assessments	<a href="http://iep.albinism.org/Home/example-iep/ieps/000028">http://iep.albinism.org/Home/example-iep/ieps/000028</a>
IEP	Ohio	Fourth	9	20/160	Identified Need	Preferential seating - close to front of room with back to window, presentations at eye level,	<a href="http://iep.albinism.org/Home/example-iep/ieps/000029">http://iep.albinism.org/Home/example-iep/ieps/000029</a>
IEP	Ohio	Fourth	9	20/160	Identified Need	to continue to use low vision aids effectively and independently	<a href="http://iep.albinism.org/Home/example-iep/ieps/000029">http://iep.albinism.org/Home/example-iep/ieps/000029</a>
IEP	Ohio	Fourth	9	20/160	Identified Need	self advocating when accommodations are needed to optimize vision	<a href="http://iep.albinism.org/Home/example-iep/ieps/000029">http://iep.albinism.org/Home/example-iep/ieps/000029</a>
IEP	Ohio	Fourth	9	20/160	Identified Need	increase ability to use technology for academic learning	<a href="http://iep.albinism.org/Home/example-iep/ieps/000029">http://iep.albinism.org/Home/example-iep/ieps/000029</a>
IEP	Ohio	Fourth	9	20/160	Long-term Goal	Use low vision aids independently, move to optimize vision in the classroom, and determine when additional accommodations are needed on 4 out of 5 observations.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000029">http://iep.albinism.org/Home/example-iep/ieps/000029</a>
IEP	Ohio	Fourth	9	20/160	Short-term objectives/benchmarks	use prescribed low vision aids consistently to assist in viewing information, materials, instructions, media and objects, both near and at a distance on 4 out of 5 observations	<a href="http://iep.albinism.org/Home/example-iep/ieps/000029">http://iep.albinism.org/Home/example-iep/ieps/000029</a>
IEP	Ohio	Fourth	9	20/160	Short-term objectives/benchmarks	inform teachers of need for adaptations or accommodations when having difficulty seeing deskwork, board work or other classroom materials, close up or at a distance on 4 out of 5 observations.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000029">http://iep.albinism.org/Home/example-iep/ieps/000029</a>
IEP	Ohio	Fourth	9	20/160	Short-term objectives/benchmarks	determine and move appropriately, or inform classroom teacher when needing to move within the classroom to best view presentations, information, board work, etc, or to participate/perform successfully on 4 out of 5 observations.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000029">http://iep.albinism.org/Home/example-iep/ieps/000029</a>
IEP	Ohio	Fourth	9	20/160	Services/Frequency	TV/Indirect Instruction/Consultation 30min 1x/month	<a href="http://iep.albinism.org/Home/example-iep/ieps/000029">http://iep.albinism.org/Home/example-iep/ieps/000029</a>
IEP	Ohio	Fourth	9	20/160	Services/Frequency	Intervention specialist/Direct instruction 30 min/week + 30 min/month with TVI	<a href="http://iep.albinism.org/Home/example-iep/ieps/000029">http://iep.albinism.org/Home/example-iep/ieps/000029</a>
IEP	Ohio	Fourth	9	20/160	Equipment	Prescribed light magnifier	<a href="http://iep.albinism.org/Home/example-iep/ieps/000029">http://iep.albinism.org/Home/example-iep/ieps/000029</a>
IEP	Ohio	Fourth	9	20/160	Equipment	Deskmate CCTV	<a href="http://iep.albinism.org/Home/example-iep/ieps/000029">http://iep.albinism.org/Home/example-iep/ieps/000029</a>
IEP	Ohio	Fourth	9	20/160	Equipment	large calculator	<a href="http://iep.albinism.org/Home/example-iep/ieps/000029">http://iep.albinism.org/Home/example-iep/ieps/000029</a>
IEP	Ohio	Fourth	9	20/160	Accommodations	Extended time when copying tasks are involved	<a href="http://iep.albinism.org/Home/example-iep/ieps/000029">http://iep.albinism.org/Home/example-iep/ieps/000029</a>
IEP	Ohio	Fourth	9	20/160	Accommodations	Desktop copies of overheads, board work or information not accessible by low vision aids.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000029">http://iep.albinism.org/Home/example-iep/ieps/000029</a>
IEP	Ohio	Fourth	9	20/160	Accommodations	second desk/table to accommodate CCTV near outlet	<a href="http://iep.albinism.org/Home/example-iep/ieps/000029">http://iep.albinism.org/Home/example-iep/ieps/000029</a>
IEP	Ohio	Fourth	9	20/160	Accommodations	dark lined paper and/or spiral notebook	<a href="http://iep.albinism.org/Home/example-iep/ieps/000029">http://iep.albinism.org/Home/example-iep/ieps/000029</a>
IEP	Ohio	Fourth	9	20/160	Accommodations	large print materials - 18 font or enlarged to 130% on 11x17 paper	<a href="http://iep.albinism.org/Home/example-iep/ieps/000029">http://iep.albinism.org/Home/example-iep/ieps/000029</a>
IEP	Ohio	Fourth	9	20/160	Accommodations	teacher avoiding being backlit	<a href="http://iep.albinism.org/Home/example-iep/ieps/000029">http://iep.albinism.org/Home/example-iep/ieps/000029</a>
IEP	Ohio	Fourth	9	20/160	Accommodations	strategies to reduce glare on materials	<a href="http://iep.albinism.org/Home/example-iep/ieps/000029">http://iep.albinism.org/Home/example-iep/ieps/000029</a>
IEP	Ohio	Fourth	9	20/160	Accommodations	large print materials for testing	<a href="http://iep.albinism.org/Home/example-iep/ieps/000029">http://iep.albinism.org/Home/example-iep/ieps/000029</a>
IEP	Ohio	Fourth	9	20/160	Accommodations	Extended time for testing	<a href="http://iep.albinism.org/Home/example-iep/ieps/000029">http://iep.albinism.org/Home/example-iep/ieps/000029</a>
IEP	Ohio	Fourth	9	20/160	Accommodations	Breaks during testing	<a href="http://iep.albinism.org/Home/example-iep/ieps/000029">http://iep.albinism.org/Home/example-iep/ieps/000029</a>
IEP	Ohio	Fourth	9	20/160	Accommodations	Transcriber for recording responses on standardized bubble testing	<a href="http://iep.albinism.org/Home/example-iep/ieps/000029">http://iep.albinism.org/Home/example-iep/ieps/000029</a>
IEP	Kansas	Preschool Age 3	3	20/200	Accommodations	Nursing Health Care Plan for application of sunscreen before going outside	<a href="http://iep.albinism.org/Home/example-iep/ieps/000030">http://iep.albinism.org/Home/example-iep/ieps/000030</a>
IEP	Kansas	Preschool Age 3	3	20/200	Identified Need	light sensitive and needs to wear hat, sunglasses and sunscreen when outdoors	<a href="http://iep.albinism.org/Home/example-iep/ieps/000030">http://iep.albinism.org/Home/example-iep/ieps/000030</a>
IEP	Kansas	Preschool Age 3	3	20/200	Identified Need	doesn't detect changes in terrain on sunny days, monitoring is indicated in new/unfamiliar environments	<a href="http://iep.albinism.org/Home/example-iep/ieps/000030">http://iep.albinism.org/Home/example-iep/ieps/000030</a>
IEP	Kansas	Preschool Age 3	3	20/200	Long-term Goal	when given instruction, demonstrate efficient pre-Braille reading and writing via the following tactual skills: a)identify same/different using texture related materials, b)identify 2 dimensional shapes, c)identify the 1 that is different from a series of 2-dimensional shapes, d)track various types of lines/tactile symbols from left to right using both hands with 80% accuracy.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000030">http://iep.albinism.org/Home/example-iep/ieps/000030</a>
IEP	Kansas	Preschool Age 3	3	20/200	Short-term objectives/benchmarks	tactually identify 2 dimensional shapes with 80% accuracy	<a href="http://iep.albinism.org/Home/example-iep/ieps/000030">http://iep.albinism.org/Home/example-iep/ieps/000030</a>
IEP	Kansas	Preschool Age 3	3	20/200	Short-term objectives/benchmarks	tactually identify the 1 that is different from a series of 2-dimensional shapes with 80% accuracy	<a href="http://iep.albinism.org/Home/example-iep/ieps/000030">http://iep.albinism.org/Home/example-iep/ieps/000030</a>
IEP	Kansas	Preschool Age 3	3	20/200	Short-term objectives/benchmarks	track various types of lines/tactile symbols from left to right using both hands with 80% accuracy	<a href="http://iep.albinism.org/Home/example-iep/ieps/000030">http://iep.albinism.org/Home/example-iep/ieps/000030</a>
IEP	Kansas	Preschool Age 3	3	20/200	Short-term objectives/benchmarks	tactually identify same/different using texture-related materials and will tactually find and identify by name each of 4 Braille letters of her first name embedded in a line of tactile symbols with 80% accuracy	<a href="http://iep.albinism.org/Home/example-iep/ieps/000030">http://iep.albinism.org/Home/example-iep/ieps/000030</a>

Document Type	State	Grade	Age	Visual Acuity	Category	Description	Actual IEP
IEP	Kansas	Preschool Age 3	3	20/200	Long-term Goal	when given instruction, demonstrate increased visual efficiency by replicating 24 different configurations using 0-6 pegs in a manipulative Braille cell pattern, following teacher demonstration, with 100% accuracy	<a href="http://iep.albinism.org/Home/example-iep/ieps/000030">http://iep.albinism.org/Home/example-iep/ieps/000030</a>
IEP	Kansas	Preschool Age 3	3	20/200	Short-term objectives/benchmarks	demonstrate increased visual efficiency by replicating 6 different configurations using 0-6 pegs in a manipulative Braille cell pattern, following teacher demonstration with 100% accuracy	<a href="http://iep.albinism.org/Home/example-iep/ieps/000030">http://iep.albinism.org/Home/example-iep/ieps/000030</a>
IEP	Kansas	Preschool Age 3	3	20/200	Short-term objectives/benchmarks	demonstrate increased visual efficiency by replicating 18 different configurations using 0-6 pegs in a manipulative Braille cell pattern following teacher demonstration with 100% accuracy	<a href="http://iep.albinism.org/Home/example-iep/ieps/000030">http://iep.albinism.org/Home/example-iep/ieps/000030</a>
IEP	Kansas	Preschool Age 3	3	20/200	Short-term objectives/benchmarks	demonstrate increased visual efficiency by replicating 24 different configurations using 0-6 pegs in a manipulative Braille cell pattern, following teacher demonstration with 100% accuracy	<a href="http://iep.albinism.org/Home/example-iep/ieps/000030">http://iep.albinism.org/Home/example-iep/ieps/000030</a>
IEP	Kansas	Preschool Age 3	3	20/200	Equipment	book stand	<a href="http://iep.albinism.org/Home/example-iep/ieps/000030">http://iep.albinism.org/Home/example-iep/ieps/000030</a>
IEP	Kansas	Preschool Age 3	3	20/200	Equipment	slant board	<a href="http://iep.albinism.org/Home/example-iep/ieps/000030">http://iep.albinism.org/Home/example-iep/ieps/000030</a>
IEP	Kansas	Preschool Age 3	3	20/200	Equipment	tactile samples of shapes/figures	<a href="http://iep.albinism.org/Home/example-iep/ieps/000030">http://iep.albinism.org/Home/example-iep/ieps/000030</a>
IEP	Kansas	Preschool Age 3	3	20/200	Accommodations	bold lines for cutting/tracing	<a href="http://iep.albinism.org/Home/example-iep/ieps/000030">http://iep.albinism.org/Home/example-iep/ieps/000030</a>
IEP	Kansas	Preschool Age 3	3	20/200	Accommodations	preferential seating - in proximity to distance visuals/teacher	<a href="http://iep.albinism.org/Home/example-iep/ieps/000030">http://iep.albinism.org/Home/example-iep/ieps/000030</a>
IEP	Kansas	Preschool Age 3	3	20/200	Accommodations	allow near inspection of visuals	<a href="http://iep.albinism.org/Home/example-iep/ieps/000030">http://iep.albinism.org/Home/example-iep/ieps/000030</a>
IEP	Kansas	Preschool Age 3	3	20/200	Accommodations	advance preview of books/personal copy of books	<a href="http://iep.albinism.org/Home/example-iep/ieps/000030">http://iep.albinism.org/Home/example-iep/ieps/000030</a>
IEP	Kansas	Preschool Age 3	3	20/200	Accommodations	good, indirect lighting	<a href="http://iep.albinism.org/Home/example-iep/ieps/000030">http://iep.albinism.org/Home/example-iep/ieps/000030</a>
IEP	Kansas	Preschool Age 3	3	20/200	Accommodations	avoid: visual presentations against a background of direct light from windows, surfaces/positioning where glare may be a problem	<a href="http://iep.albinism.org/Home/example-iep/ieps/000030">http://iep.albinism.org/Home/example-iep/ieps/000030</a>
IEP	Kansas	Preschool Age 3	3	20/200	Accommodations	provide adequate contrast (figure/ground)	<a href="http://iep.albinism.org/Home/example-iep/ieps/000030">http://iep.albinism.org/Home/example-iep/ieps/000030</a>
IEP	Kansas	Preschool Age 3	3	20/200	Accommodations	rest breaks as needed especially during near vision tasks	<a href="http://iep.albinism.org/Home/example-iep/ieps/000030">http://iep.albinism.org/Home/example-iep/ieps/000030</a>
IEP	Kansas	Preschool Age 3	3	20/200	Accommodations	use gestures/expressions accompanied by verbal cues when working with entire class	<a href="http://iep.albinism.org/Home/example-iep/ieps/000030">http://iep.albinism.org/Home/example-iep/ieps/000030</a>
IEP	Kansas	Preschool Age 3	3	20/200	Accommodations	provide verbal descriptions including small details of pictures in books during story time	<a href="http://iep.albinism.org/Home/example-iep/ieps/000030">http://iep.albinism.org/Home/example-iep/ieps/000030</a>
IEP	Kansas	Preschool Age 3	3	20/200	Accommodations	prompt to maintain eye contact during social interactions	<a href="http://iep.albinism.org/Home/example-iep/ieps/000030">http://iep.albinism.org/Home/example-iep/ieps/000030</a>
IEP	Kansas	Preschool Age 3	3	20/200	Equipment	print/Braille alphabet at eye level	<a href="http://iep.albinism.org/Home/example-iep/ieps/000030">http://iep.albinism.org/Home/example-iep/ieps/000030</a>
IEP	Kansas	Preschool Age 3	3	20/200	Equipment	variety of print /Braille books	<a href="http://iep.albinism.org/Home/example-iep/ieps/000030">http://iep.albinism.org/Home/example-iep/ieps/000030</a>
IEP	Kansas	Preschool Age 3	3	20/200	Accommodations	Braille labels alongside print labels in the classroom	<a href="http://iep.albinism.org/Home/example-iep/ieps/000030">http://iep.albinism.org/Home/example-iep/ieps/000030</a>
IEP	Kansas	Preschool Age 3	3	20/200	Services/Frequency	Orientation and Mobility services for 2 sessions for 30 minutes as student transitions to new setting	<a href="http://iep.albinism.org/Home/example-iep/ieps/000030">http://iep.albinism.org/Home/example-iep/ieps/000030</a>
IEP	Kansas	Preschool Age 3	3	20/200	Services/Frequency	direct vision services from a TVI for 30 minutes 1 day a week for 36 weeks. Services will occur in the classroom/in a private setting	<a href="http://iep.albinism.org/Home/example-iep/ieps/000030">http://iep.albinism.org/Home/example-iep/ieps/000030</a>
IEP	Maryland	Third	8	20/200	Equipment	Provide access to dedicated portable word processing device which includes: a) screen reading (and scanning of electronic text) b) word prediction and text to speech software c) Microsoft office d) screen magnification e) keyboarding program f) CD player to read digital text g) enlarge cursor h) keyboard stickers with high contrast i) consider printing options (i.e. dedicated and/or network) j) cart	<a href="http://iep.albinism.org/Home/example-iep/ieps/000031">http://iep.albinism.org/Home/example-iep/ieps/000031</a>
IEP	Maryland	Third	8	20/200	Services/Frequency	Provide training for student, staff, parents, etc to ensure full implementation of technology strategies across all academic environments	<a href="http://iep.albinism.org/Home/example-iep/ieps/000031">http://iep.albinism.org/Home/example-iep/ieps/000031</a>
IEP	Maryland	Third	8	20/200	Accommodations	Large Print	<a href="http://iep.albinism.org/Home/example-iep/ieps/000031">http://iep.albinism.org/Home/example-iep/ieps/000031</a>
IEP	Maryland	Third	8	20/200	Equipment	Magnification Devices	<a href="http://iep.albinism.org/Home/example-iep/ieps/000031">http://iep.albinism.org/Home/example-iep/ieps/000031</a>
IEP	Maryland	Third	8	20/200	Equipment	Books on Tape	<a href="http://iep.albinism.org/Home/example-iep/ieps/000031">http://iep.albinism.org/Home/example-iep/ieps/000031</a>
IEP	Maryland	Third	8	20/200	Equipment	Recorded Books	<a href="http://iep.albinism.org/Home/example-iep/ieps/000031">http://iep.albinism.org/Home/example-iep/ieps/000031</a>
IEP	Maryland	Third	8	20/200	Accommodations	Testing: Scribe and large print response book	<a href="http://iep.albinism.org/Home/example-iep/ieps/000031">http://iep.albinism.org/Home/example-iep/ieps/000031</a>
IEP	Maryland	Third	8	20/200	Accommodations	Extended time up to 200%	<a href="http://iep.albinism.org/Home/example-iep/ieps/000031">http://iep.albinism.org/Home/example-iep/ieps/000031</a>
IEP	Maryland	Third	8	20/200	Accommodations	Preferential seating to maximize benefits from Visual cues	<a href="http://iep.albinism.org/Home/example-iep/ieps/000031">http://iep.albinism.org/Home/example-iep/ieps/000031</a>
IEP	Maryland	Third	8	20/200	Accommodations	Large print materials and textbooks, audio recording of required readings may be substituted for or supplemented to large print, audio-format materials e.g. talking books.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000031">http://iep.albinism.org/Home/example-iep/ieps/000031</a>
IEP	Maryland	Third	8	20/200	Accommodations	Have student site where they can best see instructional materials/teacher/overhead. Preferential seating near point of instruction due to vision difficulties	<a href="http://iep.albinism.org/Home/example-iep/ieps/000031">http://iep.albinism.org/Home/example-iep/ieps/000031</a>
IEP	Maryland	Third	8	20/200	Accommodations	Student is excused from cursive writing lessons	<a href="http://iep.albinism.org/Home/example-iep/ieps/000031">http://iep.albinism.org/Home/example-iep/ieps/000031</a>
IEP	Maryland	Third	8	20/200	Accommodations	Student is allowed to bring wheeled backpack to and from school to aid in transporting heavy large print text books and laptop	<a href="http://iep.albinism.org/Home/example-iep/ieps/000031">http://iep.albinism.org/Home/example-iep/ieps/000031</a>
IEP	Maryland	Third	8	20/200	Accommodations	Student should be given enlarged text copies of instructional materials that are written on the blackboard or overhead.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000031">http://iep.albinism.org/Home/example-iep/ieps/000031</a>
IEP	Maryland	Third	8	20/200	Short-term objectives/benchmarks	Student will improve typing speed to 16 words per minute while maintaining 85% accuracy.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000031">http://iep.albinism.org/Home/example-iep/ieps/000031</a>
IEP	Maryland	Third	8	20/200	Short-term objectives/benchmarks	Student will read third grade materials using left-right tracking of a hand-held magnifier to access regular print.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000031">http://iep.albinism.org/Home/example-iep/ieps/000031</a>
IEP	Maryland	Third	8	20/200	Short-term objectives/benchmarks	Student will ready documents using top-bottom tracking of a hand-held magnifier to access regular print.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000031">http://iep.albinism.org/Home/example-iep/ieps/000031</a>
IEP	Maryland	Third	8	20/200	Short-term objectives/benchmarks	Student will use the following strategies to decode unknown words at grade level.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000031">http://iep.albinism.org/Home/example-iep/ieps/000031</a>
IEP	Maryland	Third	8	20/200	Short-term objectives/benchmarks	Student will sound out common word parts	<a href="http://iep.albinism.org/Home/example-iep/ieps/000031">http://iep.albinism.org/Home/example-iep/ieps/000031</a>
IEP	Maryland	Third	8	20/200	Short-term objectives/benchmarks	Student will break words into familiar parts	<a href="http://iep.albinism.org/Home/example-iep/ieps/000031">http://iep.albinism.org/Home/example-iep/ieps/000031</a>
IEP	Maryland	Third	8	20/200	Short-term objectives/benchmarks	Student will use word meanings and order in sentences to confirm decoding efforts	<a href="http://iep.albinism.org/Home/example-iep/ieps/000031">http://iep.albinism.org/Home/example-iep/ieps/000031</a>

Document Type	State	Grade	Age	Visual Acuity	Category	Description	Actual IEP
IEP	Maryland	Third	8	20/200	Short-term objectives/benchmarks	Given a multi-sensory approach to reading student will read words containing the following: 1) words containing 2 closed syllables 2) read words containing ai, ay, ee, ea, ey 3) read words containing oa, oe, ow, oo, ou, ue, ew 4) words with long vowels in v-e patterns and in open syllables 5) read words with r-controlled sounds	<a href="http://iep.albinism.org/Home/example-iep/ieps/000031">http://iep.albinism.org/Home/example-iep/ieps/000031</a>
IEP	Maryland	Third	8	20/200	Short-term objectives/benchmarks	Given a multi-sensory approach to reading student will read grade level phonetically irregular words (trick words) in text and when presented in isolation with 90% accuracy	<a href="http://iep.albinism.org/Home/example-iep/ieps/000031">http://iep.albinism.org/Home/example-iep/ieps/000031</a>
IEP	Maryland	Third	8	20/200	Short-term objectives/benchmarks	Student will use a variety of orientation skills to identify landmarks and environmental cues.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000031">http://iep.albinism.org/Home/example-iep/ieps/000031</a>
IEP	Maryland	Third	8	20/200	Short-term objectives/benchmarks	Student will use basic street crossing developing safety awareness skills to discriminate traffic sounds and distance judgment skills.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000031">http://iep.albinism.org/Home/example-iep/ieps/000031</a>
IEP	Maryland	Third	8	20/200	Short-term objectives/benchmarks	Student will use basic sighted guide technique with peer or adults as needed	<a href="http://iep.albinism.org/Home/example-iep/ieps/000031">http://iep.albinism.org/Home/example-iep/ieps/000031</a>
IEP	Maryland	Third	8	20/200	Short-term objectives/benchmarks	Student will acquire basic long care technique to more safely travel sidewalks and crowded areas when appropriate.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000031">http://iep.albinism.org/Home/example-iep/ieps/000031</a>
IEP	Maryland	Third	8	20/200	Services/Frequency	Special education: reading, vision, and O&M; 2 hrs, 2 hrs, 1 hr weekly	<a href="http://iep.albinism.org/Home/example-iep/ieps/000031">http://iep.albinism.org/Home/example-iep/ieps/000031</a>
IEP	Maryland	Third	8	20/200	Services/Frequency	Special education: Outside general classroom Vision services inside classroom 2.5 hours weekly	<a href="http://iep.albinism.org/Home/example-iep/ieps/000031">http://iep.albinism.org/Home/example-iep/ieps/000031</a>
IEP	Maryland	Third	8	20/200	Equipment	Zoomtext	<a href="http://iep.albinism.org/Home/example-iep/ieps/000031">http://iep.albinism.org/Home/example-iep/ieps/000031</a>
IEP	Maryland	Third	8	20/200	Equipment	Jaws	<a href="http://iep.albinism.org/Home/example-iep/ieps/000031">http://iep.albinism.org/Home/example-iep/ieps/000031</a>
IEP	Maryland	Third	8	20/200	Equipment	Kurzweil	<a href="http://iep.albinism.org/Home/example-iep/ieps/000031">http://iep.albinism.org/Home/example-iep/ieps/000031</a>
IEP	Maryland	Third	8	20/200	Equipment	Word Recognition Software	<a href="http://iep.albinism.org/Home/example-iep/ieps/000031">http://iep.albinism.org/Home/example-iep/ieps/000031</a>
IEP	Missouri	Preschool Age 5	5	20/100 to 20/400	Long-term Goal	Student will improve orientation and mobility skills from making quarter, half and whole turns right and left from (quarter right/left 56%/56%; half right/left 35%/39%; and whole right and left with 36% accuracy) to making quarter, half and whole turns with 75% accuracy over 3 data tracking periods.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000032">http://iep.albinism.org/Home/example-iep/ieps/000032</a>
IEP	Missouri	Preschool Age 5	5	20/100 to 20/400	Long-term Goal	Student will improve orientation and mobility skills from identifying right and left on a person facing him from 0% accuracy to 75% accuracy over 3 of 4 data tracking periods.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000032">http://iep.albinism.org/Home/example-iep/ieps/000032</a>
IEP	Missouri	Preschool Age 5	5	20/100 to 20/400	Long-term Goal	Student will improve orientation and mobility skills from independently focusing the monocular 0% of the time to 100% accuracy over 4 consecutive data points.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000032">http://iep.albinism.org/Home/example-iep/ieps/000032</a>
IEP	Missouri	Preschool Age 5	5	20/100 to 20/400	Long-term Goal	Student will increase socialization skills from requiring prompts to maintain eye contact with his communication partner in a group setting of non-preferred activities to maintaining eye contact with a conversational partner during non-preferred activities without prompts on 3 of 4 opportunities over 3 tracking periods.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000032">http://iep.albinism.org/Home/example-iep/ieps/000032</a>
IEP	Missouri	Preschool Age 5	5	20/100 to 20/400	Long-term Goal	Student will increase sighted guide technique from 0% accuracy on the skills below to 10% accuracy over 4 consecutive data periods.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000032">http://iep.albinism.org/Home/example-iep/ieps/000032</a>
IEP	Missouri	Preschool Age 5	5	20/100 to 20/400	Short-term objectives/benchmarks	Student will improve appropriate arm, hand, and body position form 0% accuracy to 100% accuracy over 4 data periods.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000032">http://iep.albinism.org/Home/example-iep/ieps/000032</a>
IEP	Missouri	Preschool Age 5	5	20/100 to 20/400	Short-term objectives/benchmarks	Student will increase ability to correctly reverse direction during sighted guide travel from 0% to 100% over 4 data periods.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000032">http://iep.albinism.org/Home/example-iep/ieps/000032</a>
IEP	Missouri	Preschool Age 5	5	20/100 to 20/400	Short-term objectives/benchmarks	Student will increase ability to switch sides during sighted guide travel from 0% to 100% over 4 data periods.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000032">http://iep.albinism.org/Home/example-iep/ieps/000032</a>
IEP	Missouri	Preschool Age 5	5	20/100 to 20/400	Short-term objectives/benchmarks	Student will increase his ability to ascend and descend stairs using corrected sighted guide technique from 0% to 100% accuracy over 4 data periods.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000032">http://iep.albinism.org/Home/example-iep/ieps/000032</a>
IEP	Missouri	Preschool Age 5	5	20/100 to 20/400	Short-term objectives/benchmarks	Student will increase ability to travel narrow passages using correct sighted guide technique from 0% to 100% accuracy over 4 data periods.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000032">http://iep.albinism.org/Home/example-iep/ieps/000032</a>
IEP	Missouri	Preschool Age 5	5	20/100 to 20/400	Short-term objectives/benchmarks	Student will increase his ability to politely refuse offered sighted guide aide when not needed from 0% to 100%	<a href="http://iep.albinism.org/Home/example-iep/ieps/000032">http://iep.albinism.org/Home/example-iep/ieps/000032</a>
IEP	Missouri	Preschool Age 5	5	20/100 to 20/400	Long-term Goal	Student will increase Braille symbol recognition from recognizing his first name to reading his first and last name tactually on 6 to 10 opportunities.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000032">http://iep.albinism.org/Home/example-iep/ieps/000032</a>
IEP	Missouri	Preschool Age 5	5	20/100 to 20/400	Long-term Goal	Student will increase grade 2 Braille symbol recognition of contractions that represent two letters and act like the alphabet (st, ch, sh, th, wh, and cu) form 0% accuracy to dot-spell, tactually read and Braille whole/part word contractions with 100% accuracy over 4 tracking sessions.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000032">http://iep.albinism.org/Home/example-iep/ieps/000032</a>
IEP	Missouri	Preschool Age 5	5	20/100 to 20/400	Long-term Goal	Student will increase Braille punctuation skills from being able to place a period at the end of a Braille sentence to dot-spelling, tactilely reading and Braille use of a question mark, exclamation mark, and comma with 75% accuracy over 4 data tracking sessions.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000032">http://iep.albinism.org/Home/example-iep/ieps/000032</a>
IEP	Missouri	Preschool Age 5	5	20/100 to 20/400	Long-term Goal	Student will increase vocational skills of independent use of a CCTV from 0% to independently setting the magnification to allow for viewing from a distance of 13" from the screen.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000032">http://iep.albinism.org/Home/example-iep/ieps/000032</a>
IEP	Missouri	Preschool Age 5	5	20/100 to 20/400	Long-term Goal	Student will increase Braille skills from correctly using capital sign at the beginning of sentences independently and with prompts before names of people to using and tactually reading the capital sign before names of people independently with 100% accuracy over 4 data periods.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000032">http://iep.albinism.org/Home/example-iep/ieps/000032</a>
IEP	Missouri	Preschool Age 5	5	20/100 to 20/400	Long-term Goal	Student will increase Braille skills form 0% recognition of the following contractions (ar, er, ing) to dot-spelling, tactually reading and Braille writing the identified contractions with 100% accuracy over 4 data periods.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000032">http://iep.albinism.org/Home/example-iep/ieps/000032</a>

Document Type	State	Grade	Age	Visual Acuity	Category	Description	Actual IEP
IEP	Missouri	Preschool Age 5	5	20/100 to 20/400	Long-term Goal	Student will increase abacus skills from solving addition and subtraction problems with sums to 9 with inconsistent skill in crossing the #5 bead to solving addition and subtraction problems with sums to 10 independently (using rule of 4 and rule of 9) on 3 of 4 problems over 4 data tracking sessions.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000032">http://iep.albinism.org/Home/example-iep/ieps/000032</a>
IEP	Missouri	Preschool Age 5	5	20/100 to 20/400	Long-term Goal	Student will increase vocational skills of independent use of magnification software from 0% to being able to track three lines of text with 100% accuracy over 4 data periods.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000032">http://iep.albinism.org/Home/example-iep/ieps/000032</a>
IEP	Missouri	Preschool Age 5	5	20/100 to 20/400	Services/Frequency	Braille 240 min weekly	<a href="http://iep.albinism.org/Home/example-iep/ieps/000032">http://iep.albinism.org/Home/example-iep/ieps/000032</a>
IEP	Missouri	Preschool Age 5	5	20/100 to 20/400	Services/Frequency	Specialized Instruction 120 min weekly	<a href="http://iep.albinism.org/Home/example-iep/ieps/000032">http://iep.albinism.org/Home/example-iep/ieps/000032</a>
IEP	Missouri	Preschool Age 5	5	20/100 to 20/400	Services/Frequency	Orientation and Mobility 60 min weekly	<a href="http://iep.albinism.org/Home/example-iep/ieps/000032">http://iep.albinism.org/Home/example-iep/ieps/000032</a>
IEP	Missouri	Preschool Age 5	5	20/100 to 20/400	Services/Frequency	Parent training 30 min monthly	<a href="http://iep.albinism.org/Home/example-iep/ieps/000032">http://iep.albinism.org/Home/example-iep/ieps/000032</a>
IEP	Missouri	Preschool Age 5	5	20/100 to 20/400	Accommodations	Student will be picked up at the curb; supervision provided for loading and unloading bus	<a href="http://iep.albinism.org/Home/example-iep/ieps/000032">http://iep.albinism.org/Home/example-iep/ieps/000032</a>
IEP	Missouri	Preschool Age 5	5	20/100 to 20/400	Accommodations	large Print and/or Braille forms of assessments may be provided	<a href="http://iep.albinism.org/Home/example-iep/ieps/000032">http://iep.albinism.org/Home/example-iep/ieps/000032</a>
IEP	Missouri	Preschool Age 5	5	20/100 to 20/400	Accommodations	Text: Braille, highlighted, large print	<a href="http://iep.albinism.org/Home/example-iep/ieps/000032">http://iep.albinism.org/Home/example-iep/ieps/000032</a>
IEP	Missouri	Preschool Age 5	5	20/100 to 20/400	Accommodations	Environment: preferential seating and back to window/hat sunglasses indoors	<a href="http://iep.albinism.org/Home/example-iep/ieps/000032">http://iep.albinism.org/Home/example-iep/ieps/000032</a>
IEP	Missouri	Preschool Age 5	5	20/100 to 20/400	Accommodations	Assignments: vis-à-vis pens and #1 pencils	<a href="http://iep.albinism.org/Home/example-iep/ieps/000032">http://iep.albinism.org/Home/example-iep/ieps/000032</a>
IEP	Missouri	Preschool Age 5	5	20/100 to 20/400	Accommodations	Sunscreen when outside	<a href="http://iep.albinism.org/Home/example-iep/ieps/000032">http://iep.albinism.org/Home/example-iep/ieps/000032</a>
IEP	North Carolina	Kindergarten	5	20/200	Long-term Goal	Student will independently use visual aids to visually gather information at a distance from the school environment 95% of the time.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000033">http://iep.albinism.org/Home/example-iep/ieps/000033</a>
IEP	North Carolina	Kindergarten	5	20/200	Long-term Goal	Student will increase listening skills in the classroom with 95% accuracy.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000033">http://iep.albinism.org/Home/example-iep/ieps/000033</a>
IEP	North Carolina	Kindergarten	5	20/200	Short-term objectives/benchmarks	Hold monocular properly 4/4 trials	<a href="http://iep.albinism.org/Home/example-iep/ieps/000033">http://iep.albinism.org/Home/example-iep/ieps/000033</a>
IEP	North Carolina	Kindergarten	5	20/200	Short-term objectives/benchmarks	Adjust focus monocular for objects at varying distance (near viewing (1-3 feet); middle viewing (4-8 feet); distance viewing (9+ feet)) 4/4 trials	<a href="http://iep.albinism.org/Home/example-iep/ieps/000033">http://iep.albinism.org/Home/example-iep/ieps/000033</a>
IEP	North Carolina	Kindergarten	5	20/200	Short-term objectives/benchmarks	Position self for optimal viewing (9+ feet) 4/4 trials	<a href="http://iep.albinism.org/Home/example-iep/ieps/000033">http://iep.albinism.org/Home/example-iep/ieps/000033</a>
IEP	North Carolina	Kindergarten	5	20/200	Short-term objectives/benchmarks	Scan environment to locate stationary object without monocular 4/4 trials	<a href="http://iep.albinism.org/Home/example-iep/ieps/000033">http://iep.albinism.org/Home/example-iep/ieps/000033</a>
IEP	North Carolina	Kindergarten	5	20/200	Short-term objectives/benchmarks	Locate stationary object with monocular 4/4 trials	<a href="http://iep.albinism.org/Home/example-iep/ieps/000033">http://iep.albinism.org/Home/example-iep/ieps/000033</a>
IEP	North Carolina	Kindergarten	5	20/200	Short-term objectives/benchmarks	Use monocular to view and then copy familiar symbols 4/4 trials	<a href="http://iep.albinism.org/Home/example-iep/ieps/000033">http://iep.albinism.org/Home/example-iep/ieps/000033</a>
IEP	North Carolina	Kindergarten	5	20/200	Short-term objectives/benchmarks	Use monocular to scan to locate signs/symbols/objects in a variety of planes 4/4 trials	<a href="http://iep.albinism.org/Home/example-iep/ieps/000033">http://iep.albinism.org/Home/example-iep/ieps/000033</a>
IEP	North Carolina	Kindergarten	5	20/200	Short-term objectives/benchmarks	Adjust self (head) to lens distance for comfort and to affect changes in the field of view	<a href="http://iep.albinism.org/Home/example-iep/ieps/000033">http://iep.albinism.org/Home/example-iep/ieps/000033</a>
IEP	North Carolina	Kindergarten	5	20/200	Short-term objectives/benchmarks	Coordinate hand, head, and eye movements appropriate to type of magnification used assume responsibility for aids 100% of the time.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000033">http://iep.albinism.org/Home/example-iep/ieps/000033</a>
IEP	North Carolina	Kindergarten	5	20/200	Short-term objectives/benchmarks	Student will clean aid appropriately 100% of the time	<a href="http://iep.albinism.org/Home/example-iep/ieps/000033">http://iep.albinism.org/Home/example-iep/ieps/000033</a>
IEP	North Carolina	Kindergarten	5	20/200	Short-term objectives/benchmarks	Student will store aids in convenient location 100% of the time	<a href="http://iep.albinism.org/Home/example-iep/ieps/000033">http://iep.albinism.org/Home/example-iep/ieps/000033</a>
IEP	North Carolina	Kindergarten	5	20/200	Short-term objectives/benchmarks	Student will listen to and respond to verbal commands 1 step, 2 steps and 3 steps 4 of 4 trials	<a href="http://iep.albinism.org/Home/example-iep/ieps/000033">http://iep.albinism.org/Home/example-iep/ieps/000033</a>
IEP	North Carolina	Kindergarten	5	20/200	Accommodations	Student should have preferential seating in the classroom for all films and assemblies, and demonstrate lessons.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000033">http://iep.albinism.org/Home/example-iep/ieps/000033</a>
IEP	North Carolina	Kindergarten	5	20/200	Accommodations	Student should be seated facing away from windows.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000033">http://iep.albinism.org/Home/example-iep/ieps/000033</a>
IEP	North Carolina	Kindergarten	5	20/200	Accommodations	Student should be allowed to move about the room as needed to see information presented away from his/her desk	<a href="http://iep.albinism.org/Home/example-iep/ieps/000033">http://iep.albinism.org/Home/example-iep/ieps/000033</a>
IEP	North Carolina	Kindergarten	5	20/200	Accommodations	The teacher or presenter should verbalize all information as it is written on the board or overhead.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000033">http://iep.albinism.org/Home/example-iep/ieps/000033</a>
IEP	North Carolina	Kindergarten	5	20/200	Accommodations	Information presented on the board should be in high contrast color. For example, white chalk on a green board, black or dark colored markers on a white board.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000033">http://iep.albinism.org/Home/example-iep/ieps/000033</a>
IEP	North Carolina	Kindergarten	5	20/200	Accommodations	Allow extra time to process visual information.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000033">http://iep.albinism.org/Home/example-iep/ieps/000033</a>
IEP	North Carolina	Kindergarten	5	20/200	Accommodations	Allow student to use a slantboard or large 3 ring binder to position papers appropriately for reduced visual strain and to avoid glare.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000033">http://iep.albinism.org/Home/example-iep/ieps/000033</a>
IEP	North Carolina	Kindergarten	5	20/200	Accommodations	Student should use a reading stand to position books for reduced visual strain and to avoid glare.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000033">http://iep.albinism.org/Home/example-iep/ieps/000033</a>
IEP	North Carolina	Kindergarten	5	20/200	Accommodations	When student is using a computer, the screen should be eye level and tinted to avoid glare.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000033">http://iep.albinism.org/Home/example-iep/ieps/000033</a>
IEP	North Carolina	Kindergarten	5	20/200	Accommodations	Avoid glare in general from overhead lights.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000033">http://iep.albinism.org/Home/example-iep/ieps/000033</a>
IEP	North Carolina	Kindergarten	5	20/200	Accommodations	Open and close doors fully (a half open door can be dangerous obstacles)	<a href="http://iep.albinism.org/Home/example-iep/ieps/000033">http://iep.albinism.org/Home/example-iep/ieps/000033</a>
IEP	North Carolina	Kindergarten	5	20/200	Accommodations	Eliminate clutter from the room, particularly in aisles and movement paths.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000033">http://iep.albinism.org/Home/example-iep/ieps/000033</a>
IEP	North Carolina	Kindergarten	5	20/200	Accommodations	Place materials in consistent places so that students know where particular items are always located.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000033">http://iep.albinism.org/Home/example-iep/ieps/000033</a>
IEP	North Carolina	Kindergarten	5	20/200	Accommodations	Provide student with preferential cubby position, first or last in a row	<a href="http://iep.albinism.org/Home/example-iep/ieps/000033">http://iep.albinism.org/Home/example-iep/ieps/000033</a>
IEP	North Carolina	Kindergarten	5	20/200	Accommodations	Extended time and shortened amount of assignments	<a href="http://iep.albinism.org/Home/example-iep/ieps/000033">http://iep.albinism.org/Home/example-iep/ieps/000033</a>
IEP	North Carolina	Kindergarten	5	20/200	Accommodations	Avoid activities requiring extensive visual scanning	<a href="http://iep.albinism.org/Home/example-iep/ieps/000033">http://iep.albinism.org/Home/example-iep/ieps/000033</a>
IEP	North Carolina	Kindergarten	5	20/200	Accommodations	Avoid visually cluttered materials	<a href="http://iep.albinism.org/Home/example-iep/ieps/000033">http://iep.albinism.org/Home/example-iep/ieps/000033</a>
IEP	North Carolina	Kindergarten	5	20/200	Accommodations	Student should have clear, dark copies of worksheets	<a href="http://iep.albinism.org/Home/example-iep/ieps/000033">http://iep.albinism.org/Home/example-iep/ieps/000033</a>
IEP	North Carolina	Kindergarten	5	20/200	Accommodations	Student must wear his/her glasses for all academic activities	<a href="http://iep.albinism.org/Home/example-iep/ieps/000033">http://iep.albinism.org/Home/example-iep/ieps/000033</a>
IEP	North Carolina	Kindergarten	5	20/200	Accommodations	Student should wear her hat/visor/sunglasses or bright/sunny days	<a href="http://iep.albinism.org/Home/example-iep/ieps/000033">http://iep.albinism.org/Home/example-iep/ieps/000033</a>
IEP	North Carolina	Kindergarten	5	20/200	Accommodations	Allow student to use a reading guide to assist keeping their place while reading and completing worksheets.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000033">http://iep.albinism.org/Home/example-iep/ieps/000033</a>
IEP	North Carolina	Kindergarten	5	20/200	Accommodations	Use of optical devices as needed	<a href="http://iep.albinism.org/Home/example-iep/ieps/000033">http://iep.albinism.org/Home/example-iep/ieps/000033</a>
IEP	North Carolina	Kindergarten	5	20/200	Accommodations	Self advocate for VI needs	<a href="http://iep.albinism.org/Home/example-iep/ieps/000033">http://iep.albinism.org/Home/example-iep/ieps/000033</a>
IEP	North Carolina	Kindergarten	5	20/200	Accommodations	Address student by using her names first get her attention	<a href="http://iep.albinism.org/Home/example-iep/ieps/000033">http://iep.albinism.org/Home/example-iep/ieps/000033</a>

Document Type	State	Grade	Age	Visual Acuity	Category	Description	Actual IEP
IEP	North Carolina	Kindergarten	5	20/200	Accommodations	Be aware that student's visual functioning may fluctuate	<a href="http://iep.albinism.org/Home/example-iep/ieps/000033">http://iep.albinism.org/Home/example-iep/ieps/000033</a>
IEP	North Carolina	Kindergarten	5	20/200	Accommodations	Be aware that student may experience visual fatigue	<a href="http://iep.albinism.org/Home/example-iep/ieps/000033">http://iep.albinism.org/Home/example-iep/ieps/000033</a>
IEP	North Carolina	Kindergarten	5	20/200	Accommodations	Preferential seating; avoid glare. Site facing away from windows; tilt computer screen to avoid glare; wear hat, visor or sunglasses to avoid glare extend time to read and process visual information 25%. Black marker on board, slantboard, number 3 pencil	<a href="http://iep.albinism.org/Home/example-iep/ieps/000033">http://iep.albinism.org/Home/example-iep/ieps/000033</a>
IEP	North Carolina	Kindergarten	5	20/200	Accommodations	Assessments: clear dark copies, preferential seating, away from glare, use of visual aids, #3 pencil	<a href="http://iep.albinism.org/Home/example-iep/ieps/000033">http://iep.albinism.org/Home/example-iep/ieps/000033</a>
IEP	North Carolina	Kindergarten	5	20/200	Services/Frequency	Student will be pulled 7 times per quarter for specific visual introduction.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000033">http://iep.albinism.org/Home/example-iep/ieps/000033</a>
IEP	New Hampshire	Preschool Age 5	4	Unknown	Long-term Goal	Student will complete the "draw shapes" milestone. He will demonstrate his ability to select inner details. He will meet the mastery criteria of the diagnostic assessment of visual efficiency milestones in the 3-5 and 4-5 year ranges.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000034-1">http://iep.albinism.org/Home/example-iep/ieps/000034-1</a>
IEP	New Hampshire	Preschool Age 5	4	Unknown	Short-term objectives/benchmarks	Student will demonstrate mastery of the four visual milestones in the 3-5 year range identified by Barraga.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000034-1">http://iep.albinism.org/Home/example-iep/ieps/000034-1</a>
IEP	New Hampshire	Preschool Age 5	4	Unknown	Short-term objectives/benchmarks	Student will demonstrate mastery of the four visual milestones in the 4-5 year range identified by Barraga.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000034-1">http://iep.albinism.org/Home/example-iep/ieps/000034-1</a>
IEP	New Hampshire	Preschool Age 5	4	Unknown	Short-term objectives/benchmarks	Student will continue to learn the skills of independent travel in a residential neighborhood.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000034-1">http://iep.albinism.org/Home/example-iep/ieps/000034-1</a>
IEP	New Hampshire	Preschool Age 5	4	Unknown	Accommodations	High contrast colors	<a href="http://iep.albinism.org/Home/example-iep/ieps/000034-1">http://iep.albinism.org/Home/example-iep/ieps/000034-1</a>
IEP	New Hampshire	Preschool Age 5	4	Unknown	Accommodations	Provide student with tools to initially lessen the intensity of tactile experiences while maintaining inclusion	<a href="http://iep.albinism.org/Home/example-iep/ieps/000034-1">http://iep.albinism.org/Home/example-iep/ieps/000034-1</a>
IEP	New Hampshire	Preschool Age 5	4	Unknown	Accommodations	Whenever possible, allow student to explore materials (visually, hands on, tactilely, etc) when he is introduced to or is reviewing concepts and curriculum. Whenever possible, use materials and curriculum with high color contrast and definition. This may be helpful for more refined visual activities.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000034-1">http://iep.albinism.org/Home/example-iep/ieps/000034-1</a>
IEP	New Hampshire	Preschool Age 5	4	Unknown	Services/Frequency	Teacher of the visually impaired will provide materials to enhance learning in the school environment.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000034-1">http://iep.albinism.org/Home/example-iep/ieps/000034-1</a>
IEP	New Hampshire	Preschool Age 5	4	Unknown	Accommodations	Seating for optimum vision	<a href="http://iep.albinism.org/Home/example-iep/ieps/000034-1">http://iep.albinism.org/Home/example-iep/ieps/000034-1</a>
IEP	New Hampshire	Preschool Age 5	4	Unknown	Accommodations	Student should sit within 3 feet of all activities to ensure the best viewing possible. This is particularly true of activities such as circle time. Student should be allowed to adjust his viewing distance to very near ranges for more detailed viewing. Student should not be positioned in a classroom setting with light shining directly into his eyes but instead positioned so that the light comes from behind him. Control of lighting and glare is essential to promote his best visual performance.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000034-1">http://iep.albinism.org/Home/example-iep/ieps/000034-1</a>
IEP	New Hampshire	Preschool Age 5	4	Unknown	Accommodations	Student should participate in visual acuity testing using the preschool acuity cards both near and distance viewing in order to determine his visual acuity over time.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000034-1">http://iep.albinism.org/Home/example-iep/ieps/000034-1</a>
IEP	New Hampshire	Preschool Age 5	4	Unknown	Accommodations	Student should continue to work to develop an organized search for locating objects at near and distance. Working on scanning a page from left to right and top to bottom will be helpful in pre-reading activities. When providing instruction, pair verbal directions with visual models and demonstrations. When completing activities that require glue, student benefits from the use of glue sticks that have colored glue (vs. white or clear glue), which increases his accuracy with glue application. Encourage student to use darker colored crayons and markers for coloring and projects. Student should participate in refined eye-hand coordination activities through coloring, drawing, cutting, puzzles, art projects, etc. HE should participate in pre-reading activities using shapes, stickers, letters, etc. Provide additional time when showing pictures, letters, pages from a book, etc. Provide additional time for student to complete seat work activities.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000034-1">http://iep.albinism.org/Home/example-iep/ieps/000034-1</a>
IEP	Kansas	First	6	20/200	Long-term Goal	By 2nd Semester, given materials for reading and/or viewing, student will use a low vision device (magnifiers, CCTV, or monocular), at least 3 times a day, 5 days a week	<a href="http://iep.albinism.org/Home/example-iep/ieps/000035">http://iep.albinism.org/Home/example-iep/ieps/000035</a>
IEP	Kansas	First	6	20/200	Services/Frequency	30 minutes 1 time per week with TVI and paraeducator	<a href="http://iep.albinism.org/Home/example-iep/ieps/000035">http://iep.albinism.org/Home/example-iep/ieps/000035</a>
IEP	Kansas	First	6	20/200	Services/Frequency	20 minutes with Assistive technology consultant per year	<a href="http://iep.albinism.org/Home/example-iep/ieps/000035">http://iep.albinism.org/Home/example-iep/ieps/000035</a>
IEP	Kansas	First	6	20/200	Services/Frequency	25 minutes consult with TVI every 5 weeks	<a href="http://iep.albinism.org/Home/example-iep/ieps/000035">http://iep.albinism.org/Home/example-iep/ieps/000035</a>
IEP	Kansas	First	6	20/200	Accommodations	Allow movement to access materials	<a href="http://iep.albinism.org/Home/example-iep/ieps/000035">http://iep.albinism.org/Home/example-iep/ieps/000035</a>
IEP	Kansas	First	6	20/200	Accommodations	Enlarge materials	<a href="http://iep.albinism.org/Home/example-iep/ieps/000035">http://iep.albinism.org/Home/example-iep/ieps/000035</a>
IEP	Kansas	First	6	20/200	Accommodations	Use high contrast materials	<a href="http://iep.albinism.org/Home/example-iep/ieps/000035">http://iep.albinism.org/Home/example-iep/ieps/000035</a>
IEP	Kansas	First	6	20/200	Accommodations	Reduce work volume	<a href="http://iep.albinism.org/Home/example-iep/ieps/000035">http://iep.albinism.org/Home/example-iep/ieps/000035</a>
IEP	Kansas	First	6	20/200	Accommodations	Enlarged print for reading assessment	<a href="http://iep.albinism.org/Home/example-iep/ieps/000035">http://iep.albinism.org/Home/example-iep/ieps/000035</a>
IEP	Kansas	First	6	20/200	Accommodations	Extended time and enlarged print for emerging literacy survey	<a href="http://iep.albinism.org/Home/example-iep/ieps/000035">http://iep.albinism.org/Home/example-iep/ieps/000035</a>
IEP	Kansas	First	6	20/200	Accommodations	Extended time and enlarged print for Kindergarten math assessment	<a href="http://iep.albinism.org/Home/example-iep/ieps/000035">http://iep.albinism.org/Home/example-iep/ieps/000035</a>
IEP	Maryland	Ninth	15	20/200	Long-term Goal	Student will maintain an organized notebook for all classes.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000036">http://iep.albinism.org/Home/example-iep/ieps/000036</a>
IEP	Maryland	Ninth	15	20/200	Short-term objectives/benchmarks	Student will find any paper in under one minute	<a href="http://iep.albinism.org/Home/example-iep/ieps/000036">http://iep.albinism.org/Home/example-iep/ieps/000036</a>
IEP	Maryland	Ninth	15	20/200	Short-term objectives/benchmarks	Student will keep all papers on a quarterly basis unless otherwise instructed.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000036">http://iep.albinism.org/Home/example-iep/ieps/000036</a>
IEP	Maryland	Ninth	15	20/200	Long-term Goal	Student will develop the skills necessary to travel safely in the community	<a href="http://iep.albinism.org/Home/example-iep/ieps/000036">http://iep.albinism.org/Home/example-iep/ieps/000036</a>
IEP	Maryland	Ninth	15	20/200	Short-term objectives/benchmarks	Student will solicit help while traveling in the community 4 out of 5 times	<a href="http://iep.albinism.org/Home/example-iep/ieps/000036">http://iep.albinism.org/Home/example-iep/ieps/000036</a>
IEP	Maryland	Ninth	15	20/200	Short-term objectives/benchmarks	Student will identify parallel traffic surges 5 out of 5 times	<a href="http://iep.albinism.org/Home/example-iep/ieps/000036">http://iep.albinism.org/Home/example-iep/ieps/000036</a>
IEP	Maryland	Ninth	15	20/200	Short-term objectives/benchmarks	Student will independently cross a street when the parallel traffic surges 5 out of 5 times.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000036">http://iep.albinism.org/Home/example-iep/ieps/000036</a>
IEP	Maryland	Ninth	15	20/200	Short-term objectives/benchmarks	Student will demonstrate the ability to identify 4 different types of traffic control systems and explain how each works.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000036">http://iep.albinism.org/Home/example-iep/ieps/000036</a>
IEP	Maryland	Ninth	15	20/200	Long-term Goal	Student will be familiar with the use of the long cane as a method of safe travel	<a href="http://iep.albinism.org/Home/example-iep/ieps/000036">http://iep.albinism.org/Home/example-iep/ieps/000036</a>

Document Type	State	Grade	Age	Visual Acuity	Category	Description	Actual IEP
IEP	Maryland	Ninth	15	20/200	Short-term objectives/benchmarks	Student will explain the 2 basic uses of the cane and how it applies to him	<a href="http://iep.albinism.org/Home/example-iep/ieps/000036">http://iep.albinism.org/Home/example-iep/ieps/000036</a>
IEP	Maryland	Ninth	15	20/200	Short-term objectives/benchmarks	Student will demonstrate correct 2-point touch technique in 4 out of 5 travel situations	<a href="http://iep.albinism.org/Home/example-iep/ieps/000036">http://iep.albinism.org/Home/example-iep/ieps/000036</a>
IEP	Maryland	Ninth	15	20/200	Short-term objectives/benchmarks	Student will demonstrate correct constant contact technique in 4 out of 5 travel situations	<a href="http://iep.albinism.org/Home/example-iep/ieps/000036">http://iep.albinism.org/Home/example-iep/ieps/000036</a>
IEP	Maryland	Ninth	15	20/200	Services/Frequency	Classroom instruction from TVI 1.5 hours per month.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000036">http://iep.albinism.org/Home/example-iep/ieps/000036</a>
IEP	Maryland	Ninth	15	20/200	Services/Frequency	Orientation and Mobility 2 hours per month.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000036">http://iep.albinism.org/Home/example-iep/ieps/000036</a>
IFSP	Massachusetts	Preschool Age 1	1	20/200	Services/Frequency	Home visit 1x per month	<a href="http://iep.albinism.org/Home/example-iep/ieps/000037">http://iep.albinism.org/Home/example-iep/ieps/000037</a>
IFSP	Massachusetts	Preschool Age 2	2	20/200	Short-term objectives/benchmarks	Student will improve fine motor skills: a) use of blocks, beads, stringing tasks b) high visual contrast materials c) textured materials d) practice of age appropriate tasks will feel more comfortable in social situations	<a href="http://iep.albinism.org/Home/example-iep/ieps/000038">http://iep.albinism.org/Home/example-iep/ieps/000038</a>
IFSP	Massachusetts	Preschool Age 2	2	20/200	Short-term objectives/benchmarks	Give child a quiet space in a group setting during group time.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000038">http://iep.albinism.org/Home/example-iep/ieps/000038</a>
IFSP	Massachusetts	Preschool Age 2	2	20/200	Short-term objectives/benchmarks	Child will be given verbal praise and social interaction.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000038">http://iep.albinism.org/Home/example-iep/ieps/000038</a>
IFSP	Massachusetts	Preschool Age 2	2	20/200	Short-term objectives/benchmarks	Use of transitional objects	<a href="http://iep.albinism.org/Home/example-iep/ieps/000038">http://iep.albinism.org/Home/example-iep/ieps/000038</a>
IEP	New Hampshire	Preschool Age 3	3	Unknown	Long-term Goal	During classroom and therapy activities student will demonstrate visual motor integration by his ability to complete cutting, drawing, and scanning activities with organized scanning, and refined grasping skills as measured 2 times yearly by logt and work sample.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000039">http://iep.albinism.org/Home/example-iep/ieps/000039</a>
IEP	New Hampshire	Preschool Age 3	3	Unknown	Short-term objectives/benchmarks	When an object is placed at midline student will reach for and utilize the same hand while coloring cutting or drawing until he puts it down.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000039">http://iep.albinism.org/Home/example-iep/ieps/000039</a>
IEP	New Hampshire	Preschool Age 3	3	Unknown	Short-term objectives/benchmarks	Student will utilize a thumbs up position to cut the length of an 8" line within one quarter inch accuracy.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000039">http://iep.albinism.org/Home/example-iep/ieps/000039</a>
IEP	New Hampshire	Preschool Age 3	3	Unknown	Short-term objectives/benchmarks	Student will scan a busy page or a group of objects in an organized left to right and top to bottom manner to locate four hidden items.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000039">http://iep.albinism.org/Home/example-iep/ieps/000039</a>
IEP	New Hampshire	Preschool Age 3	3	Unknown	Short-term objectives/benchmarks	Student will cross the midline of his body during gross motor and fine motor activities with minimal physical prompts.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000039">http://iep.albinism.org/Home/example-iep/ieps/000039</a>
IEP	New Hampshire	Preschool Age 3	3	Unknown	Short-term objectives/benchmarks	Student will draw 2 new pictures that combine up to 5 prewriting strokes in proper orientation to one another with minimal visual cues.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000039">http://iep.albinism.org/Home/example-iep/ieps/000039</a>
IEP	New Hampshire	Preschool Age 3	3	Unknown	Long-term Goal	Student will verbally express his feelings, likes and dislikes within the classroom environment with visual supports in 4 out of 5 classroom activities as measured by teachers observation.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000039">http://iep.albinism.org/Home/example-iep/ieps/000039</a>
IEP	New Hampshire	Preschool Age 3	3	Unknown	Short-term objectives/benchmarks	To comment about his likes and dislikes within an activities or at small or large groups to a familiar adult or peer with visual supports on 4 out of 5 trials as measured by teachers observations.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000039">http://iep.albinism.org/Home/example-iep/ieps/000039</a>
IEP	New Hampshire	Preschool Age 3	3	Unknown	Short-term objectives/benchmarks	To verbally express his feelings when he is visibly frustrated given his facial expression and body language given a verbal prompt and visual supports on 4 out of 5 trials as measured by teachers observations.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000039">http://iep.albinism.org/Home/example-iep/ieps/000039</a>
IEP	New Hampshire	Preschool Age 3	3	Unknown	Long-term Goal	Student requires verbal prompts to engage in class discussions and positive reinforcement.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000039">http://iep.albinism.org/Home/example-iep/ieps/000039</a>
IEP	New Hampshire	Preschool Age 3	3	Unknown	Short-term objectives/benchmarks	Students will acknowledge a greeting given by a peer or teacher on 4 out of 5 opportunities measured by teachers collected data.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000039">http://iep.albinism.org/Home/example-iep/ieps/000039</a>
IEP	New Hampshire	Preschool Age 3	3	Unknown	Short-term objectives/benchmarks	Using a visual board with choices student will share information relevant to the topic being discussed on 4 out of 5 opportunities as measured by teacher collected data.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000039">http://iep.albinism.org/Home/example-iep/ieps/000039</a>
IEP	New Hampshire	Preschool Age 3	3	Unknown	Short-term objectives/benchmarks	Student will answer questions asked by a teacher on 4 out of 5 occasions with fading prompts as measured by teacher collected data.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000039">http://iep.albinism.org/Home/example-iep/ieps/000039</a>
IEP	New Hampshire	Preschool Age 3	3	Unknown	Long-term Goal	Student will improve balance and vestibular reactions when executing locomotor skills during movement activities on 4 out of 5 opportunities as measured through observation during classroom and therapy activities one time per marking period.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000039">http://iep.albinism.org/Home/example-iep/ieps/000039</a>
IEP	New Hampshire	Preschool Age 3	3	Unknown	Short-term objectives/benchmarks	Student will descend a flight of stairs holding a handrail with his right hand and using an alternating step pattern on 4 out of 5 occasions with supervision.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000039">http://iep.albinism.org/Home/example-iep/ieps/000039</a>
IEP	New Hampshire	Preschool Age 3	3	Unknown	Short-term objectives/benchmarks	Student will explore playground equipment. He will climb vertical ladders, crawl through tunnels, and slide down slides on 4 out of 5 occasions with supervision.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000039">http://iep.albinism.org/Home/example-iep/ieps/000039</a>
IEP	New Hampshire	Preschool Age 3	3	Unknown	Short-term objectives/benchmarks	Student will swing and "pump" his feet in a forward back motion to independently produce some gentle swinging for 1 to 2 minutes.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000039">http://iep.albinism.org/Home/example-iep/ieps/000039</a>
IEP	New Hampshire	Preschool Age 3	3	Unknown	Short-term objectives/benchmarks	Student will hold onto an overhead bar or tapeze and lift his feet off the ground and hold them up for 5 seconds.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000039">http://iep.albinism.org/Home/example-iep/ieps/000039</a>
IEP	New Hampshire	Preschool Age 3	3	Unknown	Short-term objectives/benchmarks	Student will tolerate movement with his head in three different planes without loss of balance or visible signs of discomfort.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000039">http://iep.albinism.org/Home/example-iep/ieps/000039</a>
IEP	New Hampshire	Preschool Age 3	3	Unknown	Long-term Goal	Student will improve his skill and accuracy when executing object control tasks on 4 out of 5 opportunities as measured through observation during classroom and therapy activities one time per marking period.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000039">http://iep.albinism.org/Home/example-iep/ieps/000039</a>
IEP	New Hampshire	Preschool Age 3	3	Unknown	Short-term objectives/benchmarks	Student will throw an object (bean bag, ball) using a side stance, step with opposite foot, overhand throw to target 6 to 8 feet away.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000039">http://iep.albinism.org/Home/example-iep/ieps/000039</a>
IEP	New Hampshire	Preschool Age 3	3	Unknown	Short-term objectives/benchmarks	Student will drop and catch an 8.5 inch playground ball independently.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000039">http://iep.albinism.org/Home/example-iep/ieps/000039</a>
IEP	New Hampshire	Preschool Age 3	3	Unknown	Short-term objectives/benchmarks	Student will catch a gently tossed or bounce passed ball by grasping with his two hands and not using his chest to trap it.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000039">http://iep.albinism.org/Home/example-iep/ieps/000039</a>
IEP	New Hampshire	Preschool Age 3	3	Unknown	Short-term objectives/benchmarks	Student will run to meet a ball rolling on the floor, stop the ball with his foot and kick in a forward direction a minimum of 10 feet.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000039">http://iep.albinism.org/Home/example-iep/ieps/000039</a>
IEP	New Hampshire	Preschool Age 3	3	Unknown	Accommodations	Preferential seating	<a href="http://iep.albinism.org/Home/example-iep/ieps/000039">http://iep.albinism.org/Home/example-iep/ieps/000039</a>
IEP	New Hampshire	Preschool Age 3	3	Unknown	Accommodations	Provide opportunity to preview visual materials	<a href="http://iep.albinism.org/Home/example-iep/ieps/000039">http://iep.albinism.org/Home/example-iep/ieps/000039</a>

Document Type	State	Grade	Age	Visual Acuity	Category	Description	Actual IEP
IEP	New Hampshire	Preschool Age 3	3	Unknown	Accommodations	Monitor environment for glare, seat facing away from the windows	<a href="http://iep.albinism.org/Home/example-iep/ieps/000039">http://iep.albinism.org/Home/example-iep/ieps/000039</a>
IEP	New Hampshire	Preschool Age 3	3	Unknown	Accommodations	Seating for optimum vision	<a href="http://iep.albinism.org/Home/example-iep/ieps/000039">http://iep.albinism.org/Home/example-iep/ieps/000039</a>
IEP	New Hampshire	Preschool Age 3	3	Unknown	Accommodations	Seat near the teacher	<a href="http://iep.albinism.org/Home/example-iep/ieps/000039">http://iep.albinism.org/Home/example-iep/ieps/000039</a>
IEP	New Hampshire	Preschool Age 3	3	Unknown	Accommodations	Provide adult assistance on stairs	<a href="http://iep.albinism.org/Home/example-iep/ieps/000039">http://iep.albinism.org/Home/example-iep/ieps/000039</a>
IEP	New Hampshire	Preschool Age 3	3	Unknown	Accommodations	Alert to changes in terrain, classroom space or furniture	<a href="http://iep.albinism.org/Home/example-iep/ieps/000039">http://iep.albinism.org/Home/example-iep/ieps/000039</a>
IEP	New Hampshire	Preschool Age 3	3	Unknown	Accommodations	Use high contrast tape for stairs and foam on corners	<a href="http://iep.albinism.org/Home/example-iep/ieps/000039">http://iep.albinism.org/Home/example-iep/ieps/000039</a>
IEP	New Hampshire	Preschool Age 3	3	Unknown	Accommodations	Provide pre and post teaching	<a href="http://iep.albinism.org/Home/example-iep/ieps/000039">http://iep.albinism.org/Home/example-iep/ieps/000039</a>
IEP	New Hampshire	Preschool Age 3	3	Unknown	Accommodations	Alert to changes in the environment	<a href="http://iep.albinism.org/Home/example-iep/ieps/000039">http://iep.albinism.org/Home/example-iep/ieps/000039</a>
IEP	New Hampshire	Preschool Age 3	3	Unknown	Accommodations	Use a visual pointer	<a href="http://iep.albinism.org/Home/example-iep/ieps/000039">http://iep.albinism.org/Home/example-iep/ieps/000039</a>
IEP	New Hampshire	Preschool Age 3	3	Unknown	Accommodations	Provide visual schedule at students level	<a href="http://iep.albinism.org/Home/example-iep/ieps/000039">http://iep.albinism.org/Home/example-iep/ieps/000039</a>
IEP	New Hampshire	Preschool Age 3	3	Unknown	Accommodations	Use high contrast tape on steps	<a href="http://iep.albinism.org/Home/example-iep/ieps/000039">http://iep.albinism.org/Home/example-iep/ieps/000039</a>
IEP	New Hampshire	Preschool Age 3	3	Unknown	Accommodations	Use sunglasses and hat outdoors	<a href="http://iep.albinism.org/Home/example-iep/ieps/000039">http://iep.albinism.org/Home/example-iep/ieps/000039</a>
IEP	New Hampshire	Preschool Age 3	3	Unknown	Accommodations	Provide assistance in new environments and during fire drills, assemblies, etc...	<a href="http://iep.albinism.org/Home/example-iep/ieps/000039">http://iep.albinism.org/Home/example-iep/ieps/000039</a>
IEP	New Hampshire	Preschool Age 3	3	Unknown	Services/Frequency	Physical Therapist in classroom 4 x week @ 2.25 hours	<a href="http://iep.albinism.org/Home/example-iep/ieps/000039">http://iep.albinism.org/Home/example-iep/ieps/000039</a>
IEP	New Hampshire	Preschool Age 3	3	Unknown	Services/Frequency	Occupational Therapist in classroom 2 x week @ 2 hours	<a href="http://iep.albinism.org/Home/example-iep/ieps/000039">http://iep.albinism.org/Home/example-iep/ieps/000039</a>
IEP	New Hampshire	Preschool Age 3	3	Unknown	Services/Frequency	Physical Therapy individual 1 x 30 minutes	<a href="http://iep.albinism.org/Home/example-iep/ieps/000039">http://iep.albinism.org/Home/example-iep/ieps/000039</a>
IEP	New Hampshire	Preschool Age 3	3	Unknown	Services/Frequency	Low Vision Services TVI 2x @ 1 hour	<a href="http://iep.albinism.org/Home/example-iep/ieps/000039">http://iep.albinism.org/Home/example-iep/ieps/000039</a>
IEP	New Hampshire	Preschool Age 3	3	Unknown	Services/Frequency	Occupational Therapy Group 1 x 30 minutes	<a href="http://iep.albinism.org/Home/example-iep/ieps/000039">http://iep.albinism.org/Home/example-iep/ieps/000039</a>
IEP	New Hampshire	Preschool Age 3	3	Unknown	Services/Frequency	Transportation 2x a day	<a href="http://iep.albinism.org/Home/example-iep/ieps/000039">http://iep.albinism.org/Home/example-iep/ieps/000039</a>
IEP	New Hampshire	Preschool Age 3	3	Unknown	Services/Frequency	Physical Therapy Group 1 x 30 minutes	<a href="http://iep.albinism.org/Home/example-iep/ieps/000039">http://iep.albinism.org/Home/example-iep/ieps/000039</a>
IFSP	Virginia	Preschool Age 2	2	20/70	Accommodations	Student's safety on outside playground equipment, going up and down stairs, and changes of terrain need to be evaluated by a Certified Orientation and Mobility Specialist.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000040">http://iep.albinism.org/Home/example-iep/ieps/000040</a>
IFSP	Virginia	Preschool Age 2	2	20/70	Accommodations	Direct experience with real materials, use of songs to support learning	<a href="http://iep.albinism.org/Home/example-iep/ieps/000040">http://iep.albinism.org/Home/example-iep/ieps/000040</a>
IFSP	Virginia	Preschool Age 2	2	20/70	Accommodations	Materials to be presented at range of 6" to 12", offering large print and highly contrasted pictures found in most preschool story books.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000040">http://iep.albinism.org/Home/example-iep/ieps/000040</a>
IFSP	Virginia	Preschool Age 2	2	20/70	Accommodations	Pictures used for instruction should be clear and uncluttered with adequate contrast.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000040">http://iep.albinism.org/Home/example-iep/ieps/000040</a>
IFSP	Virginia	Preschool Age 2	2	20/70	Accommodations	Preferential seating to front and center during circle time and other activities.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000040">http://iep.albinism.org/Home/example-iep/ieps/000040</a>
IFSP	Virginia	Preschool Age 2	2	20/70	Accommodations	Prior preparation for fire drills/other drills	<a href="http://iep.albinism.org/Home/example-iep/ieps/000040">http://iep.albinism.org/Home/example-iep/ieps/000040</a>
IFSP	Virginia	Preschool Age 2	2	20/70	Accommodations	Protect eyes from sun exposure by reducing glare through windows. Student needs to sit with windows at his back to reduce glare.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000040">http://iep.albinism.org/Home/example-iep/ieps/000040</a>
IFSP	Virginia	Preschool Age 2	2	20/70	Accommodations	Use caution when transitioning the student in unfamiliar places, in the hallway, outside, and especially sunny days.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000040">http://iep.albinism.org/Home/example-iep/ieps/000040</a>
IFSP	Virginia	Preschool Age 2	2	20/70	Accommodations	Verbal cues and warnings to prepare for transitions.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000040">http://iep.albinism.org/Home/example-iep/ieps/000040</a>
IFSP	Virginia	Preschool Age 2	2	20/70	Accommodations	Verbal explanation of hands-on exploration of events, and objects occurring beyond arms length.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000040">http://iep.albinism.org/Home/example-iep/ieps/000040</a>
IFSP	Virginia	Preschool Age 2	2	20/70	Long-term Goal	Student will begin to use visual scanning to visually discriminate, identify pictures, trace letters and numbers, and begin to find the top-bottom, left-right, and middle segments of a page of a book with 80% accuracy in 4 of 5 occasions.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000040">http://iep.albinism.org/Home/example-iep/ieps/000040</a>
IFSP	Virginia	Preschool Age 2	2	20/70	Long-term Goal	Student will begin to use his vision to verify the relative location of people and things in his environment by using positional words such as near/far, above/below, left/right, behind/front with 80% accuracy of 4 of 5 occasions.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000040">http://iep.albinism.org/Home/example-iep/ieps/000040</a>
504	Maine	Third	8	20/200	Accommodations	Student will have access to a closed circuit television/video magnifier to enlarge print as needed. The school committee voted to give the family permission to bring the CCTV home with them over extended vacations and summer.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000041">http://iep.albinism.org/Home/example-iep/ieps/000041</a>
504	Maine	Third	8	20/200	Accommodations	Tests, worksheets, and written materials will be provided in large print as needed. The recommendation is 36 font, double-spaced. Using 11"x18" paper enlarged to 150% works well for math journals and worksheets. Teachers should check with student to determine if materials need to be enlarged.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000041">http://iep.albinism.org/Home/example-iep/ieps/000041</a>
504	Maine	Third	8	20/200	Accommodations	When working with the entire class, teachers should ensure that communication by gestures; facial expressions (i.e., nod of the head) are accompanied by verbal cues.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000041">http://iep.albinism.org/Home/example-iep/ieps/000041</a>
504	Maine	Third	8	20/200	Accommodations	Student should be given preferential seating (close to the materials and instruction) during the school day. He should be allowed to get up and look at the board, overhead or Smart Board if needed. Student should be given copies of what is displayed on the overhead or projector. Could partner with a classmate for note taking.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000041">http://iep.albinism.org/Home/example-iep/ieps/000041</a>
504	Maine	Third	8	20/200	Accommodations	Student should be allowed to hold and look at any new materials or items being presented to the class prior to presentation. If available, student would benefit from having a large print copy of the books to read to the class. He should also use his CCTV to enlarge a standard sized copy of the printed material.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000041">http://iep.albinism.org/Home/example-iep/ieps/000041</a>
504	Maine	Third	8	20/200	Accommodations	When doing desk or table work, student should be seated facing into a window or light source nor should be positioned with back to a light source thus causing a shadow on work. Student should use white paper with dark lines instead of yellow or white lined paper. A dark lead pencil (#1) will be available if needed (20/20 pens, Sharpies).	<a href="http://iep.albinism.org/Home/example-iep/ieps/000041">http://iep.albinism.org/Home/example-iep/ieps/000041</a>
504	Maine	Third	8	20/200	Accommodations	Teachers should use dark marker to present information on a board or chart as colored markers are harder to see.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000041">http://iep.albinism.org/Home/example-iep/ieps/000041</a>

Document Type	State	Grade	Age	Visual Acuity	Category	Description	Actual IEP
504	Maine	Third	8	20/200	Accommodations	As a child with albinism, student is extremely photophobic. For that reason special attention should be paid to glare on tables, etc., light sources, and the sunlight when he is outside. Depending on the weather and time of year, Elias will wear a brimmed hat and sunscreen when he is outside. Students parents will set the parameters for this. Student's glasses have transitional lenses to protect his eyes when he is outside. Teachers should avoid laminated materials, glossy paper, and glare on televisions/computer screens or the CCTV.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000041">http://iep.albinism.org/Home/example-iep/ieps/000041</a>
504	Maine	Third	8	20/200	Accommodations	Student has a ball with bells inside it for small ball games. He needs a physical/visual prompt if he needs to stand back during activities. Teacher should be sensitive to student's dislike of sports.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000041">http://iep.albinism.org/Home/example-iep/ieps/000041</a>
504	Maine	Third	8	20/200	Accommodations	Do not correct student if he holds his head in an unusual position. He may not make eye contact.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000041">http://iep.albinism.org/Home/example-iep/ieps/000041</a>
504	Maine	Third	8	20/200	Accommodations	Student will be provided with desktop copies of references that are posted on the classroom walls.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000041">http://iep.albinism.org/Home/example-iep/ieps/000041</a>
504	Maine	Third	8	20/200	Accommodations	Student will have access to Bright Line Reading Guide for use in reading text.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000041">http://iep.albinism.org/Home/example-iep/ieps/000041</a>
504	Maine	Third	8	20/200	Equipment	CCTV	<a href="http://iep.albinism.org/Home/example-iep/ieps/000041">http://iep.albinism.org/Home/example-iep/ieps/000041</a>
504	Maine	Third	8	20/200	Equipment	Bright Line Reading Guide	<a href="http://iep.albinism.org/Home/example-iep/ieps/000041">http://iep.albinism.org/Home/example-iep/ieps/000041</a>
504	Maine	Third	8	20/200	Accommodations	Student's white board should be clean and free of scratches.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000041">http://iep.albinism.org/Home/example-iep/ieps/000041</a>
504	Maine	Third	8	20/200	Accommodations	Student will have access to a designated spot in the cafeteria for his coat and winter clothing so that he can find his belongings easily.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000041">http://iep.albinism.org/Home/example-iep/ieps/000041</a>
504	Maine	Third	8	20/200	Accommodations	Student's parents will be offered designated seats during school assemblies, concerts, etc. so that student can find them easily.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000041">http://iep.albinism.org/Home/example-iep/ieps/000041</a>
504	Maine	Third	8	20/200	Accommodations	Student should be assigned a peer buddy or staff person for special events to help him navigate in novel settings or situations. Teachers should advise presenters in advance that there is a student in the audience with vision impairment. Student needs support in order to feel secure and safe during field trips.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000041">http://iep.albinism.org/Home/example-iep/ieps/000041</a>
504	Maine	Third	8	20/200	Accommodations	Student will be allowed more time for reading passages. Student will be allowed extra time on tests. He will be allowed a human reader on tests when needed.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000041">http://iep.albinism.org/Home/example-iep/ieps/000041</a>
504	Maine	Third	8	20/200	Accommodations	Student should be given advance notice of fire drills when possible.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000041">http://iep.albinism.org/Home/example-iep/ieps/000041</a>
504	Maine	Third	8	20/200	Accommodations	Student's teachers and specialists will be offered a training workshop on teaching visually impaired students when one is offered.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000041">http://iep.albinism.org/Home/example-iep/ieps/000041</a>
504	Maine	Third	8	20/200	Accommodations	Student may fatigue quicker than other students. Breaks should be offered during intensive periods of working and/or focus.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000041">http://iep.albinism.org/Home/example-iep/ieps/000041</a>
504	Maine	Third	8	20/200	Accommodations	Any computer that student uses should have a Leopard upgrade and the mouse cursor size should be increased.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000041">http://iep.albinism.org/Home/example-iep/ieps/000041</a>
504	Maine	Third	8	20/200	Accommodations	Monthly staffing meetings will be held to support student's school program.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000041">http://iep.albinism.org/Home/example-iep/ieps/000041</a>
504	Maine	Third	8	20/200	Accommodations	TVI will attend quarterly staffings with the school team to support student's school program.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000041">http://iep.albinism.org/Home/example-iep/ieps/000041</a>
504	Maine	Third	8	20/200	Accommodations	Each teacher's substitute plans will include specific modifications that must be made for student.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000041">http://iep.albinism.org/Home/example-iep/ieps/000041</a>
504	Maine	Second	7	20/200	Accommodations	Student will have access to a closed circuit television/video magnifier to enlarge print as needed. The school committee voted to give the family permission to bring the CCTV home with them over extended vacations and summer.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000042">http://iep.albinism.org/Home/example-iep/ieps/000042</a>
504	Maine	Second	7	20/200	Accommodations	Tests, worksheets, and written materials will be provided in large print as needed. The recommendation is 36 font, double-spaced.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000042">http://iep.albinism.org/Home/example-iep/ieps/000042</a>
504	Maine	Second	7	20/200	Accommodations	When working with the entire class, teachers should ensure that communication by gestures; facial expressions (i.e., nod of the head) are accompanied by verbal cues.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000042">http://iep.albinism.org/Home/example-iep/ieps/000042</a>
504	Maine	Second	7	20/200	Accommodations	Student should be allowed to hold and look at any new materials or items being presented to the class prior to presentation. If available, student would benefit from having a large print copy of the books to read to the class. He could also use his CCTV to enlarge a standard size copy of the print material.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000042">http://iep.albinism.org/Home/example-iep/ieps/000042</a>
504	Maine	Second	7	20/200	Accommodations	When doing desk or table work, student should be seated facing into a window or light source nor should be positioned with back to a light source thus causing a shadow on work. Student should use white paper with dark lines instead of yellow or white paper with blue or red lines. A dark lead pencil (#1) will be available if needed. Teachers can provide the option of using a slant board or tabletop easel to help him sit up straight and not get in his own light.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000042">http://iep.albinism.org/Home/example-iep/ieps/000042</a>
504	Maine	Second	7	20/200	Accommodations	CCTV	<a href="http://iep.albinism.org/Home/example-iep/ieps/000042">http://iep.albinism.org/Home/example-iep/ieps/000042</a>
504	Maine	Second	7	20/200	Accommodations	Slant Board	<a href="http://iep.albinism.org/Home/example-iep/ieps/000042">http://iep.albinism.org/Home/example-iep/ieps/000042</a>
504	Maine	Second	7	20/200	Accommodations	Teachers should use dark marker to present information on a board or chart as colored markers are harder to see.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000042">http://iep.albinism.org/Home/example-iep/ieps/000042</a>
504	Maine	Second	7	20/200	Accommodations	As a child with albinism, student is extremely photophobic. For that reason special attention should be paid to glare on tables, etc., light sources, and the sunlight when he is outside. Depending on the weather and time of year, student will wear a brimmed hat and sunscreen when outside. His parents will set the parameters for this. Student's glasses have transitional lenses to protect his eyes when he is outside. Teachers should avoid laminated materials, glossy paper, and glare on televisions/computer screens or the CCTV.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000042">http://iep.albinism.org/Home/example-iep/ieps/000042</a>
504	Maine	Second	7	20/200	Accommodations	Student has a ball with bells inside it for small ball games. He needs a physical/visual prompt if he needs to stand back during activities. Teachers should be sensitive to students dislike of sports.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000042">http://iep.albinism.org/Home/example-iep/ieps/000042</a>

Document Type	State	Grade	Age	Visual Acuity	Category	Description	Actual IEP
504	Maine	Second	7	20/200	Accommodations	Do not correct student if he holds his head in an unusual position. He may not make eye contact.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000042">http://iep.albinism.org/Home/example-iep/ieps/000042</a>
504	Maine	Second	7	20/200	Accommodations	Student will be provided with desktop copies of references that are posted on the classroom walls.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000042">http://iep.albinism.org/Home/example-iep/ieps/000042</a>
504	Maine	Second	7	20/200	Accommodations	Student will have access to Bright Line Reading Guide for use in reading text.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000042">http://iep.albinism.org/Home/example-iep/ieps/000042</a>
504	Maine	Second	7	20/200	Accommodations	Student's white board should be clean and free of scratches.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000042">http://iep.albinism.org/Home/example-iep/ieps/000042</a>
504	Maine	Second	7	20/200	Accommodations	Student will have access to a designated spot in the cafeteria for his coat and winter clothing so that he can find his belongings easily.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000042">http://iep.albinism.org/Home/example-iep/ieps/000042</a>
504	Maine	Second	7	20/200	Accommodations	Student's parents will be offered designated seats during school assemblies, concerts, etc. so that student can find them easily.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000042">http://iep.albinism.org/Home/example-iep/ieps/000042</a>
504	Maine	Second	7	20/200	Accommodations	Student should be assigned a peer buddy or staff person for special events to help him navigate in novel settings or situations.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000042">http://iep.albinism.org/Home/example-iep/ieps/000042</a>
504	Maine	Second	7	20/200	Accommodations	Student will be allowed more time for reading passages. He will be allowed extra time on tests. He will be allowed a human readon on tests when needed.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000042">http://iep.albinism.org/Home/example-iep/ieps/000042</a>
504	Maine	Second	7	20/200	Accommodations	Student should be given advance notice of fire drills.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000042">http://iep.albinism.org/Home/example-iep/ieps/000042</a>
504	Maine	Second	7	20/200	Accommodations	Student's teacher and specialist will be offered a training workshop on teaching visually impaired students.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000042">http://iep.albinism.org/Home/example-iep/ieps/000042</a>
504	Maine	Second	7	20/200	Accommodations	Student may fatigue quicker than other students. Breaks should be offered during intensive periods of work and/or focus.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000042">http://iep.albinism.org/Home/example-iep/ieps/000042</a>
504	Maine	Second	7	20/200	Accommodations	Any computer that student uses should have a 10.40 SX upgrade and the mouse cursor size should be increased.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000042">http://iep.albinism.org/Home/example-iep/ieps/000042</a>
504	Maine	Second	7	20/200	Equipment	10.40SX computer upgrade	<a href="http://iep.albinism.org/Home/example-iep/ieps/000042">http://iep.albinism.org/Home/example-iep/ieps/000042</a>
504	Maine	Second	7	20/200	Equipment	Mouse cursor size increase.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000042">http://iep.albinism.org/Home/example-iep/ieps/000042</a>
504	Maine	Second	7	20/200	Accommodations	Monthly staffing meetings will be held to support student school program.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000042">http://iep.albinism.org/Home/example-iep/ieps/000042</a>
504	Maine	Second	7	20/200	Accommodations	TVI will attend quarterly staffings with the school team to support student school program.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000042">http://iep.albinism.org/Home/example-iep/ieps/000042</a>
504	Maine	First	6	20/200	Accommodations	Student will have access to a closed circuit television/video magnifier to enlarge print as needed. The school committee voted to give the family permission to bring the CCTV home with them over extended vacations and summer.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000043">http://iep.albinism.org/Home/example-iep/ieps/000043</a>
504	Maine	First	6	20/200	Accommodations	Tests, worksheets, and written materials will be provided in large print as needed. The recommendation is 36 font, double-spaced.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000043">http://iep.albinism.org/Home/example-iep/ieps/000043</a>
504	Maine	First	6	20/200	Accommodations	Team meetings will be held at least quarterly to coordinate student services.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000043">http://iep.albinism.org/Home/example-iep/ieps/000043</a>
504	Maine	First	6	20/200	Accommodations	When working with the entire class, teachers should ensure that communication by gestures; facial expressions (i.e., nod of the head) are accompanied by verbal cues.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000043">http://iep.albinism.org/Home/example-iep/ieps/000043</a>
504	Maine	First	6	20/200	Accommodations	Student should be given preferential seatings (close to the materials and instruction) during circle times, etc. Student should be allowed to get up and look at the board if needed.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000043">http://iep.albinism.org/Home/example-iep/ieps/000043</a>
504	Maine	First	6	20/200	Accommodations	Student should be allowed to hold and look at any new materials or items being presented to the class prior to presentation. If available, student would benefit from having a copy of books read to the class.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000043">http://iep.albinism.org/Home/example-iep/ieps/000043</a>
504	Maine	First	6	20/200	Accommodations	When doing desk or table work, student should be seated facing into a window or light source nor should be positioned with back to a light source thus causing a shadow on work. Student should use white paper with dark lines instead of yellow line paper or white paper with blue or red lines. A dark lead pencil (#1) will be available if needed. A slant board or tabletop easel will help him sit up straight and not get in his own light.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000043">http://iep.albinism.org/Home/example-iep/ieps/000043</a>
504	Maine	First	6	20/200	Accommodations	Teachers should use dark marker to present information on a board or chart as colored markers are harder to see.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000043">http://iep.albinism.org/Home/example-iep/ieps/000043</a>
504	Maine	First	6	20/200	Accommodations	As a child with albinism, student is extremely photophobic. For that reason special attention should be paid to glare on tables, etc., light sources, and the sunlight when he is outside. Student will wear a brimmed hat and sunscreen when outside. Teachers should avoid laminated materials, glossy paper, and glare on televisions/computer screens or the CCTV.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000043">http://iep.albinism.org/Home/example-iep/ieps/000043</a>
504	Maine	First	6	20/200	Equipment	CCTV	<a href="http://iep.albinism.org/Home/example-iep/ieps/000043">http://iep.albinism.org/Home/example-iep/ieps/000043</a>
504	Maine	First	6	20/200	Accommodations	Student has a ball with bells inside it for small ball games. He needs a physical/visual prompt if he needs to stand back during activities.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000043">http://iep.albinism.org/Home/example-iep/ieps/000043</a>
504	Maine	First	6	20/200	Accommodations	Do not correct student if he holds his head in an unusual position. He may not make eye contact.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000043">http://iep.albinism.org/Home/example-iep/ieps/000043</a>
504	Maine	First	6	20/200	Accommodations	Student will be provided with desktop copies of references that are posted on the classroom walls.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000043">http://iep.albinism.org/Home/example-iep/ieps/000043</a>
504	Maine	First	6	20/200	Accommodations	Student will have access to Bright Line Reading Guide for use in reading text.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000043">http://iep.albinism.org/Home/example-iep/ieps/000043</a>
504	Maine	Second	7	20/200	Equipment	Bright Light Reading Guide	<a href="http://iep.albinism.org/Home/example-iep/ieps/000042">http://iep.albinism.org/Home/example-iep/ieps/000042</a>
504	Maine	First	6	20/200	Equipment	Bright Light Reading Guide	<a href="http://iep.albinism.org/Home/example-iep/ieps/000043">http://iep.albinism.org/Home/example-iep/ieps/000043</a>
504	Maine	First	6	20/200	Accommodations	Student's white board should be clean and free of scratches.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000043">http://iep.albinism.org/Home/example-iep/ieps/000043</a>
504	Maine	First	6	20/200	Accommodations	Student will have access to a designated spot in the cafeteria for his coat and winter clothing so that he can find his belongings easily.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000043">http://iep.albinism.org/Home/example-iep/ieps/000043</a>
504	Maine	First	6	20/200	Accommodations	Student should be assigned a peer buddy or staff person for special events to help him navigate in novel settings or situations.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000043">http://iep.albinism.org/Home/example-iep/ieps/000043</a>
504	Maine	First	6	20/200	Accommodations	Student will be allowed more time for reading passages.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000043">http://iep.albinism.org/Home/example-iep/ieps/000043</a>
504	Maine	First	6	20/200	Accommodations	Student should be given advance notice of fire drills.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000043">http://iep.albinism.org/Home/example-iep/ieps/000043</a>

Document Type	State	Grade	Age	Visual Acuity	Category	Description	Actual IEP
504	Maine	First	6	20/200	Accommodations	Student's second grade teacher and specialist will be offered a training workshop on teaching visually impaired students.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000043">http://iep.albinism.org/Home/example-iep/ieps/000043</a>
504	Maine	First	6	20/200	Accommodations	Student may fatigue quicker than other students. Breaks should be offered during intensive periods of work and/or focus.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000043">http://iep.albinism.org/Home/example-iep/ieps/000043</a>
504	Maine	First	6	20/200	Accommodations	Any computer that student uses should have a 10.40 SX upgrade and the mouse cursor size should be increased.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000043">http://iep.albinism.org/Home/example-iep/ieps/000043</a>
504	Maine	First	6	20/200	Equipment	10.40SX computer upgrade	<a href="http://iep.albinism.org/Home/example-iep/ieps/000043">http://iep.albinism.org/Home/example-iep/ieps/000043</a>
504	Maine	First	6	20/200	Equipment	Mouse cursor size increase.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000043">http://iep.albinism.org/Home/example-iep/ieps/000043</a>
504	Maine	First	6	20/200	Accommodations	Monthly staffing meetings will be held to support student school program.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000043">http://iep.albinism.org/Home/example-iep/ieps/000043</a>
504	Maine	First	6	20/200	Accommodations	TVI will attend quarterly staffings with the school team to support student school program.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000043">http://iep.albinism.org/Home/example-iep/ieps/000043</a>
504	Maine	Second	7	20/200	Accommodations	Student should be given preferential seating (close to the materials and instructions) during the school day. Student should be allowed to get up and look at the board if needed.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000042">http://iep.albinism.org/Home/example-iep/ieps/000042</a>
IEP	South Carolina	First	6	20/200 - 20/250 far vision	Accommodations	Student is allowed to wear sunglasses and a cap on school grounds and in buildings to minimize glare and maximize vision.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000044">http://iep.albinism.org/Home/example-iep/ieps/000044</a>
IEP	South Carolina	First	6	20/200 - 20/250 far vision	Equipment	Student will be provided enlarged materials when needed, high contrast paper/ materials, hand-held magnifiers, hand-held monoculars, book stands, and will have preferential seating as necessary within the classroom, and at any assembly, field trip or special activity.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000044">http://iep.albinism.org/Home/example-iep/ieps/000044</a>
IEP	South Carolina	First	6	20/200 - 20/250 far vision	Accommodations	Seating position should avoid glare from the side windows and overhead lights and should avoid shadow. In the classroom with florescent lights, a seat between banks of light is better than directly over the bank.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000044">http://iep.albinism.org/Home/example-iep/ieps/000044</a>
IEP	South Carolina	First	6	20/200 - 20/250 far vision	Equipment	Student will have a braille writer, braille paper, and braille books, and othe braille materials readily available within the classroom.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000044">http://iep.albinism.org/Home/example-iep/ieps/000044</a>
IEP	South Carolina	First	6	20/200 - 20/250 far vision	Accommodations	The blinds will be closed while student is in any classroom and will be seated with his back ot the windows at all times, even when the blinds are closed to minimize glare.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000044">http://iep.albinism.org/Home/example-iep/ieps/000044</a>
IEP	South Carolina	First	6	20/200 - 20/250 far vision	Accommodations	Student will be allowed to position himself as needed while working, and will be allowed to get as close to any teaching material as needed for maximum vision.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000044">http://iep.albinism.org/Home/example-iep/ieps/000044</a>
IEP	South Carolina	First	6	20/200 - 20/250 far vision	Accommodations	When using the computer, the screen will be enlarged for maximum vision when needed.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000044">http://iep.albinism.org/Home/example-iep/ieps/000044</a>
IEP	South Carolina	First	6	20/200 - 20/250 far vision	Accommodations	Student will be allowed sunscreen before going outside for an extended period of time, especially in the afternoon.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000044">http://iep.albinism.org/Home/example-iep/ieps/000044</a>
IEP	South Carolina	First	6	20/200 - 20/250 far vision	Accommodations	Teacher should monitor closely for visual fatigue and may be required to give auditory cues for objects and/or activities at a distance.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000044">http://iep.albinism.org/Home/example-iep/ieps/000044</a>
IEP	South Carolina	First	6	20/200 - 20/250 far vision	Long-term Goal	Student will use age-appropriate articulation to increase intelligibility during interactions in the speech room and the classroom with 80% accuracy as measured by criterion referenced assessments and observations. The student will correctly produce /r l/ isolation, /r l/ within all positions of words, /s/ within all positions while producing sentences.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000044">http://iep.albinism.org/Home/example-iep/ieps/000044</a>
IEP	South Carolina	First	6	20/200 - 20/250 far vision	Long-term Goal	During interactions within the speech room and classroom the student will improve communicative ability in the area of expressive language by improving grammatical sentence structure to 80% accuracy as measured by criterion referenced testing and observation.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000044">http://iep.albinism.org/Home/example-iep/ieps/000044</a>
IEP	South Carolina	First	6	20/200 - 20/250 far vision	Long-term Goal	Student will improve gross motor skills to increase safety in the classroom, playground, and to improve functional independence in the educational environment 100% of the time.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000044">http://iep.albinism.org/Home/example-iep/ieps/000044</a>
IEP	South Carolina	First	6	20/200 - 20/250 far vision	Short-term objectives/benchmarks	Student will throw a small ball overhead and underhand to a 2'x2' target from a distance of 10'. Mastery 3/4 trials.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000044">http://iep.albinism.org/Home/example-iep/ieps/000044</a>
IEP	South Carolina	First	6	20/200 - 20/250 far vision	Short-term objectives/benchmarks	Student will catch a small ball tossed from 8' without trapping against his body. Mastery 3/4 trials.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000044">http://iep.albinism.org/Home/example-iep/ieps/000044</a>
IEP	South Carolina	First	6	20/200 - 20/250 far vision	Short-term objectives/benchmarks	Student will maintain right and left unilateral stance by 8-10 seconds with less than 30 degree trunk sway. Mastery 2/3 trials.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000044">http://iep.albinism.org/Home/example-iep/ieps/000044</a>
IEP	South Carolina	First	6	20/200 - 20/250 far vision	Short-term objectives/benchmarks	Student will ambulate the entire length of a raised balance beam without stepping off. Mastery 3/4 trials.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000044">http://iep.albinism.org/Home/example-iep/ieps/000044</a>
IEP	South Carolina	First	6	20/200 - 20/250 far vision	Short-term objectives/benchmarks	Student will skip 50' with good upper extremity and lower extremity reciprocal motion and full foot flight. Mastery: 2/3 trials.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000044">http://iep.albinism.org/Home/example-iep/ieps/000044</a>
IEP	South Carolina	First	6	20/200 - 20/250 far vision	Short-term objectives/benchmarks	Student will hop 10 consecutive hops on right and left extremities with full foot clearance. Mastery 2/3 trials.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000044">http://iep.albinism.org/Home/example-iep/ieps/000044</a>
IEP	South Carolina	First	6	20/200 - 20/250 far vision	Long-term Goal	Student will demonstrate listening skills by repeating or stating orally presented information in 4 out of 5 opportunities.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000044">http://iep.albinism.org/Home/example-iep/ieps/000044</a>
IEP	South Carolina	First	6	20/200 - 20/250 far vision	Short-term objectives/benchmarks	Student will recall at least two facts from information given within a short (5-20 minutes) and a medium time (3 to 7 days) interval. Mastery: 4/5 attempts.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000044">http://iep.albinism.org/Home/example-iep/ieps/000044</a>
IEP	South Carolina	First	6	20/200 - 20/250 far vision	Short-term objectives/benchmarks	Student will recall details from a story heard within a short (5-20 minutes) and a moderate time (3 to 7 days) interval. Mastery: 4/5 attempts.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000044">http://iep.albinism.org/Home/example-iep/ieps/000044</a>
IEP	South Carolina	First	6	20/200 - 20/250 far vision	Short-term objectives/benchmarks	Student will repeat familiar phrases, nursery rhymes, poems, etc. Mastery 4/5 attempts.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000044">http://iep.albinism.org/Home/example-iep/ieps/000044</a>
IEP	South Carolina	First	6	20/200 - 20/250 far vision	Short-term objectives/benchmarks	Student will repeat and follow 2-step and 3-step verbal commands. Mastery: 4/5 attempts.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000044">http://iep.albinism.org/Home/example-iep/ieps/000044</a>

Document Type	State	Grade	Age	Visual Acuity	Category	Description	Actual IEP
IEP	South Carolina	First	6	20/200 - 20/250 far vision	Long-term Goal	Student will demonstrate skills needed to use near and distance magnifiers for reading and gathering information visually in 4 out of 5 opportunities.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000044">http://iep.albinism.org/Home/example-iep/ieps/000044</a>
IEP	South Carolina	First	6	20/200 - 20/250 far vision	Short-term objectives/benchmarks	Student will communicate name and purpose of the purpose of the low vision aid. Mastery: 4/5 attempts.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000044">http://iep.albinism.org/Home/example-iep/ieps/000044</a>
IEP	South Carolina	First	6	20/200 - 20/250 far vision	Short-term objectives/benchmarks	Student will initiate the use of the device without teacher intervention. Mastery: 4/5 attempts.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000044">http://iep.albinism.org/Home/example-iep/ieps/000044</a>
IEP	South Carolina	First	6	20/200 - 20/250 far vision	Short-term objectives/benchmarks	Student will adjust the self (head) to lens distance for comfort and to affect changes in the field of view. Mastery: 4/5 attempts.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000044">http://iep.albinism.org/Home/example-iep/ieps/000044</a>
IEP	South Carolina	First	6	20/200 - 20/250 far vision	Short-term objectives/benchmarks	Student will store th device in a safe, convenient location for quick retrieval. Mastery 4/5 attempts.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000044">http://iep.albinism.org/Home/example-iep/ieps/000044</a>
IEP	South Carolina	First	6	20/200 - 20/250 far vision	Short-term objectives/benchmarks	Student will scan the environment and locate stationary objects without the monocular telescope and then locate the same stationary objects with the monocular. Mastery 4/5 attempts.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000044">http://iep.albinism.org/Home/example-iep/ieps/000044</a>
IEP	South Carolina	First	6	20/200 - 20/250 far vision	Short-term objectives/benchmarks	Student will stabilize the hand using the monocular. Mastery: 4/4 attempts.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000044">http://iep.albinism.org/Home/example-iep/ieps/000044</a>
IEP	South Carolina	First	6	20/200 - 20/250 far vision	Long-term Goal	Student will demonstrate an increase in braille readiness by completing the APH reading curriculum readiness level patterns the primary braille reading program (red) with 80% accuracy on criterion based assessments.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000044">http://iep.albinism.org/Home/example-iep/ieps/000044</a>
IEP	South Carolina	First	6	20/200 - 20/250 far vision	Long-term Goal	Student will demonstrate an increase in braille reading and writing skills by completing the APH reading curriculum patterns: The Primary Braille Reading Program (Reading: Preprimer Level [Green]) with 80% accuracy on criterion based assessments.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000044">http://iep.albinism.org/Home/example-iep/ieps/000044</a>
IEP	South Carolina	First	6	20/200 - 20/250 far vision	Services/Frequency	Language and Articulation, 30 minutes, twice per week.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000044">http://iep.albinism.org/Home/example-iep/ieps/000044</a>
IEP	South Carolina	First	6	20/200 - 20/250 far vision	Services/Frequency	Itinerant Vision Services, 45 minutes, three times per week.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000044">http://iep.albinism.org/Home/example-iep/ieps/000044</a>
IEP	South Carolina	First	6	20/200 - 20/250 far vision	Services/Frequency	Orientation and Mobility, twice per month, 30 minutes.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000044">http://iep.albinism.org/Home/example-iep/ieps/000044</a>
IEP	South Carolina	First	6	20/200 - 20/250 far vision	Services/Frequency	Physical Therapy, 30 minutes, once per week.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000044">http://iep.albinism.org/Home/example-iep/ieps/000044</a>
IEP	South Carolina	First	6	20/200 - 20/250 far vision	Services/Frequency	Mini Bus Transportation, daily 60 minutes	<a href="http://iep.albinism.org/Home/example-iep/ieps/000044">http://iep.albinism.org/Home/example-iep/ieps/000044</a>
IEP	South Carolina	First	6	20/200 - 20/250 far vision	Accommodations	PE teacher will be informed of student's visual impairment and modifications will be made as needed. Student will be allowed to wear sunscreen, a brimmed hat, and/or sunglasses as needed.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000044">http://iep.albinism.org/Home/example-iep/ieps/000044</a>
IEP	South Dakota	Kindergarten	5	Unknown	Accommodations	Student will need extra assistance in many area. See actual IEP.	
IEP	South Dakota	Kindergarten	5	Unknown	Services/Frequency	Student will have an E.A. M-F 8:30-3:30.	
IEP	South Dakota	Kindergarten	5	Unknown	Accommodations	Student will need one-on-one to small group assistance with modified instructional materials in the areas of reading and writing. Student will also need vision accommodations in the general education classroom.	
IEP	South Dakota	Kindergarten	5	Unknown	Short-term objectives/benchmarks	Using peer role models, social stories, visual cues, and verbal prompts during the school day, student will engage in pro-social interactions with peers by sharing, playing cooperatively, and use verbal exchanges to express emotions for 80% of the school day on 4 of 6 occasions.	
IEP	South Dakota	Kindergarten	5	Unknown	Short-term objectives/benchmarks	When tracing and coloring in the classroom, student will trace over lines of simple forms within 1/8" and color within the outline 80% of trials 5 of 5 days.	
IEP	South Dakota	Kindergarten	5	Unknown	Services/Frequency	When needed, student will be able to tie his shoes independently 90% trials 5 of 5 days.	
IEP	South Dakota	Kindergarten	5	Unknown	Accommodations	Filtered lighting in classrooms	
IEP	South Dakota	Kindergarten	5	Unknown	Accommodations	Closed Blinds	
IEP	South Dakota	Kindergarten	5	Unknown	Accommodations	Preferential seating in classroom, circle time, specials. Student will need to sit with back to the windows.	
IEP	South Dakota	Kindergarten	5	Unknown	Accommodations	Colored paper for contrast	
IEP	South Dakota	Kindergarten	5	Unknown	Accommodations	Enlarged, bolded font	
IEP	South Dakota	Kindergarten	5	Unknown	Accommodations	Modified/tilted workspace	
IEP	South Dakota	Kindergarten	5	Unknown	Services/Frequency	Vision Consult, quarterly	
IEP	South Dakota	Kindergarten	5	Unknown	Services/Frequency	Special Ed Services 5 hours per week	
IEP	South Dakota	Kindergarten	5	Unknown	Services/Frequency	Occupational Therapy 1 hour per week	
IEP	South Dakota	Kindergarten	5	Unknown	Services/Frequency	Special Ed Services 5 hours per week	
IFSP	Michigan	Preschool Age 3	2	20/100 - 20/200 individual eye	Accommodations	Preferential seating at point of instruction/demonstration	<a href="http://iep.albinism.org/Home/example-iep/ieps/000046">http://iep.albinism.org/Home/example-iep/ieps/000046</a>
IFSP	Michigan	Preschool Age 3	2	20/100 - 20/200 individual eye	Accommodations	Adapted materials (enlarged)	<a href="http://iep.albinism.org/Home/example-iep/ieps/000046">http://iep.albinism.org/Home/example-iep/ieps/000046</a>
IFSP	Michigan	Preschool Age 3	2	20/100 - 20/200 individual eye	Accommodations	TCVI consultation with general education teacher/staff parent	<a href="http://iep.albinism.org/Home/example-iep/ieps/000046">http://iep.albinism.org/Home/example-iep/ieps/000046</a>
IFSP	Michigan	Preschool Age 3	2	20/100 - 20/200 individual eye	Accommodations	Hat with a brim	<a href="http://iep.albinism.org/Home/example-iep/ieps/000046">http://iep.albinism.org/Home/example-iep/ieps/000046</a>
IFSP	Michigan	Preschool Age 3	2	20/100 - 20/200 individual eye	Services/Frequency	O&M 1x per semester consultation at beginning of school year	<a href="http://iep.albinism.org/Home/example-iep/ieps/000046">http://iep.albinism.org/Home/example-iep/ieps/000046</a>
IFSP	Michigan	Preschool Age 3	2	20/100 - 20/200 individual eye	Long-term Goal	Student will complete fine motor tasks appropriate for age level	<a href="http://iep.albinism.org/Home/example-iep/ieps/000046">http://iep.albinism.org/Home/example-iep/ieps/000046</a>
IFSP	Michigan	Preschool Age 3	2	20/100 - 20/200 individual eye	Short-term objectives/benchmarks	Student will independently complete a puzzle that has three interlocking pieces.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000046">http://iep.albinism.org/Home/example-iep/ieps/000046</a>
IFSP	Michigan	Preschool Age 3	2	20/100 - 20/200 individual eye	Short-term objectives/benchmarks	Student will stack 8-9 one-inch cubes.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000046">http://iep.albinism.org/Home/example-iep/ieps/000046</a>
IFSP	Michigan	Preschool Age 3	2	20/100 - 20/200 individual eye	Short-term objectives/benchmarks	Student will draw a simple face (head, eyes, nose, mouth, ears).	<a href="http://iep.albinism.org/Home/example-iep/ieps/000046">http://iep.albinism.org/Home/example-iep/ieps/000046</a>
IFSP	Michigan	Preschool Age 3	2	20/100 - 20/200 individual eye	Long-term Goal	Student will increase independence in self-help skills.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000046">http://iep.albinism.org/Home/example-iep/ieps/000046</a>
IFSP	Michigan	Preschool Age 3	2	20/100 - 20/200 individual eye	Short-term objectives/benchmarks	Student will independently put on coat or front-opening shirt.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000046">http://iep.albinism.org/Home/example-iep/ieps/000046</a>
IFSP	Michigan	Preschool Age 3	2	20/100 - 20/200 individual eye	Short-term objectives/benchmarks	Student will independently put on socks and shoes (fasten Velcro, if applicable).	<a href="http://iep.albinism.org/Home/example-iep/ieps/000046">http://iep.albinism.org/Home/example-iep/ieps/000046</a>
IFSP	Michigan	Preschool Age 3	2	20/100 - 20/200 individual eye	Short-term objectives/benchmarks	Student will unbutton large buttons, snap own clothing, and zip an engaged zipper.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000046">http://iep.albinism.org/Home/example-iep/ieps/000046</a>
IFSP	Michigan	Preschool Age 3	2	20/100 - 20/200 individual eye	Long-term Goal	When necessary student will seek out another adult (other than parent) or peer when he needs assistance/help.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000046">http://iep.albinism.org/Home/example-iep/ieps/000046</a>
IFSP	Michigan	Preschool Age 3	2	20/100 - 20/200 individual eye	Short-term objectives/benchmarks	Student will request assistance by verbally asking or showing another adult.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000046">http://iep.albinism.org/Home/example-iep/ieps/000046</a>
IFSP	Michigan	Preschool Age 3	2	20/100 - 20/200 individual eye	Short-term objectives/benchmarks	Student will request assistance by verbally asking or showing peer.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000046">http://iep.albinism.org/Home/example-iep/ieps/000046</a>
IFSP	Michigan	Preschool Age 3	2	20/100 - 20/200 individual eye	Services/Frequency	TCVI 1xper week 60 minutes home and 2x per week 30 minutes at location	<a href="http://iep.albinism.org/Home/example-iep/ieps/000046">http://iep.albinism.org/Home/example-iep/ieps/000046</a>

Document Type	State	Grade	Age	Visual Acuity	Category	Description	Actual IEP
IFSP	Michigan	Preschool Age 3	2	20/100 - 20/200 individual eye	Transition Services	Parents looking at new preschools.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000046">http://iep.albinism.org/Home/example-iep/ieps/000046</a>
IEP	South Carolina	Seventh	11	20/50 close 20/100 distance	Short-term objectives/benchmarks	The student will demonstrate self-advocacy to complete school tasks with 90% accuracy as measured by teacher service log, grades, and classroom teacher input by using the following strategies: seating at most appropriate location for class activities, using large print tests and materials as requested or needed, individual copy of overheads when needed, magnification and assistive technology devices as needed as measured by classroom performance, MAP scores, PASS testing and grades.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000060">http://iep.albinism.org/Home/example-iep/ieps/000060</a>
IEP	South Carolina	Seventh	11	20/50 close 20/100 distance	Services/Frequency	Consultation services provided by the Vision Teacher to provide ongoing assessments, accommodations and visual materials used to promote functional vision. 30 minutes once per month.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000060">http://iep.albinism.org/Home/example-iep/ieps/000060</a>
IEP	South Carolina	Seventh	11	20/50 close 20/100 distance	Accommodations	Preferential seating	<a href="http://iep.albinism.org/Home/example-iep/ieps/000060">http://iep.albinism.org/Home/example-iep/ieps/000060</a>
IEP	South Carolina	Seventh	11	20/50 close 20/100 distance	Accommodations	Frequent Breaks	<a href="http://iep.albinism.org/Home/example-iep/ieps/000060">http://iep.albinism.org/Home/example-iep/ieps/000060</a>
IEP	South Carolina	Seventh	11	20/50 close 20/100 distance	Accommodations	The student may highlight words, phrases, sentences, etc., in reading passages or test items.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000060">http://iep.albinism.org/Home/example-iep/ieps/000060</a>
IEP	South Carolina	Seventh	11	20/50 close 20/100 distance	Accommodations	Large-print	<a href="http://iep.albinism.org/Home/example-iep/ieps/000060">http://iep.albinism.org/Home/example-iep/ieps/000060</a>
IEP	North Carolina	Kindergarten	5	20/200	Long-term Goal	Student will participate and remain engaged in small and large group activities and will see activities on her own choosing through to completion prior to moving on to a different task in 4/5x attempts.	
IEP	North Carolina	Kindergarten	5	20/200	Short-term objectives/benchmarks	Student will remain engaged in activities of her own choosing, seeing them through to completion with adult acknowledgement of complete work with a) prompts and b) without prompts 4/5x attempted	
IEP	North Carolina	Kindergarten	5	20/200	Long-term Goal	Student will be able to identify 10-15 upper and lowercase letters, identify numbers 1-5, participate in story time and reading activities interactively and write her first name from memory in 4/5x attempted.	
IEP	North Carolina	Kindergarten	5	20/200	Short-term objectives/benchmarks	Student will participate in story time ready activities interactively by answering questions relating to the story and will mimic and fill in missing words or phrases of favorite stories, poems, songs and fingerplays with a) prompts and cues and b) prompts and cues fading in 4/5x attempted.	
IEP	North Carolina	Kindergarten	5	20/200	Short-term objectives/benchmarks	Student will be able to write her first name from memory with a) adult support and b) adult support fading in 4/5x attempted.	
IEP	North Carolina	Kindergarten	5	20/200	Short-term objectives/benchmarks	Student will be able to identify numbers 1-5 on 4/5x attempted.	
IEP	North Carolina	Kindergarten	5	20/200	Long-term Goal	Given a variety of functional visual tasks. Student will demonstrate improved visual efficiency in the area of scanning, searching, visual discrimination, and self-advocacy, in 4/5 trials.	
IEP	North Carolina	Kindergarten	5	20/200	Short-term objectives/benchmarks	Given a print book with complex patterns or pictures, student will demonstrate efficient and organized scanning techniques by identifying familiar objects in all quadrants of both the left- and right- hand pages in 4/5 trials.	
IEP	North Carolina	Kindergarten	5	20/200	Short-term objectives/benchmarks	Given a print book with complex pictures, student will demonstrate improved visual discrimination by locating and identifying objects of progressively smaller size, and locating and identifying objects in cluttered visual displays in 4/5 trials.	
IEP	North Carolina	Kindergarten	5	20/200	Short-term objectives/benchmarks	Within the school environment, student will demonstrate improved scanning and searching techniques using distance vision by locating and identifying familiar items at distances farther than three feet in 4/5 trials.	
IEP	North Carolina	Kindergarten	5	20/200	Short-term objectives/benchmarks	When presented with educational materials that student has difficulty seeing, student will demonstrate improved awareness and self-advocacy skills by reporting her difficulty to staff and identifying possible accommodations (e.g. increased size, decreased clutter, improved lighting, reduced glare) that will help her see the materials better in 3/5 trials.	
IEP	North Carolina	Kindergarten	5	20/200	Long-term Goal	Within one year, student will be able to cut across a line, copy a square, and connect 10 finger pop beads 5/5 attempts to support developmental motor skills.	
IEP	North Carolina	Kindergarten	5	20/200	Short-term objectives/benchmarks	Student will cut across an 8 1/2 x 11 inch sheet of paper following a dark line of at least 1/4 inch thickness 5/5 attempts	
IEP	North Carolina	Kindergarten	5	20/200	Short-term objectives/benchmarks	Student will draw a circle upon request 5/5 attempts.	
IEP	North Carolina	Kindergarten	5	20/200	Short-term objectives/benchmarks	Student will copy a square 5/5 attempts	
IEP	North Carolina	Kindergarten	5	20/200	Short-term objectives/benchmarks	Student will connect 10 finger pop beads together 5/5 attempts	
IEP	North Carolina	Kindergarten	5	20/200	Long-term Goal	Student will attend to auditory and visual environmental information to maintain information in mobility tasks as well as improve basic mobility skills for safe travel on 4/5 trials.	
IEP	North Carolina	Kindergarten	5	20/200	Short-term objectives/benchmarks	Student will demonstrate beginning "Sighted Guide" technique positions and movements with 100% accuracy.	
IEP	North Carolina	Kindergarten	5	20/200	Short-term objectives/benchmarks	Student will identify the left and right sides of self and objects that are on her left and right side with 100% accuracy	
IEP	North Carolina	Kindergarten	5	20/200	Short-term objectives/benchmarks	Student will demonstrate turns to the left and right on 4/5 trials.	
IEP	North Carolina	Kindergarten	5	20/200	Short-term objectives/benchmarks	Student will follow directions that demonstrate her knowledge of various spatial concepts (i.e. in front of / behind / next to / near) on 4/5 trials.	
IEP	North Carolina	Kindergarten	5	20/200	Short-term objectives/benchmarks	Student will name and locate various areas of her new school setting (i.e. calssroom, gym, lunch room, outside play area, front desk/office) 100% of the time.	
IEP	North Carolina	Kindergarten	5	20/200	Short-term objectives/benchmarks	Student will improve her mobility of stairs of 4/5 trials.	
IEP	North Carolina	Kindergarten	5	20/200	Short-term objectives/benchmarks	Student will learn basic positions and movement using a long white cane in the verification technique on 4/5 trials.	

Document Type	State	Grade	Age	Visual Acuity	Category	Description	Actual IEP
IEP	North Carolina	Kindergarten	5	20/200	Short-term objectives/benchmarks	Student will identify landmarks/clues using vision, hearing, and touch on a travel path on 4/5 trials	
IEP	North Carolina	Kindergarten	5	20/200	Accommodations	Eyeglasses, sunglasses, hat, sunscreen	
IEP	North Carolina	Kindergarten	5	20/200	Services/Frequency	Special education 5/week, 3 hours, general classroom	
IEP	North Carolina	Kindergarten	5	20/200	Services/Frequency	Visually impaired, 7 reporting period, 90 minutes, total school environment	
IEP	North Carolina	Kindergarten	5	20/200	Services/Frequency	Occupational Therapy, 7 reporting period, 30 minutes, total school environment	
IEP	North Carolina	Kindergarten	5	20/200	Services/Frequency	Orientation and Mobility, 7 reporting period, 45 minutes, total school environment	
IFSP	South Carolina	Preschool Age 3	3	20/70	Transition Services	Family will be referred to the SC Commission for the Blind	<a href="http://iep.albinism.org/Home/example-iep/ieps/000051">http://iep.albinism.org/Home/example-iep/ieps/000051</a>
IFSP	South Carolina	Preschool Age 3	3	20/70	Services/Frequency	Private Insurance Ophthalmologist	<a href="http://iep.albinism.org/Home/example-iep/ieps/000051">http://iep.albinism.org/Home/example-iep/ieps/000051</a>
IEP	Ohio	First	6	20/200	Long-term Goal	Student will demonstrate an awareness of her visual needs by using strategies to adequately access the curriculum in 80% of opportunities	<a href="http://iep.albinism.org/Home/example-iep/ieps/000054">http://iep.albinism.org/Home/example-iep/ieps/000054</a>
IEP	Ohio	First	6	20/200	Short-term objectives/benchmarks	Student will independently move closer to an activity in order to improve her visual and auditory position in 4 out of 5 opportunities	<a href="http://iep.albinism.org/Home/example-iep/ieps/000054">http://iep.albinism.org/Home/example-iep/ieps/000054</a>
IEP	Ohio	First	6	20/200	Short-term objectives/benchmarks	Student will use a low vision device or strategies to participate in the same activities as her peers with decreasing prompts in 4 out of 5 opportunities	<a href="http://iep.albinism.org/Home/example-iep/ieps/000054">http://iep.albinism.org/Home/example-iep/ieps/000054</a>
IEP	Ohio	First	6	20/200	Short-term objectives/benchmarks	Student will independently inform a member of the educational team if she is having difficulties related to her vision (unable to view material presented to her, lighting is too bright, or if she is visually fatigued) in 4 out of 5 opportunities	<a href="http://iep.albinism.org/Home/example-iep/ieps/000054">http://iep.albinism.org/Home/example-iep/ieps/000054</a>
IEP	Ohio	First	6	20/200	Equipment	Monocular, magnifier, computer screen magnifier, dark lead pencils, dark lined paper, lightbox, slantboard, large print books when available	<a href="http://iep.albinism.org/Home/example-iep/ieps/000054">http://iep.albinism.org/Home/example-iep/ieps/000054</a>
IEP	Ohio	First	6	20/200	Accommodations	preferential seating (front, center with back to the window) and freedom to move about the room to improve visual positions, copies should be high contrast and of good quality, enlarged material at student's request, permission to use accessibility options on the computer if necessary, artificial or natural lighting modified as needed and extended time (up to 150%) for tests and assignments.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000054">http://iep.albinism.org/Home/example-iep/ieps/000054</a>
IEP	Ohio	First	6	20/200	Accommodations	Teachers should use descriptive language and not stand in front of a window when providing instruction	<a href="http://iep.albinism.org/Home/example-iep/ieps/000054">http://iep.albinism.org/Home/example-iep/ieps/000054</a>
IEP	Ohio	First	6	20/200	Services/Frequency	TVI 30 minutes weekly, with an increase in services during the first quarter of the school year to assist with transition to first grade.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000054">http://iep.albinism.org/Home/example-iep/ieps/000054</a>
IEP	Ohio	First	6	20/200	Long-term Goal	Student will demonstrate an awareness of her visual needs by using strategies to adequately access the curriculum in 80% of opportunities	<a href="http://iep.albinism.org/Home/example-iep/ieps/000054">http://iep.albinism.org/Home/example-iep/ieps/000054</a>
IEP	Ohio	First	6	20/200	Short-term objectives/benchmarks	Student will independently move closer to an activity in order to improve her visual and auditory position in 4 out of 5 opportunities	<a href="http://iep.albinism.org/Home/example-iep/ieps/000054">http://iep.albinism.org/Home/example-iep/ieps/000054</a>
IEP	Ohio	First	6	20/200	Short-term objectives/benchmarks	Student will use a low vision device or strategies to participate in the same activities as her peers with decreasing prompts in 4 out of 5 opportunities	<a href="http://iep.albinism.org/Home/example-iep/ieps/000054">http://iep.albinism.org/Home/example-iep/ieps/000054</a>
IEP	Ohio	First	6	20/200	Short-term objectives/benchmarks	Student will independently inform a member of her educational team if she is having difficulties related to her vision (unable to view material presented to her, lighting is too bright, or if she is visually fatigued) in 4 out of 5 opportunities	<a href="http://iep.albinism.org/Home/example-iep/ieps/000054">http://iep.albinism.org/Home/example-iep/ieps/000054</a>
IEP	Ohio	First	6	20/200	Long-term Goal	Student will write with increased legibility for curriculum words and sentences with minimal verbal, visual, and physical prompts, with 80% accuracy, 3/4 trials	<a href="http://iep.albinism.org/Home/example-iep/ieps/000054">http://iep.albinism.org/Home/example-iep/ieps/000054</a>
IEP	Ohio	First	6	20/200	Short-term objectives/benchmarks	Student will write words with correct letter formation to 80% legibility in 3/4 trials, with minimal assistance	<a href="http://iep.albinism.org/Home/example-iep/ieps/000054">http://iep.albinism.org/Home/example-iep/ieps/000054</a>
IEP	Ohio	First	6	20/200	Short-term objectives/benchmarks	Student will write short sentences with improved line placement of 80% in 3/4 trials, with minimal assistance	<a href="http://iep.albinism.org/Home/example-iep/ieps/000054">http://iep.albinism.org/Home/example-iep/ieps/000054</a>
IEP	Ohio	First	6	20/200	Short-term objectives/benchmarks	Student will write short sentences with improved spacing in 80% in 3/4 trials, with minimal assistance	<a href="http://iep.albinism.org/Home/example-iep/ieps/000054">http://iep.albinism.org/Home/example-iep/ieps/000054</a>
IEP	Ohio	First	6	20/200	Accommodations	Full class inclusion with consultation and support from the low-vision specialist	<a href="http://iep.albinism.org/Home/example-iep/ieps/000054">http://iep.albinism.org/Home/example-iep/ieps/000054</a>
IEP	Ohio	First	6	20/200	Accommodations	Occupational Therapy direct and indirect 120 mins/month minimum to address fine and visual motor for handwriting, consultation, programming, inservices, observations, staff training, assistive tech, etc.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000054">http://iep.albinism.org/Home/example-iep/ieps/000054</a>
IEP	Ohio	First	6	20/200	Equipment	Slant board, light box or glare reducer, adapted paper, low vision devices	<a href="http://iep.albinism.org/Home/example-iep/ieps/000054">http://iep.albinism.org/Home/example-iep/ieps/000054</a>
IEP	Ohio	First	6	20/200	Accommodations	Teachers should avoid standing in front of a window or light source when delivering directions. Turn off overhead lighting when possible, students back should be toward the window	<a href="http://iep.albinism.org/Home/example-iep/ieps/000054">http://iep.albinism.org/Home/example-iep/ieps/000054</a>
IEP	Ohio	First	6	20/200	Accommodations	Student should be allowed to move freely about the room to improve her visual or auditory position. Use darkened lined paper when coloring, cutting, or other fine motor activities	<a href="http://iep.albinism.org/Home/example-iep/ieps/000054">http://iep.albinism.org/Home/example-iep/ieps/000054</a>
IEP	Ohio	First	6	20/200	Accommodations	Enlarged worksheets at student request. Use slant board when possible to improve visual position and	<a href="http://iep.albinism.org/Home/example-iep/ieps/000054">http://iep.albinism.org/Home/example-iep/ieps/000054</a>
IEP	Ohio	First	6	20/200	Services/Frequency	Inservice for teacher and staff regarding low-vision students	<a href="http://iep.albinism.org/Home/example-iep/ieps/000054">http://iep.albinism.org/Home/example-iep/ieps/000054</a>
IEP	Ohio	First	6	20/200	Accommodations	low-vision child, pick up should be at students house	<a href="http://iep.albinism.org/Home/example-iep/ieps/000054">http://iep.albinism.org/Home/example-iep/ieps/000054</a>
IEP	Ohio	First	6	20/200	Services/Frequency	Due to the intense need to develop fine motor skills, student receives OT services in an individual setting as well as in the classroom	<a href="http://iep.albinism.org/Home/example-iep/ieps/000054">http://iep.albinism.org/Home/example-iep/ieps/000054</a>
IEP	Ohio	Fourth	10	20/300	Equipment	Wrap style sunglasses	<a href="http://iep.albinism.org/Home/example-iep/ieps/000058">http://iep.albinism.org/Home/example-iep/ieps/000058</a>
IEP	Ohio	Fourth	10	20/300	Equipment	CCTV Merlin	<a href="http://iep.albinism.org/Home/example-iep/ieps/000058">http://iep.albinism.org/Home/example-iep/ieps/000058</a>
IEP	Ohio	Fourth	10	20/300	Equipment	Large print calculator and ruler	<a href="http://iep.albinism.org/Home/example-iep/ieps/000058">http://iep.albinism.org/Home/example-iep/ieps/000058</a>
IEP	Ohio	Fourth	10	20/300	Equipment	Slant board	<a href="http://iep.albinism.org/Home/example-iep/ieps/000058">http://iep.albinism.org/Home/example-iep/ieps/000058</a>
IEP	Ohio	Fourth	10	20/300	Long-term Goal	During class, in a group or partner activities, student will recognize social cues and respond appropriately in 4/10 recorded opportunities	<a href="http://iep.albinism.org/Home/example-iep/ieps/000058">http://iep.albinism.org/Home/example-iep/ieps/000058</a>
IEP	Ohio	Fourth	10	20/300	Short-term objectives/benchmarks	Student will recognize "personal space" is needed by his peers and take a step back in 4/5 recorded opportunities	<a href="http://iep.albinism.org/Home/example-iep/ieps/000058">http://iep.albinism.org/Home/example-iep/ieps/000058</a>

Document Type	State	Grade	Age	Visual Acuity	Category	Description	Actual IEP
IEP	Ohio	Fourth	10	20/300	Short-term objectives/benchmarks	When students are asked to share strategies or ideas, student will participate in 8/10 opportunities	<a href="http://iep.albinism.org/Home/example-iep/ieps/000058">http://iep.albinism.org/Home/example-iep/ieps/000058</a>
IEP	Ohio	Fourth	10	20/300	Short-term objectives/benchmarks	To promote friendships, student will initiate a conversation with peers by posing an appropriate questions for them to answer in 4/5 days per week	<a href="http://iep.albinism.org/Home/example-iep/ieps/000058">http://iep.albinism.org/Home/example-iep/ieps/000058</a>
IEP	Ohio	Fourth	10	20/300	Long-term Goal	Student will continue to self-advocate for his visual needs in the school environment in 9/10 recorded opportunities	<a href="http://iep.albinism.org/Home/example-iep/ieps/000058">http://iep.albinism.org/Home/example-iep/ieps/000058</a>
IEP	Ohio	Fourth	10	20/300	Short-term objectives/benchmarks	Student will independently move to improve his visual position in 9/10 recorded opportunities	<a href="http://iep.albinism.org/Home/example-iep/ieps/000058">http://iep.albinism.org/Home/example-iep/ieps/000058</a>
IEP	Ohio	Fourth	10	20/300	Short-term objectives/benchmarks	Student will use low vision devices/strategies best for the task at hand in 9/10 recorded opportunities	<a href="http://iep.albinism.org/Home/example-iep/ieps/000058">http://iep.albinism.org/Home/example-iep/ieps/000058</a>
IEP	Ohio	Fourth	10	20/300	Short-term objectives/benchmarks	Student will independently ask a classmate for assistance if appropriate in 9/10 recorded opportunities	<a href="http://iep.albinism.org/Home/example-iep/ieps/000058">http://iep.albinism.org/Home/example-iep/ieps/000058</a>
IEP	Ohio	Fourth	10	20/300	Short-term objectives/benchmarks	Student will independently ask a member of the education staff if he has difficulties related to his vision that he cannot resolve on his own or with the help of a classmate in 9/10 recorded opportunities	<a href="http://iep.albinism.org/Home/example-iep/ieps/000058">http://iep.albinism.org/Home/example-iep/ieps/000058</a>
IEP	Ohio	Fourth	10	20/300	Long-term Goal	During class, in group or partner activities, student will recognize social cues and respond appropriately in 8/10 recorded opportunities	<a href="http://iep.albinism.org/Home/example-iep/ieps/000058">http://iep.albinism.org/Home/example-iep/ieps/000058</a>
IEP	Ohio	Fourth	10	20/300	Short-term objectives/benchmarks	recognize "personal space" is needed by his peers and take a step back in 4/5 recorded opportunities	<a href="http://iep.albinism.org/Home/example-iep/ieps/000058">http://iep.albinism.org/Home/example-iep/ieps/000058</a>
IEP	Ohio	Fourth	10	20/300	Short-term objectives/benchmarks	When students are asked to share strategies or ideas, student will participate in 8/10 recorded opportunities	<a href="http://iep.albinism.org/Home/example-iep/ieps/000058">http://iep.albinism.org/Home/example-iep/ieps/000058</a>
IEP	Ohio	Fourth	10	20/300	Short-term objectives/benchmarks	To promote friendships, student will initiate a conversation with peers by posing an appropriate question for them to answer, in 4/5 days per week	<a href="http://iep.albinism.org/Home/example-iep/ieps/000058">http://iep.albinism.org/Home/example-iep/ieps/000058</a>
IEP	Ohio	Fifth	11	20/300	Long-term Goal	Student will initiate and maintain conversations with peers throughout the general school environment where interaction is less formal (i.e. lunch, recess, P.E. and Art), as evidenced in at least 4 out of 5 recorded opportunities	<a href="http://iep.albinism.org/Home/example-iep/ieps/000059">http://iep.albinism.org/Home/example-iep/ieps/000059</a>
IEP	Ohio	Fifth	11	20/300	Short-term objectives/benchmarks	When provided an opportunity for social interaction within a classroom setting, student will independently ask a peer to join him, as evidenced in 4 out of 5 recorded opportunities	<a href="http://iep.albinism.org/Home/example-iep/ieps/000059">http://iep.albinism.org/Home/example-iep/ieps/000059</a>
IEP	Ohio	Fifth	11	20/300	Short-term objectives/benchmarks	Student will initiate and maintain conversations with peers throughout the general school environment where interaction is less formal (i.e. lunch, recess, P.E. and Art), as evidenced in 2 out of 5 recorded opportunities by the end of the second quarter of the school year	<a href="http://iep.albinism.org/Home/example-iep/ieps/000059">http://iep.albinism.org/Home/example-iep/ieps/000059</a>
IEP	Ohio	Fifth	11	20/300	Short-term objectives/benchmarks	Student will initiate and maintain conversations with peers throughout the general school environment where interaction is less formal (i.e. lunch, recess, P.E. and Art), as evidenced in 3 out of 5 recorded opportunities by the end of the third quarter of the school year	<a href="http://iep.albinism.org/Home/example-iep/ieps/000059">http://iep.albinism.org/Home/example-iep/ieps/000059</a>
IEP	Ohio	Fifth	11	20/300	Accommodations	Although student doesn't require specially designed physical education, be aware of his visual limitations when using hard balls, small objects, etc. traveling at high velocities	<a href="http://iep.albinism.org/Home/example-iep/ieps/000059">http://iep.albinism.org/Home/example-iep/ieps/000059</a>
IEP	Ohio	Fifth	11	20/300	Accommodations	Monitor student social behaviors	<a href="http://iep.albinism.org/Home/example-iep/ieps/000059">http://iep.albinism.org/Home/example-iep/ieps/000059</a>
IEP	Ohio	Fifth	11	20/300	Equipment	cctv, magnifier, monocular, slantboard, BrailleNote and laptop with student access to compatible printer, access to reading and writing software (eg. Kurzweil)	<a href="http://iep.albinism.org/Home/example-iep/ieps/000059">http://iep.albinism.org/Home/example-iep/ieps/000059</a>
IEP	Ohio	Fifth	11	20/300	Accommodations	Permission to change settings on PCs to accommodate low vision or to use screen magnification program or equipment (eg. IZOOM or an optical mouse)	<a href="http://iep.albinism.org/Home/example-iep/ieps/000059">http://iep.albinism.org/Home/example-iep/ieps/000059</a>
IEP	Ohio	Fifth	11	20/300	Accommodations	books/textbooks on CD, downloaded electronically, or in large print when available	<a href="http://iep.albinism.org/Home/example-iep/ieps/000059">http://iep.albinism.org/Home/example-iep/ieps/000059</a>
IEP	Ohio	Fifth	11	20/300	Accommodations	copies of overhead/presenter notes at the time of instruction of his peers, enlarged tests and worksheets at student's request, extended time for test and assignments (time plus 50%)	<a href="http://iep.albinism.org/Home/example-iep/ieps/000059">http://iep.albinism.org/Home/example-iep/ieps/000059</a>
IEP	Ohio	Fifth	11	20/300	Accommodations	preferential seating (front, back to the window, with lighting adjusted for student's comfort, with access to a power source)	<a href="http://iep.albinism.org/Home/example-iep/ieps/000059">http://iep.albinism.org/Home/example-iep/ieps/000059</a>
IEP	Ohio	Fifth	11	20/300	Accommodations	access to large desk or working/storage area to accommodate low vision aids and locker at end of row	<a href="http://iep.albinism.org/Home/example-iep/ieps/000059">http://iep.albinism.org/Home/example-iep/ieps/000059</a>
IEP	Ohio	Fifth	11	20/300	Equipment	large print, slantboard, extended time, small group, breaks, CCTV	<a href="http://iep.albinism.org/Home/example-iep/ieps/000059">http://iep.albinism.org/Home/example-iep/ieps/000059</a>
IFSP	South Carolina	Preschool Age 1	1	20/50	Long-term Goal	Family will receive information regarding albinism and appropriate child development.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000050">http://iep.albinism.org/Home/example-iep/ieps/000050</a>
IEP	Ohio	Fifth	10	20/200	Accommodations	Turning off one set of lights	<a href="http://iep.albinism.org/Home/example-iep/ieps/000053">http://iep.albinism.org/Home/example-iep/ieps/000053</a>
IEP	Ohio	Fifth	10	20/200	Accommodations	Students needs protection from the sun when he is outside.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000053">http://iep.albinism.org/Home/example-iep/ieps/000053</a>
IEP	Ohio	Fifth	10	20/200	Equipment	lighted magnifier	<a href="http://iep.albinism.org/Home/example-iep/ieps/000053">http://iep.albinism.org/Home/example-iep/ieps/000053</a>
IEP	Ohio	Fifth	10	20/200	Equipment	Smartboard with Smart Sync	<a href="http://iep.albinism.org/Home/example-iep/ieps/000053">http://iep.albinism.org/Home/example-iep/ieps/000053</a>
IEP	Ohio	Fifth	10	20/200	Equipment	Deskmate CCTV	<a href="http://iep.albinism.org/Home/example-iep/ieps/000053">http://iep.albinism.org/Home/example-iep/ieps/000053</a>
IEP	Ohio	Fifth	10	20/200	Accommodations	Large print materials	<a href="http://iep.albinism.org/Home/example-iep/ieps/000053">http://iep.albinism.org/Home/example-iep/ieps/000053</a>
IEP	Ohio	Fifth	10	20/200	Equipment	Laptop comuter with a large keyboard that travels with him on a cart with Zoomtext.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000053">http://iep.albinism.org/Home/example-iep/ieps/000053</a>
IEP	Ohio	Fifth	10	20/200	Long-term Goal	Student will display productive school behavior on a daily basis with 80% frequency	<a href="http://iep.albinism.org/Home/example-iep/ieps/000053">http://iep.albinism.org/Home/example-iep/ieps/000053</a>
IEP	Ohio	Fifth	10	20/200	Short-term objectives/benchmarks	Given a set of verbal or written directions students will recognize the inability to understand and seek clarification or assistance immediately from an adult or peer in 8/9 observations	<a href="http://iep.albinism.org/Home/example-iep/ieps/000053">http://iep.albinism.org/Home/example-iep/ieps/000053</a>
IEP	Ohio	Fifth	10	20/200	Short-term objectives/benchmarks	Given an organizational system that is appropriate for student grade level, he will keep materials organized with reminders in 8/9 observations	<a href="http://iep.albinism.org/Home/example-iep/ieps/000053">http://iep.albinism.org/Home/example-iep/ieps/000053</a>
IEP	Ohio	Fifth	10	20/200	Short-term objectives/benchmarks	Given an independent task to complete, student will work steadily for a length of time required by the classroom teacher in 8/9 observations.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000053">http://iep.albinism.org/Home/example-iep/ieps/000053</a>

Document Type	State	Grade	Age	Visual Acuity	Category	Description	Actual IEP
IEP	Ohio	Fifth	10	20/200	Short-term objectives/benchmarks	Given an adapted assignment book in 6th grade, student will accurately record the assignments for his core classes from a written source in 9/9 observations.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000053">http://iep.albinism.org/Home/example-iep/ieps/000053</a>
IEP	Ohio	Fifth	10	20/200	Long-term Goal	Student will demonstrate appropriate communication and socialization with peers in the classroom 75% of the time.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000053">http://iep.albinism.org/Home/example-iep/ieps/000053</a>
IEP	Ohio	Fifth	10	20/200	Short-term objectives/benchmarks	Given a large group discussion, student will attend to the conversation by looking in the direction of the speaker, raising his hand to respond, or being a verbal participant in 7/9 observations.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000053">http://iep.albinism.org/Home/example-iep/ieps/000053</a>
IEP	Ohio	Fifth	10	20/200	Short-term objectives/benchmarks	Given a small group discussion, student will actively participate by making more than one exchange in 7/9 observations.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000053">http://iep.albinism.org/Home/example-iep/ieps/000053</a>
IEP	Ohio	Fifth	10	20/200	Long-term Goal	Student will increase reading skills in the areas of print awareness, decoding, word recognition, and comprehension to 6.5 level.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000053">http://iep.albinism.org/Home/example-iep/ieps/000053</a>
IEP	Ohio	Fifth	10	20/200	Short-term objectives/benchmarks	Given information, materials, instructions, media, and objects both near and far, student will use his prescribed low vision aids consistently in 8/9 observations.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000053">http://iep.albinism.org/Home/example-iep/ieps/000053</a>
IEP	Ohio	Fifth	10	20/200	Short-term objectives/benchmarks	Given seatwork, boardwork, or classroom materials, student will inform his teachers of his need for adaptations or accommodations	<a href="http://iep.albinism.org/Home/example-iep/ieps/000053">http://iep.albinism.org/Home/example-iep/ieps/000053</a>
IEP	Ohio	Fifth	10	20/200	Services/Frequency	Consultation between classroom teachers and inclusion specialist 30 minutes weekly	<a href="http://iep.albinism.org/Home/example-iep/ieps/000053">http://iep.albinism.org/Home/example-iep/ieps/000053</a>
IEP	Ohio	Fifth	10	20/200	Services/Frequency	Consultation between TVI and inclusion specialist 30 minutes, monthly	<a href="http://iep.albinism.org/Home/example-iep/ieps/000053">http://iep.albinism.org/Home/example-iep/ieps/000053</a>
IEP	Ohio	Fifth	10	20/200	Services/Frequency	Directed social skills 20 minutes weekly	<a href="http://iep.albinism.org/Home/example-iep/ieps/000053">http://iep.albinism.org/Home/example-iep/ieps/000053</a>
IEP	Ohio	Fifth	10	20/200	Equipment	Binoculars (used for assemblies and outdoor activities)	<a href="http://iep.albinism.org/Home/example-iep/ieps/000053">http://iep.albinism.org/Home/example-iep/ieps/000053</a>
IEP	Ohio	Fifth	10	20/200	Accommodations	1st row seating for assemblies	<a href="http://iep.albinism.org/Home/example-iep/ieps/000053">http://iep.albinism.org/Home/example-iep/ieps/000053</a>
IEP	Ohio	Fifth	10	20/200	Accommodations	extended time when copying tasks and testing	<a href="http://iep.albinism.org/Home/example-iep/ieps/000053">http://iep.albinism.org/Home/example-iep/ieps/000053</a>
IEP	Ohio	Fifth	10	20/200	Accommodations	desktop copies of overheads, boardwork, or information that student is unable to access with his low vision aids	<a href="http://iep.albinism.org/Home/example-iep/ieps/000053">http://iep.albinism.org/Home/example-iep/ieps/000053</a>
IEP	Ohio	Fifth	10	20/200	Accommodations	preferential seating (freedom to move close to an activity, wit bck to the window to reduce glare)	<a href="http://iep.albinism.org/Home/example-iep/ieps/000053">http://iep.albinism.org/Home/example-iep/ieps/000053</a>
IEP	Ohio	Fifth	10	20/200	Accommodations	dark lined paper	<a href="http://iep.albinism.org/Home/example-iep/ieps/000053">http://iep.albinism.org/Home/example-iep/ieps/000053</a>
IEP	Ohio	Fifth	10	20/200	Accommodations	large print materials (size 18 font or enlarged to 141% on 11/17 paper)	<a href="http://iep.albinism.org/Home/example-iep/ieps/000053">http://iep.albinism.org/Home/example-iep/ieps/000053</a>
IEP	Ohio	Fifth	10	20/200	Accommodations	breaks during testing due to eye fatigue	<a href="http://iep.albinism.org/Home/example-iep/ieps/000053">http://iep.albinism.org/Home/example-iep/ieps/000053</a>
IEP	Ohio	Fifth	10	20/200	Accommodations	color coded large print notebooks, folders, binders, speical lined paper, large print assignment book	<a href="http://iep.albinism.org/Home/example-iep/ieps/000053">http://iep.albinism.org/Home/example-iep/ieps/000053</a>
IEP	Ohio	Fifth	10	20/200	Accommodations	table in each classroom	<a href="http://iep.albinism.org/Home/example-iep/ieps/000053">http://iep.albinism.org/Home/example-iep/ieps/000053</a>
IEP	Ohio	Fifth	10	20/200	Accommodations	equipment transport cart	<a href="http://iep.albinism.org/Home/example-iep/ieps/000053">http://iep.albinism.org/Home/example-iep/ieps/000053</a>
IEP	Ohio	Fifth	10	20/200	Accommodations	checklist of activities to complete	<a href="http://iep.albinism.org/Home/example-iep/ieps/000053">http://iep.albinism.org/Home/example-iep/ieps/000053</a>
IEP	Ohio	Fifth	10	20/200	Accommodations	elevator when traveling to the second floor	<a href="http://iep.albinism.org/Home/example-iep/ieps/000053">http://iep.albinism.org/Home/example-iep/ieps/000053</a>
IEP	Ohio	Fifth	10	20/200	Accommodations	locker should be located on end	<a href="http://iep.albinism.org/Home/example-iep/ieps/000053">http://iep.albinism.org/Home/example-iep/ieps/000053</a>
IEP	Ohio	Fifth	10	20/200	Accommodations	second set of books for home (can be regular or large print)	<a href="http://iep.albinism.org/Home/example-iep/ieps/000053">http://iep.albinism.org/Home/example-iep/ieps/000053</a>
504	South Dakota	Preschool Age 3	2	20/125 corrected	Long-term Goal	Student will demonstrate skills necessary for safe, supervised travel in limited outdoor environments with 75% accuracy	<a href="http://iep.albinism.org/Home/example-iep/ieps/000047">http://iep.albinism.org/Home/example-iep/ieps/000047</a>
504	South Dakota	Preschool Age 3	2	20/125 corrected	Short-term objectives/benchmarks	Student will demonstrate his knowledge of environmental concepts by locating each of the following when asked to do so 3 out of 4 times on 3 consecutive sessions. House, Driveway, Corner, Sidewalk, Curb, Grass/trees	<a href="http://iep.albinism.org/Home/example-iep/ieps/000047">http://iep.albinism.org/Home/example-iep/ieps/000047</a>
504	South Dakota	Preschool Age 3	2	20/125 corrected	Short-term objectives/benchmarks	When asked, student will locate 3 out of 4 pieces of playground equipment independently on 3 consecutive sessions	<a href="http://iep.albinism.org/Home/example-iep/ieps/000047">http://iep.albinism.org/Home/example-iep/ieps/000047</a>
504	South Dakota	Preschool Age 3	2	20/125 corrected	Long-term Goal	Student will demonstrate skills necessary for safe, independent travel in familiar indoor environments with 90% accuracy	<a href="http://iep.albinism.org/Home/example-iep/ieps/000047">http://iep.albinism.org/Home/example-iep/ieps/000047</a>
504	South Dakota	Preschool Age 3	2	20/125 corrected	Short-term objectives/benchmarks	When verbally given an indoor destination that is part of his schedule, student will use landmarks, tactile symbols, and environmental cues to locate the destination independently on 9 out of 10 trials: dining room, classroom, low vision, Lion's Den, Multi-sensory room	<a href="http://iep.albinism.org/Home/example-iep/ieps/000047">http://iep.albinism.org/Home/example-iep/ieps/000047</a>
504	South Dakota	Preschool Age 3	2	20/125 corrected	Short-term objectives/benchmarks	When verbally given an indoor destination that is part of his schedule, student will independently travel to the destination and return to the starting point on 9 out of 10 trials: dining room, classroom, low vision, Lion's Den, Multi-sensory room, Music	<a href="http://iep.albinism.org/Home/example-iep/ieps/000047">http://iep.albinism.org/Home/example-iep/ieps/000047</a>
IEP	New York	Second	6	20/400	Services/Frequency	Vision 45 weekly integrated	<a href="http://iep.albinism.org/Home/example-iep/ieps/000048">http://iep.albinism.org/Home/example-iep/ieps/000048</a>
IEP	New York	Second	6	20/400	Services/Frequency	Vision 45 weekly non-integrated	<a href="http://iep.albinism.org/Home/example-iep/ieps/000048">http://iep.albinism.org/Home/example-iep/ieps/000048</a>
IEP	New York	Second	6	20/400	Services/Frequency	2 45 minutes O&M prior to the opening school	<a href="http://iep.albinism.org/Home/example-iep/ieps/000048">http://iep.albinism.org/Home/example-iep/ieps/000048</a>
IEP	New York	Second	6	20/400	Accommodations	Preferential Seating	<a href="http://iep.albinism.org/Home/example-iep/ieps/000048">http://iep.albinism.org/Home/example-iep/ieps/000048</a>
IEP	New York	Second	6	20/400	Accommodations	Large print materials	<a href="http://iep.albinism.org/Home/example-iep/ieps/000048">http://iep.albinism.org/Home/example-iep/ieps/000048</a>
IEP	New York	Second	6	20/400	Accommodations	Large print format	<a href="http://iep.albinism.org/Home/example-iep/ieps/000048">http://iep.albinism.org/Home/example-iep/ieps/000048</a>
IEP	New York	Second	6	20/400	Accommodations	Extended Time (2.0)	<a href="http://iep.albinism.org/Home/example-iep/ieps/000048">http://iep.albinism.org/Home/example-iep/ieps/000048</a>
IEP	New York	Second	6	20/400	Accommodations	No scantrons	<a href="http://iep.albinism.org/Home/example-iep/ieps/000048">http://iep.albinism.org/Home/example-iep/ieps/000048</a>
IEP	New York	Second	6	20/400	Long-term Goal	The student will copy class notes from the board and will be responsible for ensuring that the notes are received	<a href="http://iep.albinism.org/Home/example-iep/ieps/000048">http://iep.albinism.org/Home/example-iep/ieps/000048</a>
IEP	New York	Second	6	20/400	Long-term Goal	The student will use a keyboard without looking at the keys when typing	<a href="http://iep.albinism.org/Home/example-iep/ieps/000048">http://iep.albinism.org/Home/example-iep/ieps/000048</a>
IEP	New York	Fifth	10	20/400	Services/Frequency	O&M 45 minutes per month	<a href="http://iep.albinism.org/Home/example-iep/ieps/000049">http://iep.albinism.org/Home/example-iep/ieps/000049</a>
IEP	New York	Fifth	10	20/400	Services/Frequency	Vision 45 minutes 2 times per week	<a href="http://iep.albinism.org/Home/example-iep/ieps/000049">http://iep.albinism.org/Home/example-iep/ieps/000049</a>
IEP	New York	Fifth	10	20/400	Accommodations	low light classroom environment to reduce glare	<a href="http://iep.albinism.org/Home/example-iep/ieps/000049">http://iep.albinism.org/Home/example-iep/ieps/000049</a>
IEP	New York	Fifth	10	20/400	Accommodations	for all materials consideration of CCTV as substitute	<a href="http://iep.albinism.org/Home/example-iep/ieps/000049">http://iep.albinism.org/Home/example-iep/ieps/000049</a>
IEP	New York	Fifth	10	20/400	Equipment	CCTV	<a href="http://iep.albinism.org/Home/example-iep/ieps/000049">http://iep.albinism.org/Home/example-iep/ieps/000049</a>
IEP	New York	Fifth	10	20/400	Equipment	White board - black or blue markers are easier to see	<a href="http://iep.albinism.org/Home/example-iep/ieps/000049">http://iep.albinism.org/Home/example-iep/ieps/000049</a>
IEP	New York	Fifth	10	20/400	Equipment	CD's supplied by BOCES for academics when available	<a href="http://iep.albinism.org/Home/example-iep/ieps/000049">http://iep.albinism.org/Home/example-iep/ieps/000049</a>

Document Type	State	Grade	Age	Visual Acuity	Category	Description	Actual IEP
IEP	New York	Fifth	10	20/400	Equipment	CD's for novels	<a href="http://iep.albinism.org/Home/example-iep/ieps/000049">http://iep.albinism.org/Home/example-iep/ieps/000049</a>
IEP	New York	Fifth	10	20/400	Equipment	Computer screen magnification program	<a href="http://iep.albinism.org/Home/example-iep/ieps/000049">http://iep.albinism.org/Home/example-iep/ieps/000049</a>
IEP	New York	Fifth	10	20/400	Accommodations	Large print format (CCTV - magnifying device is appropriate)	<a href="http://iep.albinism.org/Home/example-iep/ieps/000049">http://iep.albinism.org/Home/example-iep/ieps/000049</a>
IEP	New York	Fifth	10	20/400	Accommodations	no scantrons	<a href="http://iep.albinism.org/Home/example-iep/ieps/000049">http://iep.albinism.org/Home/example-iep/ieps/000049</a>
IEP	New York	Fifth	10	20/400	Accommodations	Separate location for test of 45 minutes of longer	<a href="http://iep.albinism.org/Home/example-iep/ieps/000049">http://iep.albinism.org/Home/example-iep/ieps/000049</a>
IEP	New York	Fifth	10	20/400	Accommodations	Extended time (2.0)	<a href="http://iep.albinism.org/Home/example-iep/ieps/000049">http://iep.albinism.org/Home/example-iep/ieps/000049</a>
IEP	New York	Fifth	10	20/400	Long-term Goal	The student will increase her ability to complete a near point copying task	<a href="http://iep.albinism.org/Home/example-iep/ieps/000049">http://iep.albinism.org/Home/example-iep/ieps/000049</a>
IEP	New York	Fifth	10	20/400	Long-term Goal	The student will increase her ability to complete a far point copying task	<a href="http://iep.albinism.org/Home/example-iep/ieps/000049">http://iep.albinism.org/Home/example-iep/ieps/000049</a>
IEP	New York	Fifth	10	20/400	Long-term Goal	The student will use a keyboard without looking at the keys when typing	<a href="http://iep.albinism.org/Home/example-iep/ieps/000049">http://iep.albinism.org/Home/example-iep/ieps/000049</a>
IEP	New York	Second	6	20/400	Long-term Goal	Following instruction from a mobility expert, the student will independently navigate across a street	<a href="http://iep.albinism.org/Home/example-iep/ieps/000048">http://iep.albinism.org/Home/example-iep/ieps/000048</a>
IEP	Tennessee	Third	8	20/100 20/200	Long-term Goal	Student will demonstrate self-advocacy skills in 4 out of 5 situations/opportunities	
IEP	Tennessee	Third	8	20/100 20/200	Short-term objectives/benchmarks	Identify visual needs/accommodations to teachers/staff (ex: needs larger copy, darker print, equipment malfunction, etc.)	
IEP	Tennessee	Third	8	20/100 20/200	Short-term objectives/benchmarks	Notify vision specialist if magnification equipment needs repair or adjustment	
IEP	Tennessee	Third	8	20/100 20/200	Short-term objectives/benchmarks	Notify teacher and/or vision specialist if additional time or further instruction is necessary to complete assignments or tests	
IEP	Tennessee	Third	8	20/100 20/200	Accommodations	Preferential Seating	
IEP	Tennessee	Third	8	20/100 20/200	Accommodations	Extended Time time	
IEP	Tennessee	Third	8	20/100 20/200	Accommodations	magnifier	
IEP	Tennessee	Third	8	20/100 20/200	Accommodations	Large print/ magnified photocopies	
IEP	Tennessee	Third	8	20/100 20/200	Accommodations	provide photocopies of pages/items versus student copying from text/board	
IEP	Tennessee	Third	8	20/100 20/200	Accommodations	customized paper (dark line and grid paper)	
IEP	Tennessee	Third	8	20/100 20/200	Services/Frequency	Vision 2 per month 20 minutes	
IEP	Tennessee	Third	8	20/100 20/200	Services/Frequency	O&M 4 per month 60 minutes	
IEP	Tennessee	Fourth	10	20/100 20/200	Long-term Goal	The student will demonstrate self-advocacy skills in 4 out of 5 situations/opportunities	<a href="http://iep.albinism.org/Home/example-iep/ieps/000056">http://iep.albinism.org/Home/example-iep/ieps/000056</a>
IEP	Tennessee	Fourth	10	20/100 20/200	Short-term objectives/benchmarks	Identify visual needs/accommodations to teachers/staff (ex: needs larger copy, darker print, equipment malfunction, etc)	<a href="http://iep.albinism.org/Home/example-iep/ieps/000056">http://iep.albinism.org/Home/example-iep/ieps/000056</a>
IEP	Tennessee	Fourth	10	20/100 20/200	Short-term objectives/benchmarks	Notify vision specialist if magnification equipment needs repair or adjustment	<a href="http://iep.albinism.org/Home/example-iep/ieps/000056">http://iep.albinism.org/Home/example-iep/ieps/000056</a>
IEP	Tennessee	Fourth	10	20/100 20/200	Short-term objectives/benchmarks	Notify teachers and/or vision specialist if additional time or further instruction is necessary to complete assignments or test	<a href="http://iep.albinism.org/Home/example-iep/ieps/000056">http://iep.albinism.org/Home/example-iep/ieps/000056</a>
IEP	Tennessee	Fourth	10	20/100 20/200	Accommodations	preferential seating	<a href="http://iep.albinism.org/Home/example-iep/ieps/000056">http://iep.albinism.org/Home/example-iep/ieps/000056</a>
IEP	Tennessee	Fourth	10	20/100 20/200	Accommodations	testing extended time	<a href="http://iep.albinism.org/Home/example-iep/ieps/000056">http://iep.albinism.org/Home/example-iep/ieps/000056</a>
IEP	Tennessee	Fourth	10	20/100 20/200	Accommodations	large print/magnified photocopies	<a href="http://iep.albinism.org/Home/example-iep/ieps/000056">http://iep.albinism.org/Home/example-iep/ieps/000056</a>
IEP	Tennessee	Fourth	10	20/100 20/200	Accommodations	assignments - additional time	<a href="http://iep.albinism.org/Home/example-iep/ieps/000056">http://iep.albinism.org/Home/example-iep/ieps/000056</a>
IEP	Tennessee	Fourth	10	20/100 20/200	Services/Frequency	Vision 15 minutes per month	<a href="http://iep.albinism.org/Home/example-iep/ieps/000056">http://iep.albinism.org/Home/example-iep/ieps/000056</a>
IEP	Tennessee	Fourth	10	20/100 20/200	Services/Frequency	O&M 15 minutes per month	<a href="http://iep.albinism.org/Home/example-iep/ieps/000056">http://iep.albinism.org/Home/example-iep/ieps/000056</a>
IEP	Connecticut	Fourth	9	20/200	Equipment	CCTV	<a href="http://iep.albinism.org/Home/example-iep/ieps/000069">http://iep.albinism.org/Home/example-iep/ieps/000069</a>
IEP	Connecticut	Fourth	9	20/200	Services/Frequency	Schoolbased counseling twice a month	<a href="http://iep.albinism.org/Home/example-iep/ieps/000069">http://iep.albinism.org/Home/example-iep/ieps/000069</a>
IEP	Connecticut	Fourth	9	20/200	Accommodations	reader for math and science	<a href="http://iep.albinism.org/Home/example-iep/ieps/000069">http://iep.albinism.org/Home/example-iep/ieps/000069</a>
IEP	Connecticut	Fourth	9	20/200	Accommodations	extra time	<a href="http://iep.albinism.org/Home/example-iep/ieps/000069">http://iep.albinism.org/Home/example-iep/ieps/000069</a>
IEP	Connecticut	Fourth	9	20/200	Accommodations	alternate seating	<a href="http://iep.albinism.org/Home/example-iep/ieps/000069">http://iep.albinism.org/Home/example-iep/ieps/000069</a>
IEP	Connecticut	Fourth	9	20/200	Accommodations	enlarged print	<a href="http://iep.albinism.org/Home/example-iep/ieps/000069">http://iep.albinism.org/Home/example-iep/ieps/000069</a>
IEP	Connecticut	Fourth	9	20/200	Accommodations	adaptive lighting	<a href="http://iep.albinism.org/Home/example-iep/ieps/000069">http://iep.albinism.org/Home/example-iep/ieps/000069</a>
IEP	Connecticut	Fourth	9	20/200	Accommodations	para/taeher circle answers if needed	<a href="http://iep.albinism.org/Home/example-iep/ieps/000069">http://iep.albinism.org/Home/example-iep/ieps/000069</a>
IEP	Connecticut	Fourth	9	20/200	Accommodations	Occupational Therapy 30 minutes per week	<a href="http://iep.albinism.org/Home/example-iep/ieps/000069">http://iep.albinism.org/Home/example-iep/ieps/000069</a>
IEP	Connecticut	Fourth	9	20/200	Long-term Goal	Student will use the necessary visual modifications, low vision aids, and adaptive equipment/technology to access fourth grade curriculum	<a href="http://iep.albinism.org/Home/example-iep/ieps/000069">http://iep.albinism.org/Home/example-iep/ieps/000069</a>
IEP	Connecticut	Fourth	9	20/200	Short-term objectives/benchmarks	Student will independently use his CCTV or magnifier to access print material that he determines to be too small 80% of the time	<a href="http://iep.albinism.org/Home/example-iep/ieps/000069">http://iep.albinism.org/Home/example-iep/ieps/000069</a>
IEP	Connecticut	Fourth	9	20/200	Short-term objectives/benchmarks	Student will independently use a CCTV, move closer, or use his monocular for distance tasks in the classroom and in the school building 80% of the time	<a href="http://iep.albinism.org/Home/example-iep/ieps/000069">http://iep.albinism.org/Home/example-iep/ieps/000069</a>
IEP	Connecticut	Fourth	9	20/200	Short-term objectives/benchmarks	Student will independently use the appropriate universal access options on the computer as needed to complete computer tab and classroom assignments	<a href="http://iep.albinism.org/Home/example-iep/ieps/000069">http://iep.albinism.org/Home/example-iep/ieps/000069</a>
IEP	Connecticut	Fourth	9	20/200	Long-term Goal	Student will improve his visual monitor and handwriting skills fo rgreater success in school	<a href="http://iep.albinism.org/Home/example-iep/ieps/000069">http://iep.albinism.org/Home/example-iep/ieps/000069</a>
IEP	Connecticut	Fourth	9	20/200	Short-term objectives/benchmarks	Student will write a 4-5 sentence paragraph with consistent letter size, capital letter at the beginning and punctuation at the end	<a href="http://iep.albinism.org/Home/example-iep/ieps/000069">http://iep.albinism.org/Home/example-iep/ieps/000069</a>
IEP	Connecticut	Fourth	9	20/200	Short-term objectives/benchmarks	Student will copy an sentence accurately from the board while using the CCTV. Letter size and line regard will be age appropriate	<a href="http://iep.albinism.org/Home/example-iep/ieps/000069">http://iep.albinism.org/Home/example-iep/ieps/000069</a>
IEP	Connecticut	Fourth	9	20/200	Long-term Goal	Student will improve his keyboarding skills to 20 wpm to allow increased participation in classroom assignments	<a href="http://iep.albinism.org/Home/example-iep/ieps/000069">http://iep.albinism.org/Home/example-iep/ieps/000069</a>
IEP	Connecticut	Fourth	9	20/200	Short-term objectives/benchmarks	Student will accurately place his fingures on the 10 letters of the home row keys	<a href="http://iep.albinism.org/Home/example-iep/ieps/000069">http://iep.albinism.org/Home/example-iep/ieps/000069</a>
IEP	Connecticut	Fourth	9	20/200	Short-term objectives/benchmarks	Student will be able to type the upper case letters of the alphabet with appropriate finger placement and use of the shift key within 45 seconds	<a href="http://iep.albinism.org/Home/example-iep/ieps/000069">http://iep.albinism.org/Home/example-iep/ieps/000069</a>
IEP	Connecticut	Fourth	9	20/200	Short-term objectives/benchmarks	Student will be able to type the alphabet in lower case letters with appropriate finger placement in 30 seconds	<a href="http://iep.albinism.org/Home/example-iep/ieps/000069">http://iep.albinism.org/Home/example-iep/ieps/000069</a>
IEP	Connecticut	Fourth	9	20/200	Short-term objectives/benchmarks	Student will be able to type 3-4 sentences using Microsoft Word or similar program using correct capitalization, punctuation, spelling and spacing	<a href="http://iep.albinism.org/Home/example-iep/ieps/000069">http://iep.albinism.org/Home/example-iep/ieps/000069</a>

Document Type	State	Grade	Age	Visual Acuity	Category	Description	Actual IEP
IEP	Connecticut	Fourth	9	20/200	Long-term Goal	Student will demonstrate increased self help skills for independent functioning in the classroom	<a href="http://iep.albinism.org/Home/example-iep/ieps/000069">http://iep.albinism.org/Home/example-iep/ieps/000069</a>
IEP	Connecticut	Fourth	9	20/200	Short-term objectives/benchmarks	Student will engage his jacket zipper independently	<a href="http://iep.albinism.org/Home/example-iep/ieps/000069">http://iep.albinism.org/Home/example-iep/ieps/000069</a>
IEP	Connecticut	Fourth	9	20/200	Short-term objectives/benchmarks	Student will tie his shoes with laces independently	<a href="http://iep.albinism.org/Home/example-iep/ieps/000069">http://iep.albinism.org/Home/example-iep/ieps/000069</a>
IEP	Connecticut	Fourth	9	20/200	Long-term Goal	Student will continue to develop his prosocial skills through school based counseling	<a href="http://iep.albinism.org/Home/example-iep/ieps/000069">http://iep.albinism.org/Home/example-iep/ieps/000069</a>
IEP	Connecticut	Fourth	9	20/200	Short-term objectives/benchmarks	Given the opportunity, student will improve his perspectives talking, confidence/esteem building and coping skills through social coaching/prompts, journaling, and scripting. He will also share positive traits related to personal identity twice per meeting	<a href="http://iep.albinism.org/Home/example-iep/ieps/000069">http://iep.albinism.org/Home/example-iep/ieps/000069</a>
IEP	Connecticut	Fourth	9	20/200	Equipment	manipulatives, teacher needs to provide enlarged handouts/worksheets/homework papers (as needed), or use CCTV or magnifier, homework to be sent home demonstrated need basis ex: spelling words etc., highlighted/color words for ABC order, large print textbooks (as needed), reduce clutter, good contrast, books on tape/c.d., Victor CD book reader/4 track tape recorder, slantboard/3-4" binder, monocular telescope, pencil grip, dark, bold line paper/notebooks, and dark writing implement (20/20 pens, dark lead pencils),access to desk in front of room in classroom as needed, real coin manipulatives not cardboard or plastic coins for math, large number calculator, access to Alpha Smart Neo text to speech.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000069">http://iep.albinism.org/Home/example-iep/ieps/000069</a>
IEP	Connecticut	Fourth	9	20/200	Accommodations	Testing: Student to write directly on test booklet, extra time on: tests,assignments,timed drills projects, written work, avoid use of scantron bubble answer sheets, bubbler demonstrated need basis to transfer answers from test booklet to scantron answer sheet,untimed math drill assessments,assessments need to be enlarged to at least 20-22 point font enlarged math drill assessments, teacher to pre-number spelling tests, have Jack only write on one side of paper due to marker bleeding to other side.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000069">http://iep.albinism.org/Home/example-iep/ieps/000069</a>
IEP	Connecticut	Fourth	9	20/200	Accommodations	No handwriting penalty	<a href="http://iep.albinism.org/Home/example-iep/ieps/000069">http://iep.albinism.org/Home/example-iep/ieps/000069</a>
IEP	Connecticut	Fourth	9	20/200	Accommodations	Organizational: extra space for work, give one paper at a time, extra storage area in classroom, locker or coat hook at end of row, easily located, reduce writing by not having demonstrated need basis student re-writ	<a href="http://iep.albinism.org/Home/example-iep/ieps/000069">http://iep.albinism.org/Home/example-iep/ieps/000069</a>
IEP	Connecticut	Fourth	9	20/200	Accommodations	Environment: Adaptive work space for Closed Circuit TV,haf/ sunglasses/sunscreen outdoors and hat/visor indoors as needed, white board, Smart Board, or flip chart with dark markers or clean chalkboard with yellow or white chalk Lighting: adjustable window blinds/lighting to reduce glare, Seating: face away from windows, near electrical outlets, accommodate vision, near visual demonstrations	<a href="http://iep.albinism.org/Home/example-iep/ieps/000069">http://iep.albinism.org/Home/example-iep/ieps/000069</a>
IEP	Connecticut	Fourth	9	20/200	Accommodations	Breaks between tasks, allow free movement to access visual information, allow student to work at comfortable working distance/allow positioning for best vision	<a href="http://iep.albinism.org/Home/example-iep/ieps/000069">http://iep.albinism.org/Home/example-iep/ieps/000069</a>
IEP	Connecticut	Fourth	9	20/200	Accommodations	Instructional Strategies: Teacher to check work in progress, highlight key words, provide models, review directions, provide notes/study outline, verbalize all information presented on overhead projector/board, give copies of information presented on overhead projector/board, dark markers and large print when writing on board,provide assignments in advance for research, include copies of assignments in cooperative learning situations, encourage organizational skill	<a href="http://iep.albinism.org/Home/example-iep/ieps/000069">http://iep.albinism.org/Home/example-iep/ieps/000069</a>
IEP	Connecticut	Fourth	9	20/200	Accommodations	Encourage student to express needs for visual accommodations, provide materials in advance to be enlarged.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000069">http://iep.albinism.org/Home/example-iep/ieps/000069</a>
IEP	Connecticut	Fourth	9	20/200	Accommodations	1-2 per day teacher directed sensory breaks for entire class	<a href="http://iep.albinism.org/Home/example-iep/ieps/000069">http://iep.albinism.org/Home/example-iep/ieps/000069</a>
IEP	Connecticut	Fourth	9	20/200	Services/Frequency	Visual Impairment Service 60 minutes / month	<a href="http://iep.albinism.org/Home/example-iep/ieps/000069">http://iep.albinism.org/Home/example-iep/ieps/000069</a>
IEP	Connecticut	Fourth	9	20/200	Services/Frequency	Academic Support 2x 40 min per day	<a href="http://iep.albinism.org/Home/example-iep/ieps/000069">http://iep.albinism.org/Home/example-iep/ieps/000069</a>
IEP	Connecticut	Fourth	9	20/200	Services/Frequency	School-Based counseling 2x/month 30 min each	<a href="http://iep.albinism.org/Home/example-iep/ieps/000069">http://iep.albinism.org/Home/example-iep/ieps/000069</a>
IEP	Connecticut	Fourth	9	20/200	Services/Frequency	Occupational Therapy 30 minutes/week	<a href="http://iep.albinism.org/Home/example-iep/ieps/000069">http://iep.albinism.org/Home/example-iep/ieps/000069</a>
IEP	Kansas	Preschool Age 4	4	20/200	Long-term Goal	When given instruction and a combination of Braille dots within a Braille cell by a team member, student will state the number/position of dots within that cell for 24 letters with 90% accuracy for 3 sessions.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000070">http://iep.albinism.org/Home/example-iep/ieps/000070</a>
IEP	Kansas	Preschool Age 4	4	20/200	Short-term objectives/benchmarks	When given instruction and a combination of Braille dots within a Braille cell by a team member, student will state the number/position of dots within that cell for 6 letters with 90% accuracy for 3 sessions.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000070">http://iep.albinism.org/Home/example-iep/ieps/000070</a>
IEP	Kansas	Preschool Age 4	4	20/200	Short-term objectives/benchmarks	When given instruction and a combination of Braille dots within a Braille cell by a team member, student will state the number/position of dots within that cell for 12 letters with 90% accuracy for 3 sessions.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000070">http://iep.albinism.org/Home/example-iep/ieps/000070</a>
IEP	Kansas	Preschool Age 4	4	20/200	Short-term objectives/benchmarks	When given instruction and a combination of Braille dots within a Braille cell by a team member, student will state the number/position of dots within that cell for 18 letters with 90% accuracy for 3 sessions.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000070">http://iep.albinism.org/Home/example-iep/ieps/000070</a>
IEP	Kansas	Preschool Age 4	4	20/200	Short-term objectives/benchmarks	When given instruction and a combination of Braille dots within a Braille cell by a team member, student will state the number/position of dots within that cell for 24 letters with 90% accuracy for 3 sessions.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000070">http://iep.albinism.org/Home/example-iep/ieps/000070</a>

Document Type	State	Grade	Age	Visual Acuity	Category	Description	Actual IEP
IEP	Kansas	Preschool Age 4	4	20/200	Long-term Goal	After instruction on the use of recommended low vision aids (hand-held magnifier/monocular) by a team member, student will label the components of each device, compy w/ best practices for handling each device, and be introduced to % participate in entry-level activities with each device, all with instructor monitoring, with 75% proficiency for 3 sessions.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000070">http://iep.albinism.org/Home/example-iep/ieps/000070</a>
IEP	Kansas	Preschool Age 4	4	20/200	Short-term objectives/benchmarks	After instruction on the use of recommended low vision aids (hand-held magnifier/monocular) by a team member, student will be able to correctly identify them, label the components of each device, with 75% proficiency for 3 sessions	<a href="http://iep.albinism.org/Home/example-iep/ieps/000070">http://iep.albinism.org/Home/example-iep/ieps/000070</a>
IEP	Kansas	Preschool Age 4	4	20/200	Short-term objectives/benchmarks	After instruction on the use of recommended low vision aids (hand-held magnifier/monocular) by a team member, student will label the components of each device, compy w/ best practices for handling each device, and be introduced to % participate in entry-level activities with each device, all with instructor monitoring, with 60% proficiency for 3 sessions.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000070">http://iep.albinism.org/Home/example-iep/ieps/000070</a>
IEP	Kansas	Preschool Age 4	4	20/200	Short-term objectives/benchmarks	After instruction on the use of recommended low vision aids (hand-held magnifier/monocular) by a team member, student will label the components of each device, compy w/ best practices for handling each device, and be introduced to % participate in entry-level activities with each device, all with instructor monitoring, with 70% proficiency for 3 sessions.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000070">http://iep.albinism.org/Home/example-iep/ieps/000070</a>
IEP	Kansas	Preschool Age 4	4	20/200	Short-term objectives/benchmarks	After instruction on the use of recommended low vision aids (hand-held magnifier/monocular) by a team member, student will label the components of each device, compy w/ best practices for handling each device, and be introduced to % participate in entry-level activities with each device, all with instructor monitoring, with 75% proficiency for 3 sessions.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000070">http://iep.albinism.org/Home/example-iep/ieps/000070</a>
IEP	Kansas	Preschool Age 4	4	20/200	Long-term Goal	When given a brailier and instruction by a team member, student will identify the parts of the brailier, return the carriage and advance the line using correct finger placement and technique, load the paper into the brailier using correct alternating hand/knob turn technique, and take paper out of the brailier using the proper technique, with 75% accuracy for 3 session	<a href="http://iep.albinism.org/Home/example-iep/ieps/000070">http://iep.albinism.org/Home/example-iep/ieps/000070</a>
IEP	Kansas	Preschool Age 4	4	20/200	Short-term objectives/benchmarks	When given a brailier and instruction by a team member, student will identify the part of the brailier, with 75% accuracy for 3 sessions	<a href="http://iep.albinism.org/Home/example-iep/ieps/000070">http://iep.albinism.org/Home/example-iep/ieps/000070</a>
IEP	Kansas	Preschool Age 4	4	20/200	Short-term objectives/benchmarks	When given a brailier and instruction by a team member, student will identify the parts of the brailier and return the carriage and advance the line using correct finger placement and technique with 75% accuracy for 3 sessions	<a href="http://iep.albinism.org/Home/example-iep/ieps/000070">http://iep.albinism.org/Home/example-iep/ieps/000070</a>
IEP	Kansas	Preschool Age 4	4	20/200	Short-term objectives/benchmarks	When given a brailier and instruction by a team member, student will identify the parts of the brailier, return the carriage and advance the line using correct finger placemen and technique, and load the paper into the brailier using correct alternating hand/knob turn technique, with 75% accuracy for 3 sessions	<a href="http://iep.albinism.org/Home/example-iep/ieps/000070">http://iep.albinism.org/Home/example-iep/ieps/000070</a>
IEP	Kansas	Preschool Age 4	4	20/200	Short-term objectives/benchmarks	When given a brailier and instruction by a team member, student will identify the parts of the brailiers, return the carriage and advance the line using correct finger placement and technique, load the paper into the brailier using correct alternating hand/knob turn technique, and take paper out of the brailier using proper technique, with 75% accuracy for 3 sessions	<a href="http://iep.albinism.org/Home/example-iep/ieps/000070">http://iep.albinism.org/Home/example-iep/ieps/000070</a>
IEP	Kansas	Preschool Age 4	4	20/200	Long-term Goal	When given instruction by a team member, the student will demonstrate efficient pre-braille reading via the following tactual skills a) identify 2-dimensional shapes embossed on paper, 2) identify same/different between 2 braille symbols, c) identify the one symbol that is different in a line of like symbols using l and c, d) track tactile lines using correct braille hand position, with 80% accuracy	<a href="http://iep.albinism.org/Home/example-iep/ieps/000070">http://iep.albinism.org/Home/example-iep/ieps/000070</a>
IEP	Kansas	Preschool Age 4	4	20/200	Short-term objectives/benchmarks	When given instruction by a team member, the student will demonstrate efficient pre-braille reading via the following tactual skills a) identify 2-dimensional shapes embossed on paper, b) identify same/different between 2 braille symbols, with 70% accuracy	<a href="http://iep.albinism.org/Home/example-iep/ieps/000070">http://iep.albinism.org/Home/example-iep/ieps/000070</a>
IEP	Kansas	Preschool Age 4	4	20/200	Short-term objectives/benchmarks	When given instructions by a team member, the student will demonstrate efficient pre-braille reading via the following tactual skills a) identify 2-dimensional shapes embossed on paper, b) identify same/different between 2 braille symbols, c) identify the one symbol that is different in a line of like symbols using l and c, d) track tactile lines using correct braille hand position, with 70% accuracy	<a href="http://iep.albinism.org/Home/example-iep/ieps/000070">http://iep.albinism.org/Home/example-iep/ieps/000070</a>
IEP	Kansas	Preschool Age 4	4	20/200	Short-term objectives/benchmarks	When given instruction by a team member, the student will demonstrate efficient pre-braille reading via the following tactual skills a) identify 2-dimensional shapes embossed on paper, b) identify same/different between 2 braille symbols, c) identify the one symbol that is different in a line of like symbols using l and c, d) track tactile lines using correct braille hand position, with 75% accuracy	<a href="http://iep.albinism.org/Home/example-iep/ieps/000070">http://iep.albinism.org/Home/example-iep/ieps/000070</a>
IEP	Kansas	Preschool Age 4	4	20/200	Short-term objectives/benchmarks	When given instruction by a team member, the student will demonstrate efficient pre-braille reading via the following tactual skills a) identify 2-dimensional shapes embossed on paper, b) identify same/different between 2 braille symbols, c) identify the one symbol tha is different in a line of like symbols using l and c, d) track tactile lines using correct braille hand positions, with 80% accuracy	<a href="http://iep.albinism.org/Home/example-iep/ieps/000070">http://iep.albinism.org/Home/example-iep/ieps/000070</a>
IEP	Kansas	Preschool Age 4	4	20/200	Long-term Goal	When given instruction by a team member, the student will increase her ability to tactualy read/identify the braille alphabet form 2 letters to 26 letters with 80% accuracy for 3 sessions	<a href="http://iep.albinism.org/Home/example-iep/ieps/000070">http://iep.albinism.org/Home/example-iep/ieps/000070</a>

Document Type	State	Grade	Age	Visual Acuity	Category	Description	Actual IEP
IEP	Kansas	Preschool Age 4	4	20/200	Short-term objectives/benchmarks	When given instruction by a team member, the student will increase her ability to tactually read/identify the braille alphabet from 2 letters to 7 letters with 80% accuracy for 3 sessions	<a href="http://iep.albinism.org/Home/example-iep/ieps/000070">http://iep.albinism.org/Home/example-iep/ieps/000070</a>
IEP	Kansas	Preschool Age 4	4	20/200	Short-term objectives/benchmarks	When given instruction by a team member, the student will increase her ability to tactually read/identify the braille alphabet from 7 letters to 14 letters with 80% accuracy for 3 sessions.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000070">http://iep.albinism.org/Home/example-iep/ieps/000070</a>
IEP	Kansas	Preschool Age 4	4	20/200	Short-term objectives/benchmarks	When given instruction by a team member, the student will increase her ability to tactually read/identify the braille alphabet from 14 letters to 20 letters with 80% accuracy for 3 sessions	<a href="http://iep.albinism.org/Home/example-iep/ieps/000070">http://iep.albinism.org/Home/example-iep/ieps/000070</a>
IEP	Kansas	Preschool Age 4	4	20/200	Short-term objectives/benchmarks	When given instruction by a team member, the student will increase her ability to tactually read/identify the braille alphabet from 20 letters to 26 letters with 80% accuracy for 3 sessions	<a href="http://iep.albinism.org/Home/example-iep/ieps/000070">http://iep.albinism.org/Home/example-iep/ieps/000070</a>
IEP	Kansas	Preschool Age 4	4	20/200	Equipment	book stand	<a href="http://iep.albinism.org/Home/example-iep/ieps/000070">http://iep.albinism.org/Home/example-iep/ieps/000070</a>
IEP	Kansas	Preschool Age 4	4	20/200	Equipment	slant board	<a href="http://iep.albinism.org/Home/example-iep/ieps/000070">http://iep.albinism.org/Home/example-iep/ieps/000070</a>
IEP	Kansas	Preschool Age 4	4	20/200	Equipment	parallel braille labeling of similarly marked print signage/visuals in her classroom	<a href="http://iep.albinism.org/Home/example-iep/ieps/000070">http://iep.albinism.org/Home/example-iep/ieps/000070</a>
IEP	Kansas	Preschool Age 4	4	20/200	Equipment	brailled children's books	<a href="http://iep.albinism.org/Home/example-iep/ieps/000070">http://iep.albinism.org/Home/example-iep/ieps/000070</a>
IEP	Kansas	Preschool Age 4	4	20/200	Accommodations	Preferential seating in proximity to distance visuals/teacher	<a href="http://iep.albinism.org/Home/example-iep/ieps/000070">http://iep.albinism.org/Home/example-iep/ieps/000070</a>
IEP	Kansas	Preschool Age 4	4	20/200	Accommodations	near inspection of visuals and advance preview or access to a personal copy of books used during circle time	<a href="http://iep.albinism.org/Home/example-iep/ieps/000070">http://iep.albinism.org/Home/example-iep/ieps/000070</a>
IEP	Kansas	Preschool Age 4	4	20/200	Accommodations	good, indirect lighting	<a href="http://iep.albinism.org/Home/example-iep/ieps/000070">http://iep.albinism.org/Home/example-iep/ieps/000070</a>
IEP	Kansas	Preschool Age 4	4	20/200	Accommodations	occasional rest breaks	<a href="http://iep.albinism.org/Home/example-iep/ieps/000070">http://iep.albinism.org/Home/example-iep/ieps/000070</a>
IEP	Kansas	Preschool Age 4	4	20/200	Accommodations	care givers prompt student to maintain eye contact during social interactions	<a href="http://iep.albinism.org/Home/example-iep/ieps/000070">http://iep.albinism.org/Home/example-iep/ieps/000070</a>
IEP	Kansas	Preschool Age 4	4	20/200	Accommodations	braille lables will accompany existing print labels in the classroom	<a href="http://iep.albinism.org/Home/example-iep/ieps/000070">http://iep.albinism.org/Home/example-iep/ieps/000070</a>
IEP	Kansas	Preschool Age 4	4	20/200	Equipment	magnifier	<a href="http://iep.albinism.org/Home/example-iep/ieps/000070">http://iep.albinism.org/Home/example-iep/ieps/000070</a>
IEP	Kansas	Preschool Age 4	4	20/200	Equipment	monocular	<a href="http://iep.albinism.org/Home/example-iep/ieps/000070">http://iep.albinism.org/Home/example-iep/ieps/000070</a>
IEP	Kansas	Preschool Age 4	4	20/200	Equipment	braille writer	<a href="http://iep.albinism.org/Home/example-iep/ieps/000070">http://iep.albinism.org/Home/example-iep/ieps/000070</a>
IEP	Kansas	Preschool Age 4	4	20/200	Services/Frequency	Vision services 30 minutes 3 times per week for braille	<a href="http://iep.albinism.org/Home/example-iep/ieps/000070">http://iep.albinism.org/Home/example-iep/ieps/000070</a>
IEP	Kansas	Preschool Age 4	4	20/200	Services/Frequency	Vision services 20 minutes per week for communication with school staff	<a href="http://iep.albinism.org/Home/example-iep/ieps/000070">http://iep.albinism.org/Home/example-iep/ieps/000070</a>
IEP	Kansas	Preschool Age 4	4	20/200	Services/Frequency	Vision teacher will have 90 minutes for material preparation 1x per week	<a href="http://iep.albinism.org/Home/example-iep/ieps/000070">http://iep.albinism.org/Home/example-iep/ieps/000070</a>
IEP	Georgia	First	6	20/200	Accommodations	Many sports and physical education accomodations	<a href="http://iep.albinism.org/Home/example-iep/ieps/000061">http://iep.albinism.org/Home/example-iep/ieps/000061</a>
IEP	Georgia	First	6	20/200	Accommodations	Selective seating	<a href="http://iep.albinism.org/Home/example-iep/ieps/000061">http://iep.albinism.org/Home/example-iep/ieps/000061</a>
IEP	Georgia	First	6	20/200	Accommodations	room and table space to accommodate equipment, such as a closed circuit tv (cctv), near an electrical outlet	<a href="http://iep.albinism.org/Home/example-iep/ieps/000061">http://iep.albinism.org/Home/example-iep/ieps/000061</a>
IEP	Georgia	First	6	20/200	Accommodations	vi teacher to receive materials needed for modification no less than 3-5 school days before student needs them in class	<a href="http://iep.albinism.org/Home/example-iep/ieps/000061">http://iep.albinism.org/Home/example-iep/ieps/000061</a>
IEP	Georgia	First	6	20/200	Accommodations	clear, dark copies of worksheets and test (no blue dittos)	<a href="http://iep.albinism.org/Home/example-iep/ieps/000061">http://iep.albinism.org/Home/example-iep/ieps/000061</a>
IEP	Georgia	Kindergarten	5	20/200	Accommodations	all assignments turned in directly to classroom teachers(s)	<a href="http://iep.albinism.org/Home/example-iep/ieps/000061">http://iep.albinism.org/Home/example-iep/ieps/000061</a>
IEP	Georgia	Kindergarten	5	20/200	Accommodations	regular print materials	<a href="http://iep.albinism.org/Home/example-iep/ieps/000062">http://iep.albinism.org/Home/example-iep/ieps/000062</a>
IEP	Georgia	Kindergarten	5	20/200	Accommodations	large print materials	<a href="http://iep.albinism.org/Home/example-iep/ieps/000062">http://iep.albinism.org/Home/example-iep/ieps/000062</a>
IEP	Georgia	Kindergarten	5	20/200	Equipment	magnifier, telescope, CCTV	<a href="http://iep.albinism.org/Home/example-iep/ieps/000062">http://iep.albinism.org/Home/example-iep/ieps/000062</a>
IEP	Georgia	Kindergarten	5	20/200	Equipment	slantboard	<a href="http://iep.albinism.org/Home/example-iep/ieps/000062">http://iep.albinism.org/Home/example-iep/ieps/000062</a>
IEP	Georgia	Kindergarten	5	20/200	Accommodations	preferential seating	<a href="http://iep.albinism.org/Home/example-iep/ieps/000062">http://iep.albinism.org/Home/example-iep/ieps/000062</a>
IEP	Georgia	Kindergarten	5	20/200	Accommodations	average/avoid back light and glare	<a href="http://iep.albinism.org/Home/example-iep/ieps/000062">http://iep.albinism.org/Home/example-iep/ieps/000062</a>
IEP	Georgia	Kindergarten	5	20/200	Accommodations	seating close to teacher	<a href="http://iep.albinism.org/Home/example-iep/ieps/000062">http://iep.albinism.org/Home/example-iep/ieps/000062</a>
IEP	Georgia	Third	8	20/200	Services/Frequency	Vision Teacher	<a href="http://iep.albinism.org/Home/example-iep/ieps/000063">http://iep.albinism.org/Home/example-iep/ieps/000063</a>
IEP	Georgia	Sixth	11	20/200	Long-term Goal	Student will develop and perfect skills in usage of electronic media	<a href="http://iep.albinism.org/Home/example-iep/ieps/000064">http://iep.albinism.org/Home/example-iep/ieps/000064</a>
IEP	Georgia	Sixth	11	20/200	Short-term objectives/benchmarks	Student will use shortcut keys on the computer when using zoomtext and basic word processing programs	<a href="http://iep.albinism.org/Home/example-iep/ieps/000064">http://iep.albinism.org/Home/example-iep/ieps/000064</a>
IEP	Georgia	Sixth	11	20/200	Short-term objectives/benchmarks	Student will perfect usage of her 4-track tape recorder for the purpose of notetaking and indexing information	<a href="http://iep.albinism.org/Home/example-iep/ieps/000064">http://iep.albinism.org/Home/example-iep/ieps/000064</a>
IEP	Georgia	Sixth	11	20/200	Accommodations	large print text and materials	<a href="http://iep.albinism.org/Home/example-iep/ieps/000064">http://iep.albinism.org/Home/example-iep/ieps/000064</a>
IEP	Georgia	Sixth	11	20/200	Accommodations	magnifier or enlarging "machine" such as a CCTV or miniviewer	<a href="http://iep.albinism.org/Home/example-iep/ieps/000064">http://iep.albinism.org/Home/example-iep/ieps/000064</a>
IEP	Georgia	Sixth	11	20/200	Accommodations	4-track tape recorder	<a href="http://iep.albinism.org/Home/example-iep/ieps/000064">http://iep.albinism.org/Home/example-iep/ieps/000064</a>
IEP	Georgia	Sixth	11	20/200	Accommodations	large lined paper	<a href="http://iep.albinism.org/Home/example-iep/ieps/000064">http://iep.albinism.org/Home/example-iep/ieps/000064</a>
IEP	Georgia	Sixth	11	20/200	Accommodations	NCR paper for taking notes	<a href="http://iep.albinism.org/Home/example-iep/ieps/000064">http://iep.albinism.org/Home/example-iep/ieps/000064</a>
IEP	Georgia	Sixth	11	20/200	Accommodations	extended time on lengthy reading assignments or tests, due to students high sensitivity to light she needs to participate in PE during the winter months to avoid prolonged exposure to the sun	<a href="http://iep.albinism.org/Home/example-iep/ieps/000064">http://iep.albinism.org/Home/example-iep/ieps/000064</a>
IEP	Georgia	Sixth	11	20/200	Accommodations	modifications for activities involving balls or contact sports, participation in PE during the winter months	<a href="http://iep.albinism.org/Home/example-iep/ieps/000064">http://iep.albinism.org/Home/example-iep/ieps/000064</a>
IEP	Georgia	Sixth	11	20/200	Accommodations	Testing: large print, large print answer sheet and/or ability to write in the test booklet and have answers transferred to the scantron sheet	<a href="http://iep.albinism.org/Home/example-iep/ieps/000064">http://iep.albinism.org/Home/example-iep/ieps/000064</a>
IEP	Georgia	Sixth	11	20/200	Services/Frequency	Vision services 1 per week	<a href="http://iep.albinism.org/Home/example-iep/ieps/000064">http://iep.albinism.org/Home/example-iep/ieps/000064</a>
IEP	Georgia	Eighth	13	20/200	Transition Services	College Prep	<a href="http://iep.albinism.org/Home/example-iep/ieps/000065">http://iep.albinism.org/Home/example-iep/ieps/000065</a>
IEP	Georgia	Eighth	13	20/200	Transition Services	Student will continue on her academic track and investigate majors for college	<a href="http://iep.albinism.org/Home/example-iep/ieps/000065">http://iep.albinism.org/Home/example-iep/ieps/000065</a>
IEP	Georgia	Eighth	13	20/200	Transition Services	Student will continue to be active in extracurricular activities and NOAH	<a href="http://iep.albinism.org/Home/example-iep/ieps/000065">http://iep.albinism.org/Home/example-iep/ieps/000065</a>
IEP	Georgia	Eighth	13	20/200	Long-term Goal	Student will develop braille reading skills	<a href="http://iep.albinism.org/Home/example-iep/ieps/000065">http://iep.albinism.org/Home/example-iep/ieps/000065</a>
IEP	Georgia	Eighth	13	20/200	Short-term objectives/benchmarks	student recognize grade 1 braille letters with 80% accuracy	<a href="http://iep.albinism.org/Home/example-iep/ieps/000065">http://iep.albinism.org/Home/example-iep/ieps/000065</a>
IEP	Georgia	Eighth	13	20/200	Short-term objectives/benchmarks	student will recognize whole word signs (one-cell) with 60% accuracy	<a href="http://iep.albinism.org/Home/example-iep/ieps/000065">http://iep.albinism.org/Home/example-iep/ieps/000065</a>
IEP	Georgia	Eighth	13	20/200	Accommodations	large print text and materials	<a href="http://iep.albinism.org/Home/example-iep/ieps/000065">http://iep.albinism.org/Home/example-iep/ieps/000065</a>
IEP	Georgia	Eighth	13	20/200	Equipment	magnifier	<a href="http://iep.albinism.org/Home/example-iep/ieps/000065">http://iep.albinism.org/Home/example-iep/ieps/000065</a>

Document Type	State	Grade	Age	Visual Acuity	Category	Description	Actual IEP
IEP	Georgia	Eighth	13	20/200	Equipment	enlarging "machine" such as cctv or miniviewer	<a href="http://iep.albinism.org/Home/example-iep/ieps/000065">http://iep.albinism.org/Home/example-iep/ieps/000065</a>
IEP	Georgia	Eighth	13	20/200	Equipment	digital reader	<a href="http://iep.albinism.org/Home/example-iep/ieps/000065">http://iep.albinism.org/Home/example-iep/ieps/000065</a>
IEP	Georgia	Eighth	13	20/200	Equipment	large lined paper	<a href="http://iep.albinism.org/Home/example-iep/ieps/000065">http://iep.albinism.org/Home/example-iep/ieps/000065</a>
IEP	Georgia	Eighth	13	20/200	Equipment	NCR paper for taking notes	<a href="http://iep.albinism.org/Home/example-iep/ieps/000065">http://iep.albinism.org/Home/example-iep/ieps/000065</a>
IEP	Georgia	Eighth	13	20/200	Equipment	computer access with zoomtext	<a href="http://iep.albinism.org/Home/example-iep/ieps/000065">http://iep.albinism.org/Home/example-iep/ieps/000065</a>
IEP	Georgia	Eighth	13	20/200	Equipment	large print dictionary	<a href="http://iep.albinism.org/Home/example-iep/ieps/000065">http://iep.albinism.org/Home/example-iep/ieps/000065</a>
IEP	Georgia	Eighth	13	20/200	Accommodations	extended time for lengthy reading or test	<a href="http://iep.albinism.org/Home/example-iep/ieps/000065">http://iep.albinism.org/Home/example-iep/ieps/000065</a>
IEP	Georgia	Eighth	13	20/200	Accommodations	PE in winter months only	<a href="http://iep.albinism.org/Home/example-iep/ieps/000065">http://iep.albinism.org/Home/example-iep/ieps/000065</a>
IEP	Georgia	Eighth	13	20/200	Accommodations	Student has trouble reading small print dictionary. Student needs to be provided with her "definitions" already defined. Student is responsible for the content of the material but not looking up the words	<a href="http://iep.albinism.org/Home/example-iep/ieps/000065">http://iep.albinism.org/Home/example-iep/ieps/000065</a>
IEP	Georgia	Eighth	13	20/200	Accommodations	Student will have 2 lockers on the bottom and with a key instead of combo lock	<a href="http://iep.albinism.org/Home/example-iep/ieps/000065">http://iep.albinism.org/Home/example-iep/ieps/000065</a>
IEP	Georgia	Eighth	13	20/200	Accommodations	lengthy homework assignments will be counted as complete as long as 50% of the assignment is complete	<a href="http://iep.albinism.org/Home/example-iep/ieps/000065">http://iep.albinism.org/Home/example-iep/ieps/000065</a>
IEP	Georgia	Eighth	13	20/200	Accommodations	modifications for activities involving balls or contact sports	<a href="http://iep.albinism.org/Home/example-iep/ieps/000065">http://iep.albinism.org/Home/example-iep/ieps/000065</a>
IEP	Georgia	Eighth	13	20/200	Accommodations	testing - large print and large print answer sheet and/or ability to write in the test booklet and have answers transferred to the scantron sheet	<a href="http://iep.albinism.org/Home/example-iep/ieps/000065">http://iep.albinism.org/Home/example-iep/ieps/000065</a>
IEP	Georgia	Ninth	14	20/200	Services/Frequency	Braille instruction provided	<a href="http://iep.albinism.org/Home/example-iep/ieps/000066">http://iep.albinism.org/Home/example-iep/ieps/000066</a>
IEP	Georgia	Ninth	14	20/200	Long-term Goal	Student will improve braille reading and writing skills by stated criteria	<a href="http://iep.albinism.org/Home/example-iep/ieps/000066">http://iep.albinism.org/Home/example-iep/ieps/000066</a>
IEP	Georgia	Ninth	14	20/200	Short-term objectives/benchmarks	read alphabet at 100% accuracy	<a href="http://iep.albinism.org/Home/example-iep/ieps/000066">http://iep.albinism.org/Home/example-iep/ieps/000066</a>
IEP	Georgia	Ninth	14	20/200	Short-term objectives/benchmarks	know meaning of single letter contractions (but, can, do, etc) with 100% accuracy	<a href="http://iep.albinism.org/Home/example-iep/ieps/000066">http://iep.albinism.org/Home/example-iep/ieps/000066</a>
IEP	Georgia	Ninth	14	20/200	Short-term objectives/benchmarks	read whole-word contractions (and, for, of, the, with) with 100% accuracy	<a href="http://iep.albinism.org/Home/example-iep/ieps/000066">http://iep.albinism.org/Home/example-iep/ieps/000066</a>
IEP	Georgia	Ninth	14	20/200	Short-term objectives/benchmarks	read number to 100 with 100% accuracy	<a href="http://iep.albinism.org/Home/example-iep/ieps/000066">http://iep.albinism.org/Home/example-iep/ieps/000066</a>
IEP	Georgia	Ninth	14	20/200	Short-term objectives/benchmarks	read dot 5 contractions in a sentence with 80% accuracy	<a href="http://iep.albinism.org/Home/example-iep/ieps/000066">http://iep.albinism.org/Home/example-iep/ieps/000066</a>
IEP	Georgia	Ninth	14	20/200	Short-term objectives/benchmarks	recognize short form words (bec, chn, brl, perh, etc) with 80% accuracy	<a href="http://iep.albinism.org/Home/example-iep/ieps/000066">http://iep.albinism.org/Home/example-iep/ieps/000066</a>
IEP	Georgia	Ninth	14	20/200	Short-term objectives/benchmarks	braille the alphabet with 100% accuracy	<a href="http://iep.albinism.org/Home/example-iep/ieps/000066">http://iep.albinism.org/Home/example-iep/ieps/000066</a>
IEP	Georgia	Ninth	14	20/200	Short-term objectives/benchmarks	braille numerals to 100 with 100% accuracy	<a href="http://iep.albinism.org/Home/example-iep/ieps/000066">http://iep.albinism.org/Home/example-iep/ieps/000066</a>
IEP	Georgia	Ninth	14	20/200	Short-term objectives/benchmarks	braille whole-word contractions with 100% accuracy	<a href="http://iep.albinism.org/Home/example-iep/ieps/000066">http://iep.albinism.org/Home/example-iep/ieps/000066</a>
IEP	Georgia	Ninth	14	20/200	Short-term objectives/benchmarks	read "be", "cc", "ch", "st", "sh", "ing", "en", "in", "er", "ea", "ed", "gh", "th", "wh" signs with 50% accuracy	<a href="http://iep.albinism.org/Home/example-iep/ieps/000066">http://iep.albinism.org/Home/example-iep/ieps/000066</a>
IEP	Georgia	Ninth	14	20/200	Long-term Goal	Student will learn technology skills	<a href="http://iep.albinism.org/Home/example-iep/ieps/000066">http://iep.albinism.org/Home/example-iep/ieps/000066</a>
IEP	Georgia	Ninth	14	20/200	Short-term objectives/benchmarks	complete 10 lessons in JAWS	<a href="http://iep.albinism.org/Home/example-iep/ieps/000066">http://iep.albinism.org/Home/example-iep/ieps/000066</a>
IEP	Georgia	Ninth	14	20/200	Short-term objectives/benchmarks	complete 5 lessons in using bookport or other means of downloading books	<a href="http://iep.albinism.org/Home/example-iep/ieps/000066">http://iep.albinism.org/Home/example-iep/ieps/000066</a>
IEP	Georgia	Ninth	14	20/200	Long-term Goal	List of 31 Orientation and Mobility goals for older student (page 5 of iep)	<a href="http://iep.albinism.org/Home/example-iep/ieps/000066">http://iep.albinism.org/Home/example-iep/ieps/000066</a>
IEP	Georgia	Ninth	14	20/200	Accommodations	two sets of textbooks - one for home	<a href="http://iep.albinism.org/Home/example-iep/ieps/000066">http://iep.albinism.org/Home/example-iep/ieps/000066</a>
IEP	Georgia	Ninth	14	20/200	Accommodations	keyed lock for locker	<a href="http://iep.albinism.org/Home/example-iep/ieps/000066">http://iep.albinism.org/Home/example-iep/ieps/000066</a>
IEP	Georgia	Ninth	14	20/200	Accommodations	access to school elevator	<a href="http://iep.albinism.org/Home/example-iep/ieps/000066">http://iep.albinism.org/Home/example-iep/ieps/000066</a>
IEP	Georgia	Ninth	14	20/200	Accommodations	reader	<a href="http://iep.albinism.org/Home/example-iep/ieps/000066">http://iep.albinism.org/Home/example-iep/ieps/000066</a>
IEP	Georgia	Ninth	14	20/200	Accommodations	extended time on assignments and test up to 300%	<a href="http://iep.albinism.org/Home/example-iep/ieps/000066">http://iep.albinism.org/Home/example-iep/ieps/000066</a>
IEP	Georgia	Ninth	14	20/200	Accommodations	lower lighting whenever possible - for example lamps rather than overhead lights in classrooms	<a href="http://iep.albinism.org/Home/example-iep/ieps/000066">http://iep.albinism.org/Home/example-iep/ieps/000066</a>
IEP	Georgia	Ninth	14	20/200	Accommodations	oral presentation of material when visual access is not possible	<a href="http://iep.albinism.org/Home/example-iep/ieps/000066">http://iep.albinism.org/Home/example-iep/ieps/000066</a>
IEP	Georgia	Ninth	14	20/200	Accommodations	all printed materials must be enlarged and given to student at the same time her peers receive them	<a href="http://iep.albinism.org/Home/example-iep/ieps/000066">http://iep.albinism.org/Home/example-iep/ieps/000066</a>
IEP	Georgia	Ninth	14	20/200	Accommodations	desk copy (large print) must be provided of all board and overhead materials	<a href="http://iep.albinism.org/Home/example-iep/ieps/000066">http://iep.albinism.org/Home/example-iep/ieps/000066</a>
IEP	Georgia	Ninth	14	20/200	Accommodations	assignments may be curtailed to accommodate the fact that msot assignments take student significantly longer to complete compared to sighted students, due to visual impairment.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000066">http://iep.albinism.org/Home/example-iep/ieps/000066</a>
IEP	Georgia	Ninth	14	20/200	Accommodations	Create assignments to demonstrate mastery in the briefest way possible	<a href="http://iep.albinism.org/Home/example-iep/ieps/000066">http://iep.albinism.org/Home/example-iep/ieps/000066</a>
IEP	Georgia	Ninth	14	20/200	Accommodations	orient to unfamiliar environments	<a href="http://iep.albinism.org/Home/example-iep/ieps/000066">http://iep.albinism.org/Home/example-iep/ieps/000066</a>
IEP	Georgia	Ninth	14	20/200	Accommodations	individualized plan for fire drills or other emergencies: limit travel distance, pair with companion, access to hat, sunglasses, limit stairs	<a href="http://iep.albinism.org/Home/example-iep/ieps/000066">http://iep.albinism.org/Home/example-iep/ieps/000066</a>
IEP	Georgia	Ninth	14	20/200	Accommodations	testing: small group, 300% time, large print, oral presentation, low vision aids, color overlay, tactile graphics, oral descriptions of figures, mark on test or oral reply	<a href="http://iep.albinism.org/Home/example-iep/ieps/000066">http://iep.albinism.org/Home/example-iep/ieps/000066</a>
IEP	Georgia	Ninth	14	20/200	Services/Frequency	Braille .5 hours per week	<a href="http://iep.albinism.org/Home/example-iep/ieps/000066">http://iep.albinism.org/Home/example-iep/ieps/000066</a>
IEP	Georgia	Ninth	14	20/200	Services/Frequency	Visual services .5 hours per week	<a href="http://iep.albinism.org/Home/example-iep/ieps/000066">http://iep.albinism.org/Home/example-iep/ieps/000066</a>
IEP	Georgia	Ninth	14	20/200	Services/Frequency	Orientation and Mobility .5 hours per week	<a href="http://iep.albinism.org/Home/example-iep/ieps/000066">http://iep.albinism.org/Home/example-iep/ieps/000066</a>
IEP	Georgia	Ninth	14	20/200	Services/Frequency	Study skills class (braille 6 hrs per week and visually impaired 1.5 per week)	<a href="http://iep.albinism.org/Home/example-iep/ieps/000066">http://iep.albinism.org/Home/example-iep/ieps/000066</a>
IEP	Georgia	Ninth	14	20/200	Services/Frequency	Orientation and Mobility .5 hours per week	<a href="http://iep.albinism.org/Home/example-iep/ieps/000066">http://iep.albinism.org/Home/example-iep/ieps/000066</a>
IEP	Georgia	Ninth	14	20/200	Services/Frequency	TVI consultive 2 hours per week	<a href="http://iep.albinism.org/Home/example-iep/ieps/000066">http://iep.albinism.org/Home/example-iep/ieps/000066</a>
IEP	Georgia	Ninth	14	20/200	Transition Services	Participate in bowling and NOAH. Investigate majors for college	<a href="http://iep.albinism.org/Home/example-iep/ieps/000066">http://iep.albinism.org/Home/example-iep/ieps/000066</a>
IEP	Georgia	Ninth	14	20/200	Long-term Goal	Student will develop braille reading skills	<a href="http://iep.albinism.org/Home/example-iep/ieps/000066">http://iep.albinism.org/Home/example-iep/ieps/000066</a>
IEP	Georgia	Ninth	14	20/200	Short-term objectives/benchmarks	Student recognize grade 1 braille with 80% accuracy	<a href="http://iep.albinism.org/Home/example-iep/ieps/000066">http://iep.albinism.org/Home/example-iep/ieps/000066</a>
IEP	Georgia	Ninth	14	20/200	Short-term objectives/benchmarks	Student will recognize whole word signs (one-cell) with 60% accuracy	<a href="http://iep.albinism.org/Home/example-iep/ieps/000066">http://iep.albinism.org/Home/example-iep/ieps/000066</a>
IEP	Georgia	Eleventh	16	20/200	Transition Services	Participate in bowling	<a href="http://iep.albinism.org/Home/example-iep/ieps/000067">http://iep.albinism.org/Home/example-iep/ieps/000067</a>
IEP	Georgia	Eleventh	16	20/200	Transition Services	verbally discuss education/other requirements for career area of interest	<a href="http://iep.albinism.org/Home/example-iep/ieps/000067">http://iep.albinism.org/Home/example-iep/ieps/000067</a>
IEP	Georgia	Eleventh	16	20/200	Transition Services	actively participate in IEP meetings with input on: present levels of performance, transition, goals and objectives, BIP, persons to invite, etc.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000067">http://iep.albinism.org/Home/example-iep/ieps/000067</a>
IEP	Georgia	Eleventh	16	20/200	Transition Services	verbally state accommodations needed for post secondary / employment success	<a href="http://iep.albinism.org/Home/example-iep/ieps/000067">http://iep.albinism.org/Home/example-iep/ieps/000067</a>
IEP	Georgia	Twelfth	17	20/200	Transition Services	student will complete requirements for diploma choice	<a href="http://iep.albinism.org/Home/example-iep/ieps/000068">http://iep.albinism.org/Home/example-iep/ieps/000068</a>
IEP	Georgia	Twelfth	17	20/200	Transition Services	student will work with school personnel to develop a successful career path	<a href="http://iep.albinism.org/Home/example-iep/ieps/000068">http://iep.albinism.org/Home/example-iep/ieps/000068</a>

Document Type	State	Grade	Age	Visual Acuity	Category	Description	Actual IEP
IEP	Georgia	Twelfth	17	20/200	Transition Services	student will develop a plan for accessing post secondary education related to career choice	<a href="http://iep.albinism.org/Home/example-iep/ieps/000068">http://iep.albinism.org/Home/example-iep/ieps/000068</a>
IEP	Georgia	Twelfth	17	20/200	Transition Services	student will meet with school counselor to discuss career path and post secondary education options	<a href="http://iep.albinism.org/Home/example-iep/ieps/000068">http://iep.albinism.org/Home/example-iep/ieps/000068</a>
IEP	Georgia	Twelfth	17	20/200	Transition Services	student will demonstrate personal management skills	<a href="http://iep.albinism.org/Home/example-iep/ieps/000068">http://iep.albinism.org/Home/example-iep/ieps/000068</a>
IEP	Georgia	Twelfth	17	20/200	Long-term Goal	Student will independently use scanning software to upload materials to a computer	<a href="http://iep.albinism.org/Home/example-iep/ieps/000068">http://iep.albinism.org/Home/example-iep/ieps/000068</a>
IEP	Georgia	Twelfth	17	20/200	Short-term objectives/benchmarks	independently with 85% mastery of scanning to upload materials	<a href="http://iep.albinism.org/Home/example-iep/ieps/000068">http://iep.albinism.org/Home/example-iep/ieps/000068</a>
IEP	Georgia	Twelfth	17	20/200	Short-term objectives/benchmarks	independently with 90% mastery of scanning to upload materials	<a href="http://iep.albinism.org/Home/example-iep/ieps/000068">http://iep.albinism.org/Home/example-iep/ieps/000068</a>
IEP	Georgia	Twelfth	17	20/200	Long-term Goal	Student maintains her braille reading skills	<a href="http://iep.albinism.org/Home/example-iep/ieps/000068">http://iep.albinism.org/Home/example-iep/ieps/000068</a>
IEP	Georgia	Twelfth	17	20/200	Long-term Goal	Student will maintain braille writing skills when given 5 dictation sentences with braille independently	<a href="http://iep.albinism.org/Home/example-iep/ieps/000068">http://iep.albinism.org/Home/example-iep/ieps/000068</a>
IEP	Georgia	Twelfth	17	20/200	Long-term Goal	Student will correctly read Nemeth problems with decimals and fractions. Student will correctly braille Nemeth problems with fractions	<a href="http://iep.albinism.org/Home/example-iep/ieps/000068">http://iep.albinism.org/Home/example-iep/ieps/000068</a>
IEP	Georgia	Twelfth	17	20/200	Long-term Goal	Student will learn about 3 different technologies and discuss with VI teacher if they would be helpful to her in college	<a href="http://iep.albinism.org/Home/example-iep/ieps/000068">http://iep.albinism.org/Home/example-iep/ieps/000068</a>
IEP	Georgia	Twelfth	17	20/200	Accommodations	assignments may be curtailed to accommodate need for extra time. Create assignments that demonstrate mastery in the briefest way possible	<a href="http://iep.albinism.org/Home/example-iep/ieps/000068">http://iep.albinism.org/Home/example-iep/ieps/000068</a>
IEP	Georgia	Twelfth	17	20/200	Accommodations	Extended time on assignments and test, up to 300%, lower lighting when possible, oral presentation of material, reduced assignments	<a href="http://iep.albinism.org/Home/example-iep/ieps/000068">http://iep.albinism.org/Home/example-iep/ieps/000068</a>
IEP	Georgia	Twelfth	17	20/200	Accommodations	auditory materials, voice output, set of large print textbooks for home, two lockers with keyed lock, reader/writer for all tests, braille materials commensurate with her skills, access to elevator, lower lighting where possible, permission to step outside classroom if light is hurting her eyes, permission to come to resource room for break from lighting or to work on projects	<a href="http://iep.albinism.org/Home/example-iep/ieps/000068">http://iep.albinism.org/Home/example-iep/ieps/000068</a>
IEP	Georgia	Twelfth	17	20/200	Accommodations	Individualized plan for fire drills or other emergencies: limit travel distance, pair with companion, orient to unfamiliar environments, accommodate light sensitivity, Special Education teacher consults with general education teacher	<a href="http://iep.albinism.org/Home/example-iep/ieps/000068">http://iep.albinism.org/Home/example-iep/ieps/000068</a>
IEP	Georgia	Twelfth	17	20/200	Accommodations	Testing: small group seating, oral reading of test question in english only by reader or assistive technology, verbal response in english only with scribe, extended time	<a href="http://iep.albinism.org/Home/example-iep/ieps/000068">http://iep.albinism.org/Home/example-iep/ieps/000068</a>
IEP	Illinois	Eleventh	16	20/200	Transition Services	Student is currently enrolled in and will select her classes to help her achieve her postsecondary academic and employment goals	<a href="http://iep.albinism.org/Home/example-iep/ieps/000071">http://iep.albinism.org/Home/example-iep/ieps/000071</a>
IEP	Illinois	Eleventh	16	20/200	Transition Services	Student would like to teach art.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000071">http://iep.albinism.org/Home/example-iep/ieps/000071</a>
IEP	Illinois	Eleventh	16	20/200	Transition Services	Student plans to attend college and secure an associate's degree before attending a 4-year college	<a href="http://iep.albinism.org/Home/example-iep/ieps/000071">http://iep.albinism.org/Home/example-iep/ieps/000071</a>
IEP	Illinois	Eleventh	16	20/200	Transition Services	Student plans to live at home while attending college. She would like to eventually live in an apartment on her own or with a roommate.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000071">http://iep.albinism.org/Home/example-iep/ieps/000071</a>
IEP	Illinois	Eleventh	16	20/200	Long-term Goal	Student will access all classroom information (written, oral, and demonstrated) using appropriate accommodations as necessary (5a, 14b, 15a, 25c, 24a)	<a href="http://iep.albinism.org/Home/example-iep/ieps/000071">http://iep.albinism.org/Home/example-iep/ieps/000071</a>
IEP	Illinois	Eleventh	16	20/200	Short-term objectives/benchmarks	Student will ask classroom teacher for desk copies of all overheads and unspoken board information, or will otherwise obtain information by moving closer or ask peer for copy of notes	<a href="http://iep.albinism.org/Home/example-iep/ieps/000071">http://iep.albinism.org/Home/example-iep/ieps/000071</a>
IEP	Illinois	Eleventh	16	20/200	Short-term objectives/benchmarks	Student will notify staff (vision teacher, paraprofessional) when an enlarged copy of handout/test is needed or when she needs to access CCTV to view details without losing color (such as a map or table)	<a href="http://iep.albinism.org/Home/example-iep/ieps/000071">http://iep.albinism.org/Home/example-iep/ieps/000071</a>
IEP	Illinois	Eleventh	16	20/200	Short-term objectives/benchmarks	Student will notify staff in a timely manner (vision teacher, paraprofessional) when an alternate assignment is needed for an upcoming reading assignment.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000071">http://iep.albinism.org/Home/example-iep/ieps/000071</a>
IEP	Illinois	Eleventh	16	20/200	Long-term Goal	Student will explore and identify colleges that support post secondary educational and employment goals (3c, 14d)	<a href="http://iep.albinism.org/Home/example-iep/ieps/000071">http://iep.albinism.org/Home/example-iep/ieps/000071</a>
IEP	Illinois	Eleventh	16	20/200	Short-term objectives/benchmarks	Student will participate in minimum of (2) college visitation days at school	<a href="http://iep.albinism.org/Home/example-iep/ieps/000071">http://iep.albinism.org/Home/example-iep/ieps/000071</a>
IEP	Illinois	Eleventh	16	20/200	Short-term objectives/benchmarks	Student will research and gather information on minimum of (2) colleges that offer programs related to her career goals	<a href="http://iep.albinism.org/Home/example-iep/ieps/000071">http://iep.albinism.org/Home/example-iep/ieps/000071</a>
IEP	Illinois	Eleventh	16	20/200	Short-term objectives/benchmarks	Student will schedule a meeting with her guidance counselor to obtain information regarding academic requirements	<a href="http://iep.albinism.org/Home/example-iep/ieps/000071">http://iep.albinism.org/Home/example-iep/ieps/000071</a>
IEP	Illinois	Eleventh	16	20/200	Long-term Goal	Student will acquire the necessary daily living skills to allow for independent functioning in a variety of situations (home, vocational, and community) (2b, 6a)	<a href="http://iep.albinism.org/Home/example-iep/ieps/000071">http://iep.albinism.org/Home/example-iep/ieps/000071</a>
IEP	Illinois	Eleventh	16	20/200	Short-term objectives/benchmarks	Student will demonstrate the ability to anticipate and manage problems related to her impairment	<a href="http://iep.albinism.org/Home/example-iep/ieps/000071">http://iep.albinism.org/Home/example-iep/ieps/000071</a>
IEP	Illinois	Eleventh	16	20/200	Short-term objectives/benchmarks	Student will demonstrate skills necessary for planning, purchasing, storing, preparing, and serving food, using safe and efficient methods	<a href="http://iep.albinism.org/Home/example-iep/ieps/000071">http://iep.albinism.org/Home/example-iep/ieps/000071</a>
IEP	Illinois	Eleventh	16	20/200	Short-term objectives/benchmarks	Student will find new recipes and follow the recipe directions	<a href="http://iep.albinism.org/Home/example-iep/ieps/000071">http://iep.albinism.org/Home/example-iep/ieps/000071</a>
IEP	Illinois	Eleventh	16	20/200	Long-term Goal	Student will plan 4 trips using either paratransit services or the fixed route system to get to and from her objective (11a)	<a href="http://iep.albinism.org/Home/example-iep/ieps/000071">http://iep.albinism.org/Home/example-iep/ieps/000071</a>
IEP	Illinois	Eleventh	16	20/200	Short-term objectives/benchmarks	Student will obtain information on all 4 of her destinations	<a href="http://iep.albinism.org/Home/example-iep/ieps/000071">http://iep.albinism.org/Home/example-iep/ieps/000071</a>
IEP	Illinois	Eleventh	16	20/200	Short-term objectives/benchmarks	Student chooses a day and time to travel	<a href="http://iep.albinism.org/Home/example-iep/ieps/000071">http://iep.albinism.org/Home/example-iep/ieps/000071</a>
IEP	Illinois	Eleventh	16	20/200	Short-term objectives/benchmarks	Student chooses a public transportation option to reach her destination	<a href="http://iep.albinism.org/Home/example-iep/ieps/000071">http://iep.albinism.org/Home/example-iep/ieps/000071</a>
IEP	Illinois	Eleventh	16	20/200	Services/Frequency	Visually impaired 300min/week outside regular education; 15min/week indirect	<a href="http://iep.albinism.org/Home/example-iep/ieps/000071">http://iep.albinism.org/Home/example-iep/ieps/000071</a>
IEP	Illinois	Eleventh	16	20/200	Services/Frequency	Orientation and Mobility 50 min/month 100 min/month indirect	<a href="http://iep.albinism.org/Home/example-iep/ieps/000071">http://iep.albinism.org/Home/example-iep/ieps/000071</a>
IEP	Illinois	Eleventh	16	20/200	Accommodations	Key Lock	<a href="http://iep.albinism.org/Home/example-iep/ieps/000071">http://iep.albinism.org/Home/example-iep/ieps/000071</a>
IEP	Illinois	Eleventh	16	20/200	Accommodations	large print textbooks, novels, assignments (as requested)	<a href="http://iep.albinism.org/Home/example-iep/ieps/000071">http://iep.albinism.org/Home/example-iep/ieps/000071</a>
IEP	Illinois	Eleventh	16	20/200	Accommodations	books on tape/cd (as requested)	<a href="http://iep.albinism.org/Home/example-iep/ieps/000071">http://iep.albinism.org/Home/example-iep/ieps/000071</a>

Document Type	State	Grade	Age	Visual Acuity	Category	Description	Actual IEP
IEP	Illinois	Eleventh	16	20/200	Equipment	Magnifier for brief near spotting	<a href="http://iep.albinism.org/Home/example-iep/ieps/000071">http://iep.albinism.org/Home/example-iep/ieps/000071</a>
IEP	Illinois	Eleventh	16	20/200	Equipment	Monocular telescope for brief distance viewing	<a href="http://iep.albinism.org/Home/example-iep/ieps/000071">http://iep.albinism.org/Home/example-iep/ieps/000071</a>
IEP	Illinois	Eleventh	16	20/200	Accommodations	Extended time	<a href="http://iep.albinism.org/Home/example-iep/ieps/000071">http://iep.albinism.org/Home/example-iep/ieps/000071</a>
IEP	Illinois	Eleventh	16	20/200	Accommodations	Large Print text	<a href="http://iep.albinism.org/Home/example-iep/ieps/000071">http://iep.albinism.org/Home/example-iep/ieps/000071</a>
IEP	Illinois	Eleventh	16	20/200	Accommodations	Scribe	<a href="http://iep.albinism.org/Home/example-iep/ieps/000071">http://iep.albinism.org/Home/example-iep/ieps/000071</a>
IEP	Illinois	Eleventh	16	20/200	Accommodations	Preferential seating (front and center) with privilege to move closer to visual information/demonstrations	<a href="http://iep.albinism.org/Home/example-iep/ieps/000071">http://iep.albinism.org/Home/example-iep/ieps/000071</a>
IEP	Illinois	Eleventh	16	20/200	Accommodations	large print tests with extended time up to 1 1/2 times	<a href="http://iep.albinism.org/Home/example-iep/ieps/000071">http://iep.albinism.org/Home/example-iep/ieps/000071</a>
IEP	Illinois	Eleventh	16	20/200	Accommodations	scribe for scantron	<a href="http://iep.albinism.org/Home/example-iep/ieps/000071">http://iep.albinism.org/Home/example-iep/ieps/000071</a>
IEP	Illinois	Eleventh	16	20/200	Accommodations	5 minute early pass at end of day to locate bus	<a href="http://iep.albinism.org/Home/example-iep/ieps/000071">http://iep.albinism.org/Home/example-iep/ieps/000071</a>
IEP	Illinois	Eleventh	16	20/200	Equipment	access to CCTV in vision resource room	<a href="http://iep.albinism.org/Home/example-iep/ieps/000071">http://iep.albinism.org/Home/example-iep/ieps/000071</a>
IEP	Illinois	Eleventh	16	20/200	Equipment	screen enlargement software for computer	<a href="http://iep.albinism.org/Home/example-iep/ieps/000071">http://iep.albinism.org/Home/example-iep/ieps/000071</a>
IEP	Illinois	Eleventh	16	20/200	Accommodations	Medical bus stop due to visual impairment	<a href="http://iep.albinism.org/Home/example-iep/ieps/000071">http://iep.albinism.org/Home/example-iep/ieps/000071</a>
IEP	Illinois	Eleventh	16	20/200	Accommodations	Large print testing materials, extended time up to 1 1/2 times, scribe for scantron	<a href="http://iep.albinism.org/Home/example-iep/ieps/000071">http://iep.albinism.org/Home/example-iep/ieps/000071</a>
IEP	Illinois	Twelfth	17	20/200	Transition Services	Student would like to teach english or art at the high school level	<a href="http://iep.albinism.org/Home/example-iep/ieps/000072">http://iep.albinism.org/Home/example-iep/ieps/000072</a>
IEP	Illinois	Twelfth	17	20/200	Transition Services	Student plans to attend junior college and secure an associate's degree before attending a 4-year college	<a href="http://iep.albinism.org/Home/example-iep/ieps/000072">http://iep.albinism.org/Home/example-iep/ieps/000072</a>
IEP	Illinois	Twelfth	17	20/200	Transition Services	Student plans to live at home while attending junior college. She would like to eventually live in an apartment (on campus) on her own or with a roommate	<a href="http://iep.albinism.org/Home/example-iep/ieps/000072">http://iep.albinism.org/Home/example-iep/ieps/000072</a>
IEP	Illinois	Twelfth	17	20/200	Long-term Goal	Student will explore and identify college's admission and academic requirements that support her postsecondary educational and employment goals (3c,14d)	<a href="http://iep.albinism.org/Home/example-iep/ieps/000072">http://iep.albinism.org/Home/example-iep/ieps/000072</a>
IEP	Illinois	Twelfth	17	20/200	Short-term objectives/benchmarks	Student will schedule a meeting with her guidance counselor to obtain information regarding academic requirements	<a href="http://iep.albinism.org/Home/example-iep/ieps/000072">http://iep.albinism.org/Home/example-iep/ieps/000072</a>
IEP	Illinois	Twelfth	17	20/200	Short-term objectives/benchmarks	Student will participate in a minimum of (2) college visitation days at school	<a href="http://iep.albinism.org/Home/example-iep/ieps/000072">http://iep.albinism.org/Home/example-iep/ieps/000072</a>
IEP	Illinois	Twelfth	17	20/200	Short-term objectives/benchmarks	Student will research and gather information required for admission to her local community college	<a href="http://iep.albinism.org/Home/example-iep/ieps/000072">http://iep.albinism.org/Home/example-iep/ieps/000072</a>
IEP	Illinois	Twelfth	17	20/200	Long-term Goal	Student will complete a series of activities in order to prepare him/her to transition to competitive or supported employment	<a href="http://iep.albinism.org/Home/example-iep/ieps/000072">http://iep.albinism.org/Home/example-iep/ieps/000072</a>
IEP	Illinois	Twelfth	17	20/200	Short-term objectives/benchmarks	Student will successfully complete 2 school supervised work experiences	<a href="http://iep.albinism.org/Home/example-iep/ieps/000072">http://iep.albinism.org/Home/example-iep/ieps/000072</a>
IEP	Illinois	Twelfth	17	20/200	Long-term Goal	Student will acquire the necessary daily living skills to allow for independent functioning in a variety of situations (home, vocational, and community)	<a href="http://iep.albinism.org/Home/example-iep/ieps/000072">http://iep.albinism.org/Home/example-iep/ieps/000072</a>
IEP	Illinois	Twelfth	17	20/200	Short-term objectives/benchmarks	Student will demonstrate the ability to anticipate and manage problems related to her impairment	<a href="http://iep.albinism.org/Home/example-iep/ieps/000072">http://iep.albinism.org/Home/example-iep/ieps/000072</a>
IEP	Illinois	Twelfth	17	20/200	Short-term objectives/benchmarks	Student will demonstrate skills necessary for planning, purchasing, storing, preparing, and serving food, using safe and efficient methods	<a href="http://iep.albinism.org/Home/example-iep/ieps/000072">http://iep.albinism.org/Home/example-iep/ieps/000072</a>
IEP	Illinois	Twelfth	17	20/200	Short-term objectives/benchmarks	Student will find and follow recipe directions	<a href="http://iep.albinism.org/Home/example-iep/ieps/000072">http://iep.albinism.org/Home/example-iep/ieps/000072</a>
IEP	Illinois	Twelfth	17	20/200	Long-term Goal	Student will demonstrate the planning and communication skills needed so that she will have accommodations and supports necessary to achieve personal and academic goals	<a href="http://iep.albinism.org/Home/example-iep/ieps/000072">http://iep.albinism.org/Home/example-iep/ieps/000072</a>
IEP	Illinois	Twelfth	17	20/200	Short-term objectives/benchmarks	Student will assume responsibility for obtaining/ordering her own supplies, books, readers, equipment and other services or materials for classes with minimum supports	<a href="http://iep.albinism.org/Home/example-iep/ieps/000072">http://iep.albinism.org/Home/example-iep/ieps/000072</a>
IEP	Illinois	Twelfth	17	20/200	Short-term objectives/benchmarks	Student will participate in writing her transition plan and determine what resource are available in the community to help her reach her transition goals	<a href="http://iep.albinism.org/Home/example-iep/ieps/000072">http://iep.albinism.org/Home/example-iep/ieps/000072</a>
IEP	Illinois	Twelfth	17	20/200	Short-term objectives/benchmarks	Student will develop a directory of resources available related to visual impairment and/or independent living	<a href="http://iep.albinism.org/Home/example-iep/ieps/000072">http://iep.albinism.org/Home/example-iep/ieps/000072</a>
IEP	Illinois	Twelfth	17	20/200	Long-term Goal	Student will complete employment seeking activities including: completing and following up on applications	<a href="http://iep.albinism.org/Home/example-iep/ieps/000072">http://iep.albinism.org/Home/example-iep/ieps/000072</a>
IEP	Illinois	Twelfth	17	20/200	Short-term objectives/benchmarks	Student will complete a basic application with all required information in neat handwriting	<a href="http://iep.albinism.org/Home/example-iep/ieps/000072">http://iep.albinism.org/Home/example-iep/ieps/000072</a>
IEP	Illinois	Twelfth	17	20/200	Long-term Goal	Student will access public transportation to travel to local community activities and community college	<a href="http://iep.albinism.org/Home/example-iep/ieps/000072">http://iep.albinism.org/Home/example-iep/ieps/000072</a>
IEP	Illinois	Twelfth	17	20/200	Short-term objectives/benchmarks	Student will access a fixed route to 2 community destinations	<a href="http://iep.albinism.org/Home/example-iep/ieps/000072">http://iep.albinism.org/Home/example-iep/ieps/000072</a>
IEP	Illinois	Twelfth	17	20/200	Short-term objectives/benchmarks	Student will locate 4 main buildings at community college independently	<a href="http://iep.albinism.org/Home/example-iep/ieps/000072">http://iep.albinism.org/Home/example-iep/ieps/000072</a>
IEP	Illinois	Twelfth	17	20/200	Services/Frequency	Visually Impaired 300min/week outside regular education; 15min/week indirect	<a href="http://iep.albinism.org/Home/example-iep/ieps/000072">http://iep.albinism.org/Home/example-iep/ieps/000072</a>
IEP	Illinois	Twelfth	17	20/200	Services/Frequency	Orientation and Mobility 50 min/month 100 min/month indirect	<a href="http://iep.albinism.org/Home/example-iep/ieps/000072">http://iep.albinism.org/Home/example-iep/ieps/000072</a>
IEP	Illinois	Twelfth	17	20/200	Accommodations	Key Lock	<a href="http://iep.albinism.org/Home/example-iep/ieps/000072">http://iep.albinism.org/Home/example-iep/ieps/000072</a>
IEP	Illinois	Twelfth	17	20/200	Accommodations	large print textbooks, novels, assignments (as requested)	<a href="http://iep.albinism.org/Home/example-iep/ieps/000072">http://iep.albinism.org/Home/example-iep/ieps/000072</a>
IEP	Illinois	Twelfth	17	20/200	Accommodations	books on tape/cd (as requested)	<a href="http://iep.albinism.org/Home/example-iep/ieps/000072">http://iep.albinism.org/Home/example-iep/ieps/000072</a>
IEP	Illinois	Twelfth	17	20/200	Equipment	Magnifier for brief near spotting	<a href="http://iep.albinism.org/Home/example-iep/ieps/000072">http://iep.albinism.org/Home/example-iep/ieps/000072</a>
IEP	Illinois	Twelfth	17	20/200	Equipment	Monocular telescope for brief distance viewing	<a href="http://iep.albinism.org/Home/example-iep/ieps/000072">http://iep.albinism.org/Home/example-iep/ieps/000072</a>
IEP	Illinois	Twelfth	17	20/200	Accommodations	Extended time	<a href="http://iep.albinism.org/Home/example-iep/ieps/000072">http://iep.albinism.org/Home/example-iep/ieps/000072</a>
IEP	Illinois	Twelfth	17	20/200	Accommodations	Large Print text	<a href="http://iep.albinism.org/Home/example-iep/ieps/000072">http://iep.albinism.org/Home/example-iep/ieps/000072</a>
IEP	Illinois	Twelfth	17	20/200	Accommodations	Scribe	<a href="http://iep.albinism.org/Home/example-iep/ieps/000072">http://iep.albinism.org/Home/example-iep/ieps/000072</a>
IEP	Illinois	Twelfth	17	20/200	Accommodations	Front and center seating, privilege to move closer to visual information/demonstration	<a href="http://iep.albinism.org/Home/example-iep/ieps/000072">http://iep.albinism.org/Home/example-iep/ieps/000072</a>
IEP	Illinois	Twelfth	17	20/200	Accommodations	large print tests with extended time up to 1 1/2 times	<a href="http://iep.albinism.org/Home/example-iep/ieps/000072">http://iep.albinism.org/Home/example-iep/ieps/000072</a>
IEP	Illinois	Twelfth	17	20/200	Accommodations	scribe for scantron	<a href="http://iep.albinism.org/Home/example-iep/ieps/000072">http://iep.albinism.org/Home/example-iep/ieps/000072</a>
IEP	Illinois	Twelfth	17	20/200	Accommodations	5 minute early pass at end of day to locate bus	<a href="http://iep.albinism.org/Home/example-iep/ieps/000072">http://iep.albinism.org/Home/example-iep/ieps/000072</a>
IEP	Illinois	Twelfth	17	20/200	Equipment	access to CCTV in vision resource room	<a href="http://iep.albinism.org/Home/example-iep/ieps/000072">http://iep.albinism.org/Home/example-iep/ieps/000072</a>
IEP	Illinois	Twelfth	17	20/200	Equipment	screen enlargement software for computer	<a href="http://iep.albinism.org/Home/example-iep/ieps/000072">http://iep.albinism.org/Home/example-iep/ieps/000072</a>

Document Type	State	Grade	Age	Visual Acuity	Category	Description	Actual IEP
IEP	Illinois	Twelfth	17	20/200	Accommodations	Medical bus stop due to visual impairment	<a href="http://iep.albinism.org/Home/example-iep/ieps/000072">http://iep.albinism.org/Home/example-iep/ieps/000072</a>
IEP	Illinois	Twelfth	17	20/200	Accommodations	Large print testing materials, extended time up to 1 1/2 times, scribe for scantron	<a href="http://iep.albinism.org/Home/example-iep/ieps/000072">http://iep.albinism.org/Home/example-iep/ieps/000072</a>
IEP	Illinois	Twelfth	17	20/200	Accommodations	PE Exemption	<a href="http://iep.albinism.org/Home/example-iep/ieps/000072">http://iep.albinism.org/Home/example-iep/ieps/000072</a>
IEP	Illinois	Twelfth	17	20/200	Accommodations	sunglasses to be worn outdoors on sunny days, caution with fast moving objects	<a href="http://iep.albinism.org/Home/example-iep/ieps/000072">http://iep.albinism.org/Home/example-iep/ieps/000072</a>
504	Kansas	Second	7	20/200	Accommodations	Hard copy overheads/materials printed in class	<a href="http://iep.albinism.org/Home/example-iep/ieps/000073">http://iep.albinism.org/Home/example-iep/ieps/000073</a>
504	Kansas	Second	7	20/200	Accommodations	verbal cueing for visuals in lunchroom assemblies	<a href="http://iep.albinism.org/Home/example-iep/ieps/000073">http://iep.albinism.org/Home/example-iep/ieps/000073</a>
504	Kansas	Second	7	20/200	Accommodations	Preferential seating (near front of the room/ avoid glare from windows)	<a href="http://iep.albinism.org/Home/example-iep/ieps/000073">http://iep.albinism.org/Home/example-iep/ieps/000073</a>
504	Kansas	Second	7	20/200	Accommodations	Assistive devices and ability to move to that device as needed	<a href="http://iep.albinism.org/Home/example-iep/ieps/000073">http://iep.albinism.org/Home/example-iep/ieps/000073</a>
504	Kansas	Second	7	20/200	Accommodations	Sample project to have at his desk	<a href="http://iep.albinism.org/Home/example-iep/ieps/000073">http://iep.albinism.org/Home/example-iep/ieps/000073</a>
504	Kansas	Second	7	20/200	Accommodations	Communication bus drop off, needs to be on family side of street	<a href="http://iep.albinism.org/Home/example-iep/ieps/000073">http://iep.albinism.org/Home/example-iep/ieps/000073</a>
504	Kansas	Second	7	20/200	Accommodations	Sunscreen, hat, sunglasses whenever outside (provided by family)	<a href="http://iep.albinism.org/Home/example-iep/ieps/000073">http://iep.albinism.org/Home/example-iep/ieps/000073</a>
504	Kansas	Second	7	20/200	Equipment	hand magnifiers	<a href="http://iep.albinism.org/Home/example-iep/ieps/000073">http://iep.albinism.org/Home/example-iep/ieps/000073</a>
504	Kansas	Second	7	20/200	Equipment	one stand magnifier	<a href="http://iep.albinism.org/Home/example-iep/ieps/000073">http://iep.albinism.org/Home/example-iep/ieps/000073</a>
504	Kansas	Second	7	20/200	Equipment	monocular	<a href="http://iep.albinism.org/Home/example-iep/ieps/000073">http://iep.albinism.org/Home/example-iep/ieps/000073</a>
504	Kansas	Second	7	20/200	Equipment	CCTV	<a href="http://iep.albinism.org/Home/example-iep/ieps/000073">http://iep.albinism.org/Home/example-iep/ieps/000073</a>
504	Kansas	Second	7	20/200	Equipment	Binocular specs (provided by family)	<a href="http://iep.albinism.org/Home/example-iep/ieps/000073">http://iep.albinism.org/Home/example-iep/ieps/000073</a>
IEP	New Hampshire	Fourth	11	20/200	Equipment	Laptop, Transformer	<a href="http://iep.albinism.org/Home/example-iep/ieps/000074">http://iep.albinism.org/Home/example-iep/ieps/000074</a>
IEP	New Hampshire	Fourth	11	20/200	Long-term Goal	Student will independently use her Transformer/laptop for distance vision needs for all classes where preferential seating is inadequate for full class participation. In 4 out of 5 attempts, student will independently manage her desktop so that she can use her Transformer in combination with subject area curriculum materials.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000074">http://iep.albinism.org/Home/example-iep/ieps/000074</a>
IEP	New Hampshire	Fourth	11	20/200	Short-term objectives/benchmarks	Student will independently manage her desktop to guarantee efficient accessibility to near and distant visual data in each of her subject areas: In 4 out of 5 attempts, student will independently manage her desktop using her laptop for both written input and to observe curriculum materials at a distance. b) Student will use IEP mandated software such as Michigan's Integrated Technology Supports for Bookshare.org to learn how to use navigation tools and study guides with curriculum materials downloaded from Bookshare.org. c) In 3 out of 4 attempts, student will independently: 1. make bookmarks in reading selections 2. use the study guide of highlighting to mark segments of selected text 3. use the note taking device to write notes to accompany text in selected texts 4. navigate text by the various navigation elements provided: by character, line, sentence, phrase, etc.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000074">http://iep.albinism.org/Home/example-iep/ieps/000074</a>
IEP	New Hampshire	Fourth	11	20/200	Long-term Goal	Student will independently negotiate travel routes along Main Street in the city of Concord - this includes use of public transportation between the Steeplegate Mall and Eagle Square.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000074">http://iep.albinism.org/Home/example-iep/ieps/000074</a>
IEP	New Hampshire	Fourth	11	20/200	Short-term objectives/benchmarks	Student will travel routes along Main Street in Concord that require pedestrian street crossings. In 4 out	<a href="http://iep.albinism.org/Home/example-iep/ieps/000074">http://iep.albinism.org/Home/example-iep/ieps/000074</a>
IEP	New Hampshire	Fourth	11	20/200	Short-term objectives/benchmarks	Student will locate stores along Main Street such as bookstores which she may compare to similar shops at the Steeplegate Mall using the Mall directory to locate said shops. From Eagle Square Student will independently: a) identify the correct bus to travel to the Steeplegate mall b) use exact fare to travel to the mall c) recognize the correct bus stop, de-board the bus and safely enter the Steeplegate Mall d) in 4 out of 5 attempts Student will successfully use the Mall directory to locate an intended business and travel a direct route to it.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000074">http://iep.albinism.org/Home/example-iep/ieps/000074</a>
IEP	New Hampshire	Fourth	11	20/200	Short-term objectives/benchmarks	Student will use a monocular telescope for distance vision needs while traveling.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000074">http://iep.albinism.org/Home/example-iep/ieps/000074</a>
IEP	New Hampshire	Fourth	11	20/200	Services/Frequency	TVI 1 time per week	<a href="http://iep.albinism.org/Home/example-iep/ieps/000074">http://iep.albinism.org/Home/example-iep/ieps/000074</a>
IEP	New Hampshire	Fourth	11	20/200	Accommodations	Preferential seating	<a href="http://iep.albinism.org/Home/example-iep/ieps/000074">http://iep.albinism.org/Home/example-iep/ieps/000074</a>
IEP	New Hampshire	Fourth	11	20/200	Accommodations	Use of manipulatives	<a href="http://iep.albinism.org/Home/example-iep/ieps/000074">http://iep.albinism.org/Home/example-iep/ieps/000074</a>
IEP	New Hampshire	Fourth	11	20/200	Accommodations	High contrast colors	<a href="http://iep.albinism.org/Home/example-iep/ieps/000074">http://iep.albinism.org/Home/example-iep/ieps/000074</a>
IEP	New Hampshire	Fourth	11	20/200	Accommodations	Magnification devices	<a href="http://iep.albinism.org/Home/example-iep/ieps/000074">http://iep.albinism.org/Home/example-iep/ieps/000074</a>
IEP	New Hampshire	Fourth	11	20/200	Accommodations	Enlarge visual on computer	<a href="http://iep.albinism.org/Home/example-iep/ieps/000074">http://iep.albinism.org/Home/example-iep/ieps/000074</a>
IEP	New Hampshire	Fourth	11	20/200	Accommodations	Overhead projected materials need to be preprinted for student	<a href="http://iep.albinism.org/Home/example-iep/ieps/000074">http://iep.albinism.org/Home/example-iep/ieps/000074</a>
IEP	New Hampshire	Fourth	11	20/200	Accommodations	Enlarged maps	<a href="http://iep.albinism.org/Home/example-iep/ieps/000074">http://iep.albinism.org/Home/example-iep/ieps/000074</a>
IEP	New Hampshire	Fourth	11	20/200	Accommodations	Teacher should use darker, fat-tipped markers for the flip chart	<a href="http://iep.albinism.org/Home/example-iep/ieps/000074">http://iep.albinism.org/Home/example-iep/ieps/000074</a>
IEP	New Hampshire	Fourth	11	20/200	Accommodations	Paper accommodations - i.e. darker lines	<a href="http://iep.albinism.org/Home/example-iep/ieps/000074">http://iep.albinism.org/Home/example-iep/ieps/000074</a>
IEP	New Hampshire	Fourth	11	20/200	Accommodations	Provide tactile materials when possible	<a href="http://iep.albinism.org/Home/example-iep/ieps/000074">http://iep.albinism.org/Home/example-iep/ieps/000074</a>
IEP	New Hampshire	Fourth	11	20/200	Accommodations	Involve parents	<a href="http://iep.albinism.org/Home/example-iep/ieps/000074">http://iep.albinism.org/Home/example-iep/ieps/000074</a>
IEP	New Hampshire	Fourth	11	20/200	Accommodations	Guide student to organize materials	<a href="http://iep.albinism.org/Home/example-iep/ieps/000074">http://iep.albinism.org/Home/example-iep/ieps/000074</a>
IEP	New Hampshire	Fourth	11	20/200	Accommodations	Consultation - TVI	<a href="http://iep.albinism.org/Home/example-iep/ieps/000074">http://iep.albinism.org/Home/example-iep/ieps/000074</a>
IEP	New Hampshire	Fourth	11	20/200	Accommodations	Parents are a resource	<a href="http://iep.albinism.org/Home/example-iep/ieps/000074">http://iep.albinism.org/Home/example-iep/ieps/000074</a>

Document Type	State	Grade	Age	Visual Acuity	Category	Description	Actual IEP
IEP	New Hampshire	Fourth	11	20/200	Accommodations	Seating for optimum vision	<a href="http://iep.albinism.org/Home/example-iep/ieps/000074">http://iep.albinism.org/Home/example-iep/ieps/000074</a>
IEP	New Hampshire	Fourth	11	20/200	Accommodations	Preferential seating to reduce glare	<a href="http://iep.albinism.org/Home/example-iep/ieps/000074">http://iep.albinism.org/Home/example-iep/ieps/000074</a>
IEP	New Hampshire	Fourth	11	20/200	Accommodations	Sitting on darker side of room limits glare	<a href="http://iep.albinism.org/Home/example-iep/ieps/000074">http://iep.albinism.org/Home/example-iep/ieps/000074</a>
IEP	New Hampshire	Fourth	11	20/200	Accommodations	Light filtering of ultra-violet light	<a href="http://iep.albinism.org/Home/example-iep/ieps/000074">http://iep.albinism.org/Home/example-iep/ieps/000074</a>
IEP	New Hampshire	Fourth	11	20/200	Accommodations	Allow time and 1/2 to double time if needed to complete work/assessments Student may wear a visor in class to help block the glare	<a href="http://iep.albinism.org/Home/example-iep/ieps/000074">http://iep.albinism.org/Home/example-iep/ieps/000074</a>
IEP	New Hampshire	Fourth	11	20/200	Accommodations	Encourage print materials-no bubble fill-in assessments	<a href="http://iep.albinism.org/Home/example-iep/ieps/000074">http://iep.albinism.org/Home/example-iep/ieps/000074</a>
IEP	New Hampshire	Fourth	11	20/200	Accommodations	Access to technology as needed	<a href="http://iep.albinism.org/Home/example-iep/ieps/000074">http://iep.albinism.org/Home/example-iep/ieps/000074</a>
IEP	New Hampshire	Fourth	11	20/200	Accommodations	Modify format for writing assignments	<a href="http://iep.albinism.org/Home/example-iep/ieps/000074">http://iep.albinism.org/Home/example-iep/ieps/000074</a>
IEP	New Hampshire	Fourth	11	20/200	Accommodations	Encourage use of dome magnifier	<a href="http://iep.albinism.org/Home/example-iep/ieps/000074">http://iep.albinism.org/Home/example-iep/ieps/000074</a>
IEP	New Hampshire	Fourth	11	20/200	Accommodations	Allow student to complete written assignments on the computer when appropriate	<a href="http://iep.albinism.org/Home/example-iep/ieps/000074">http://iep.albinism.org/Home/example-iep/ieps/000074</a>
IEP	New Hampshire	Fourth	11	20/200	Accommodations	Use real coins when counting coins	<a href="http://iep.albinism.org/Home/example-iep/ieps/000074">http://iep.albinism.org/Home/example-iep/ieps/000074</a>
IEP	New Hampshire	Fourth	11	20/200	Accommodations	Use of large calculator	<a href="http://iep.albinism.org/Home/example-iep/ieps/000074">http://iep.albinism.org/Home/example-iep/ieps/000074</a>
IEP	New Hampshire	Fourth	11	20/200	Accommodations	Large print materials	<a href="http://iep.albinism.org/Home/example-iep/ieps/000074">http://iep.albinism.org/Home/example-iep/ieps/000074</a>
IEP	New Hampshire	Fourth	11	20/200	Accommodations	Audio materials when available	<a href="http://iep.albinism.org/Home/example-iep/ieps/000074">http://iep.albinism.org/Home/example-iep/ieps/000074</a>
IEP	New Hampshire	Fourth	11	20/200	Accommodations	Provide student with an extra book during read aloud	<a href="http://iep.albinism.org/Home/example-iep/ieps/000074">http://iep.albinism.org/Home/example-iep/ieps/000074</a>
IEP	New Hampshire	Fourth	11	20/200	Accommodations	Tests administered with time to complete a session extended beyond the scheduled administration time within the same day. NECAP tests are not designed to be timed or speeded tests. The scheduled administration time already includes additional time and the vast majority of students complete the test session within that time period. Extended time within a single sitting may be needed by students who are unable to meet time constraints. A test session may be extended until the student can no longer sustain the activity.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000074">http://iep.albinism.org/Home/example-iep/ieps/000074</a>
IEP	New Hampshire	Fourth	11	20/200	Accommodations	Tests are administered using a large-print version of assessment. Both large-print and Braille versions of the assessment require special preparation and processing and must be pre-ordered. Directions for ordering these materials are included in communications sent to school principals prior to the test.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000074">http://iep.albinism.org/Home/example-iep/ieps/000074</a>
IEP	New Hampshire	Fourth	11	20/200	Accommodations	Tests were administered with a student dictating responses to school personnel. (NOT allowed for the Writing test. See 02 using a scribe for the writing test.) A student may dictate answers to constructed-response or short-answer questions to locally trained personnel or record oral answers in an individual setting so that other student will not benefit by hearing answers or be otherwise disturbed. Policies regarding recorded answers must be followed prior to returning test materials.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000074">http://iep.albinism.org/Home/example-iep/ieps/000074</a>
IEP	New Hampshire	Fourth	11	20/200	Accommodations	Tests were administered with a student indicating responses to multiple-choice items to school personnel. A student unable to write or otherwise unable to fill-in answers to multiple-choice questions may indicate a response to trained school personnel. The school personnel records the student's response in the student answer booklet.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000074">http://iep.albinism.org/Home/example-iep/ieps/000074</a>
IEP	New Hampshire	Fourth	11	20/200	Accommodations	Tests were administered with a student responding with the use of visual aids. Visual aids include any optical or non-optical devices used to enhance visual capability. Examples include magnifiers, special lighting, markers, filters, large-spaced paper, color overlays, etc. An abacus may also be used for student with severe visual impairment or blindness on the Mathematics and Science tests. Note that the use of this accommodation still requires student responses to be recorded in a student answer booklet.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000074">http://iep.albinism.org/Home/example-iep/ieps/000074</a>
IEP	New Hampshire	Fourth	11	20/200	Accommodations	Tests administered in a separate location within the school by trained school personnel. A student or students may be tested individually or in small groups in an alternative site within the school to reduce distractions for themselves or others, or to increase physical access to special equipment.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000074">http://iep.albinism.org/Home/example-iep/ieps/000074</a>
IEP	New Hampshire	Fourth	11	20/200	Accommodations	Tests were administered in a small group. Individual or small group testing may be used to minimize distractions for a student or students whose test is administered out of the classroom or so that others will not be distracted by other accommodations being used (e.g., dictation)	<a href="http://iep.albinism.org/Home/example-iep/ieps/000074">http://iep.albinism.org/Home/example-iep/ieps/000074</a>
IEP	New Hampshire	Fourth	11	20/200	Accommodations	Tests were administered with test and directions read aloud in English or signed to the student. (NOT allowed for the Reading test.) A reader may be used for a student whose inability to read would hinder performance on the Mathematics, Science, or writing test. Words must be read as written. Guidelines for reading mathematical symbols must be followed. No translations (with the exception of signed language) or explanations are allowed. Trained personnel may use sign language to administer the test.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000074">http://iep.albinism.org/Home/example-iep/ieps/000074</a>
IEP	New Hampshire	Fourth	11	20/200	Accommodations	Tests were administered using alternative or assistive technology that is part of the student's communication system. The test may be presented through his/her regular communication system to a student who uses alternative or assistive technology on a daily basis. Technology may not be used to read the Reading test to the student.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000074">http://iep.albinism.org/Home/example-iep/ieps/000074</a>
IEP	New Hampshire	Fourth	11	20/200	Accommodations	Tests were administered using visual or auditory supports. The test may be presented using visual aids such as visual magnification devices, reduction of visual print by blocking or other techniques, or acetate shields; or auditory devices such as special acoustics, amplification, noise buffers, whisper phones, or calming music.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000074">http://iep.albinism.org/Home/example-iep/ieps/000074</a>

Document Type	State	Grade	Age	Visual Acuity	Category	Description	Actual IEP
IEP	New Hampshire	Second	7	20/200	Long-term Goal	Student will increase his hand strength and finger dexterity to allow for successful completion of unilateral fine motor tasks without needing the assist of his non-dominant	<a href="http://iep.albinism.org/Home/example-iep/ieps/000075">http://iep.albinism.org/Home/example-iep/ieps/000075</a>
IEP	New Hampshire	Second	7	20/200	Short-term objectives/benchmarks	Student will hold five small items placed in the palm of his hand, without using his left hand to assist in securing them.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000075">http://iep.albinism.org/Home/example-iep/ieps/000075</a>
IEP	New Hampshire	Second	7	20/200	Short-term objectives/benchmarks	Given five small items placed in the palm of his hand, student will maneuver one between the tip of his index and finger and thumb, without dropping the others, for accurate placement.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000075">http://iep.albinism.org/Home/example-iep/ieps/000075</a>
IEP	New Hampshire	Second	7	20/200	Short-term objectives/benchmarks	Student will reduce the size of his letter/number formations by using the small muscles of the hand to increase control.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000075">http://iep.albinism.org/Home/example-iep/ieps/000075</a>
IEP	New Hampshire	Second	7	20/200	Short-term objectives/benchmarks	Tim will improve hand strength as measured by his ability to use hand tools with his dominant hand and not needing assert pressure with his left hand as an assist.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000075">http://iep.albinism.org/Home/example-iep/ieps/000075</a>
IEP	New Hampshire	Second	7	20/200	Long-term Goal	Student will increase his written language skills as measured by grade level expectations with 90% accuracy.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000075">http://iep.albinism.org/Home/example-iep/ieps/000075</a>
IEP	New Hampshire	Second	7	20/200	Short-term objectives/benchmarks	Prior to writing student will complete a graphic organizer	<a href="http://iep.albinism.org/Home/example-iep/ieps/000075">http://iep.albinism.org/Home/example-iep/ieps/000075</a>
IEP	New Hampshire	Second	7	20/200	Short-term objectives/benchmarks	Student will write complete sentences	<a href="http://iep.albinism.org/Home/example-iep/ieps/000075">http://iep.albinism.org/Home/example-iep/ieps/000075</a>
IEP	New Hampshire	Second	7	20/200	Short-term objectives/benchmarks	Student will vary the beginning of his sentences	<a href="http://iep.albinism.org/Home/example-iep/ieps/000075">http://iep.albinism.org/Home/example-iep/ieps/000075</a>
IEP	New Hampshire	Second	7	20/200	Short-term objectives/benchmarks	When writing, student will add details where needed	<a href="http://iep.albinism.org/Home/example-iep/ieps/000075">http://iep.albinism.org/Home/example-iep/ieps/000075</a>
IEP	New Hampshire	Second	7	20/200	Short-term objectives/benchmarks	With fading cues, student will remain focused on the writing task	<a href="http://iep.albinism.org/Home/example-iep/ieps/000075">http://iep.albinism.org/Home/example-iep/ieps/000075</a>
IEP	New Hampshire	Second	7	20/200	Short-term objectives/benchmarks	Presentation of Materials: 1) Use high contrast colors 2) when possible, allow Student time to explore materials (visually, hands-on, tactually, etc.) when he is introduced to or reviewing concepts and curriculum. Whenever possible, use materials and curriculum with high color contrast and definition. This may be helpful for more refined visual activities. Whenever possible, have Student hold a copy of the material (book, etc) whenever possible during a group activity.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000075">http://iep.albinism.org/Home/example-iep/ieps/000075</a>
IEP	New Hampshire	Second	7	20/200	Short-term objectives/benchmarks	Support to Classroom Teacher: Teacher of the Visually Impaired will provide materials to enhance learning in the classroom environment.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000075">http://iep.albinism.org/Home/example-iep/ieps/000075</a>
IEP	New Hampshire	Second	7	20/200	Short-term objectives/benchmarks	Physical/Environmental :1) Seating for optimum vision 2)Student should sit within 3 feet of all activities to ensure the best viewing possible- especially circle time. He should be allowed to adjust his viewing distance to very near ranges for more detailed viewing. Student should not be positioned in a classroom setting with light shining directly into his eyes but instead be positioned so that the light comes from behind him. Control of light glare is essential to promote his best visual performance- filters on florescent lights in the classroom.3) Student sees best in the morning- allow him to work on tasks that will need his vision in the morning (ie: assessments, etc) 4)Student needs to wear a hat when outside. 5) Visor should be made available in classroom to eliminate glare 7) Allow use of a fine point marker for written work	<a href="http://iep.albinism.org/Home/example-iep/ieps/000075">http://iep.albinism.org/Home/example-iep/ieps/000075</a>
IEP	New Hampshire	Second	7	20/200	Short-term objectives/benchmarks	Assessment/Testing/Grading:: 1) Allow extra time (1.5 or double time) for Student to complete assessments. 2) -Present enlarged materials as needed	<a href="http://iep.albinism.org/Home/example-iep/ieps/000075">http://iep.albinism.org/Home/example-iep/ieps/000075</a>
IEP	New Hampshire	Second	7	20/200	Short-term objectives/benchmarks	Instructional Strategies: 1) -Student should continue to work to develop an organized search for locating objects at near and distance. When providing instruction, pair verbal direction with visual models and demonstrations. When completing activities that require glue, student benefits from the use of glue sticks (vs. white or clear glue), which increases his accuracy with glue application. Encourage student to use darker colored crayons and markers for coloring projects. Student should participate in refined eye-hand coordination activities through coloring drawing, puzzles, art	<a href="http://iep.albinism.org/Home/example-iep/ieps/000075">http://iep.albinism.org/Home/example-iep/ieps/000075</a>
IEP	New Hampshire	Second	7	20/200	Services/Frequency	Visual Orientation 1xper week 30 minutes	<a href="http://iep.albinism.org/Home/example-iep/ieps/000075">http://iep.albinism.org/Home/example-iep/ieps/000075</a>
IEP	New Hampshire	Second	7	20/200	Services/Frequency	Visual Mobility 1xper week 30 minutes	<a href="http://iep.albinism.org/Home/example-iep/ieps/000075">http://iep.albinism.org/Home/example-iep/ieps/000075</a>
IEP	New Hampshire	Second	7	20/200	Services/Frequency	In-class Assistance for Writing 3xweek 30 minutes	<a href="http://iep.albinism.org/Home/example-iep/ieps/000075">http://iep.albinism.org/Home/example-iep/ieps/000075</a>
IEP	New Hampshire	Second	7	20/200	Services/Frequency	Occupational Therapy 2x per week 30 minutes	<a href="http://iep.albinism.org/Home/example-iep/ieps/000075">http://iep.albinism.org/Home/example-iep/ieps/000075</a>
IEP	New Hampshire	Second	7	20/200	Services/Frequency	Assistive Technology Devise 15 minute per week	<a href="http://iep.albinism.org/Home/example-iep/ieps/000075">http://iep.albinism.org/Home/example-iep/ieps/000075</a>
IEP	New Hampshire	Second	7	20/200	Long-term Goal	Student will learn independent orientation and mobility skills in a residential neighborhood: this includes knowledge of basic traffic patterns, independent decision making of timing driveway crossing and crossing stop sign intersections, use of distance vision aids to assist orientation skills, planning a route of travel and carrying it out.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000075">http://iep.albinism.org/Home/example-iep/ieps/000075</a>
IEP	New Hampshire	Second	7	20/200	Short-term objectives/benchmarks	Student will learn and apply independent travel skills in a residential neighborhood: a) traffic identification, speed estimation skills, use of position guides for street crossing b) identification of stop sign locations, timing of stop sign and pedestrian marked street crossing in residential area c) communication with motorists d) route planning and orientation skills e) use of low vision aids for travel purposes	<a href="http://iep.albinism.org/Home/example-iep/ieps/000075">http://iep.albinism.org/Home/example-iep/ieps/000075</a>
IEP	North Carolina	First	6	Unknown	Accommodations	Preferential Seating for tests, classes, and assemblies	<a href="http://iep.albinism.org/Home/example-iep/ieps/000076">http://iep.albinism.org/Home/example-iep/ieps/000076</a>
IEP	North Carolina	First	6	Unknown	Accommodations	High Contrast Material	<a href="http://iep.albinism.org/Home/example-iep/ieps/000076">http://iep.albinism.org/Home/example-iep/ieps/000076</a>
IEP	North Carolina	First	6	Unknown	Accommodations	Large Print	<a href="http://iep.albinism.org/Home/example-iep/ieps/000076">http://iep.albinism.org/Home/example-iep/ieps/000076</a>
IEP	North Carolina	First	6	Unknown	Accommodations	Reduce Lighting in classroom (half lights).	<a href="http://iep.albinism.org/Home/example-iep/ieps/000076">http://iep.albinism.org/Home/example-iep/ieps/000076</a>
IEP	North Carolina	First	6	Unknown	Accommodations	Sunglasses, hat, and sunscren outside due to light sensitivity and extremely fair skin	<a href="http://iep.albinism.org/Home/example-iep/ieps/000076">http://iep.albinism.org/Home/example-iep/ieps/000076</a>
IEP	North Carolina	First	6	Unknown	Accommodations	Braille Edition Speaking	<a href="http://iep.albinism.org/Home/example-iep/ieps/000076">http://iep.albinism.org/Home/example-iep/ieps/000076</a>
IEP	North Carolina	First	6	Unknown	Accommodations	One test item per page	<a href="http://iep.albinism.org/Home/example-iep/ieps/000076">http://iep.albinism.org/Home/example-iep/ieps/000076</a>

Document Type	State	Grade	Age	Visual Acuity	Category	Description	Actual IEP
IEP	North Carolina	First	6	Unknown	Accommodations	Braille Writer / Slate and Stylus for reading, listening, and speaking	<a href="http://iep.albinism.org/Home/example-iep/ieps/000076">http://iep.albinism.org/Home/example-iep/ieps/000076</a>
IEP	North Carolina	First	6	Unknown	Accommodations	Crammer Abacus	<a href="http://iep.albinism.org/Home/example-iep/ieps/000076">http://iep.albinism.org/Home/example-iep/ieps/000076</a>
IEP	North Carolina	First	6	Unknown	Accommodations	Dictation to a Scribe	<a href="http://iep.albinism.org/Home/example-iep/ieps/000076">http://iep.albinism.org/Home/example-iep/ieps/000076</a>
IEP	North Carolina	First	6	Unknown	Accommodations	Interpreter / Transliterator of Sign /Cues Test	<a href="http://iep.albinism.org/Home/example-iep/ieps/000076">http://iep.albinism.org/Home/example-iep/ieps/000076</a>
IEP	North Carolina	First	6	Unknown	Accommodations	Keyboarding Devices	<a href="http://iep.albinism.org/Home/example-iep/ieps/000076">http://iep.albinism.org/Home/example-iep/ieps/000076</a>
IEP	North Carolina	First	6	Unknown	Accommodations	Word to Word Bilingual Dictionary/ Electronic Translator	<a href="http://iep.albinism.org/Home/example-iep/ieps/000076">http://iep.albinism.org/Home/example-iep/ieps/000076</a>
IEP	North Carolina	First	6	Unknown	Accommodations	Student Marks Answers in Test Book	<a href="http://iep.albinism.org/Home/example-iep/ieps/000076">http://iep.albinism.org/Home/example-iep/ieps/000076</a>
IEP	North Carolina	First	6	Unknown	Accommodations	Students reads tests aloud to self	<a href="http://iep.albinism.org/Home/example-iep/ieps/000076">http://iep.albinism.org/Home/example-iep/ieps/000076</a>
IEP	North Carolina	First	6	Unknown	Accommodations	Test Administrator / Computer Reads Test Aloud in English	<a href="http://iep.albinism.org/Home/example-iep/ieps/000076">http://iep.albinism.org/Home/example-iep/ieps/000076</a>
IEP	North Carolina	First	6	Unknown	Services/Frequency	Vision Therapy 4 per grading period 45 minutes	<a href="http://iep.albinism.org/Home/example-iep/ieps/000076">http://iep.albinism.org/Home/example-iep/ieps/000076</a>
IEP	North Carolina	First	6	Unknown	Long-term Goal	Student will use strategies in 4 out of 5 times observed to improve her vision and listening skills to better access the curriculum.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000076">http://iep.albinism.org/Home/example-iep/ieps/000076</a>
IEP	North Carolina	First	6	Unknown	Short-term objectives/benchmarks	Student will complete a listening activity with no prompts in 4 out of 5 times observed.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000076">http://iep.albinism.org/Home/example-iep/ieps/000076</a>
IEP	North Carolina	First	6	Unknown	Short-term objectives/benchmarks	Given an activity on the computer, Student will enlarge the screen using key commands and turn off enlargement when finished, 4 out of 5 times observed.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000076">http://iep.albinism.org/Home/example-iep/ieps/000076</a>
IEP	North Carolina	First	6	Unknown	Short-term objectives/benchmarks	Given work at her desk or on the board, Student will copy the material with no more than 2 prompts 4 out of 5 times observed.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000076">http://iep.albinism.org/Home/example-iep/ieps/000076</a>
IEP	North Carolina	First	6	Unknown	Long-term Goal	Student will use self advocacy skills in the classroom in 3 out of 5 times observed to improve her residual vision and will state personal facts with 100% accuracy.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000076">http://iep.albinism.org/Home/example-iep/ieps/000076</a>
IEP	North Carolina	First	6	Unknown	Short-term objectives/benchmarks	Given an instructional presentation, Student will move to where she can best see, without prompts, 3 out of 5 opportunities observed.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000076">http://iep.albinism.org/Home/example-iep/ieps/000076</a>
IEP	North Carolina	First	6	Unknown	Short-term objectives/benchmarks	When Student cannot see because of bright light, glare, or the material is too small, she will tell her teacher what she needs to help improve her vision, 3 out of 5 opportunities observed.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000076">http://iep.albinism.org/Home/example-iep/ieps/000076</a>
IEP	North Carolina	First	6	Unknown	Short-term objectives/benchmarks	Upon request, Student will state identifying information: a) birthday b) address c) phone number d) visual impairment with 100% accuracy.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000076">http://iep.albinism.org/Home/example-iep/ieps/000076</a>
IEP	North Carolina	First	6	Unknown	Short-term objectives/benchmarks	Student will use given low vision materials and adaptations in 3 out of 5 opportunities observed.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000076">http://iep.albinism.org/Home/example-iep/ieps/000076</a>
IEP	North Carolina	Third	8	Unknown	Accommodations	Preferential Seating for tests, classes, and assemblies	<a href="http://iep.albinism.org/Home/example-iep/ieps/000077">http://iep.albinism.org/Home/example-iep/ieps/000077</a>
IEP	North Carolina	Third	8	Unknown	Accommodations	Screen Magnification	<a href="http://iep.albinism.org/Home/example-iep/ieps/000077">http://iep.albinism.org/Home/example-iep/ieps/000077</a>
IEP	North Carolina	Third	8	Unknown	Accommodations	Use of high contrast materials	<a href="http://iep.albinism.org/Home/example-iep/ieps/000077">http://iep.albinism.org/Home/example-iep/ieps/000077</a>
IEP	North Carolina	Third	8	Unknown	Accommodations	Reduced lighting in classroom - only turn half of the lights on	<a href="http://iep.albinism.org/Home/example-iep/ieps/000077">http://iep.albinism.org/Home/example-iep/ieps/000077</a>
IEP	North Carolina	Third	8	Unknown	Accommodations	Magnification Device	<a href="http://iep.albinism.org/Home/example-iep/ieps/000077">http://iep.albinism.org/Home/example-iep/ieps/000077</a>
IEP	North Carolina	Third	8	Unknown	Accommodations	Hat	<a href="http://iep.albinism.org/Home/example-iep/ieps/000077">http://iep.albinism.org/Home/example-iep/ieps/000077</a>
IEP	North Carolina	Third	8	Unknown	Accommodations	Freedom to move closer to presentation	<a href="http://iep.albinism.org/Home/example-iep/ieps/000077">http://iep.albinism.org/Home/example-iep/ieps/000077</a>
IEP	North Carolina	Third	8	Unknown	Accommodations	Hard copy of notes	<a href="http://iep.albinism.org/Home/example-iep/ieps/000077">http://iep.albinism.org/Home/example-iep/ieps/000077</a>
IEP	North Carolina	Third	8	Unknown	Accommodations	Large Print	<a href="http://iep.albinism.org/Home/example-iep/ieps/000077">http://iep.albinism.org/Home/example-iep/ieps/000077</a>
IEP	North Carolina	Third	8	Unknown	Accommodations	Student Marks in book	<a href="http://iep.albinism.org/Home/example-iep/ieps/000077">http://iep.albinism.org/Home/example-iep/ieps/000077</a>
IEP	North Carolina	Third	8	Unknown	Accommodations	Reduced lighting	<a href="http://iep.albinism.org/Home/example-iep/ieps/000077">http://iep.albinism.org/Home/example-iep/ieps/000077</a>
IEP	North Carolina	Third	8	Unknown	Accommodations	Braille Edition	<a href="http://iep.albinism.org/Home/example-iep/ieps/000077">http://iep.albinism.org/Home/example-iep/ieps/000077</a>
IEP	North Carolina	Third	8	Unknown	Accommodations	One Test Item per page	<a href="http://iep.albinism.org/Home/example-iep/ieps/000077">http://iep.albinism.org/Home/example-iep/ieps/000077</a>
IEP	North Carolina	Third	8	Unknown	Accommodations	Braille writer / slate and stylus	<a href="http://iep.albinism.org/Home/example-iep/ieps/000077">http://iep.albinism.org/Home/example-iep/ieps/000077</a>
IEP	North Carolina	Third	8	Unknown	Accommodations	Crammer Abacus	<a href="http://iep.albinism.org/Home/example-iep/ieps/000077">http://iep.albinism.org/Home/example-iep/ieps/000077</a>
IEP	North Carolina	Third	8	Unknown	Accommodations	Dictation to a Scribe	<a href="http://iep.albinism.org/Home/example-iep/ieps/000077">http://iep.albinism.org/Home/example-iep/ieps/000077</a>
IEP	North Carolina	Third	8	Unknown	Accommodations	Interpreter / Transliteration Signs / Cues Test	<a href="http://iep.albinism.org/Home/example-iep/ieps/000077">http://iep.albinism.org/Home/example-iep/ieps/000077</a>
IEP	North Carolina	Third	8	Unknown	Accommodations	Keyboarding Devices	<a href="http://iep.albinism.org/Home/example-iep/ieps/000077">http://iep.albinism.org/Home/example-iep/ieps/000077</a>
IEP	North Carolina	Third	8	Unknown	Accommodations	Word to Word Bilingual Dictionary / Electronic Translator	<a href="http://iep.albinism.org/Home/example-iep/ieps/000077">http://iep.albinism.org/Home/example-iep/ieps/000077</a>
IEP	North Carolina	Third	8	Unknown	Accommodations	Student marks answers in test book	<a href="http://iep.albinism.org/Home/example-iep/ieps/000077">http://iep.albinism.org/Home/example-iep/ieps/000077</a>
IEP	North Carolina	Third	8	Unknown	Accommodations	Student reads test aloud to self	<a href="http://iep.albinism.org/Home/example-iep/ieps/000077">http://iep.albinism.org/Home/example-iep/ieps/000077</a>
IEP	North Carolina	Third	8	Unknown	Accommodations	Test Administrator / Computer Reads test aloud in english	<a href="http://iep.albinism.org/Home/example-iep/ieps/000077">http://iep.albinism.org/Home/example-iep/ieps/000077</a>
IEP	North Carolina	Third	8	Unknown	Services/Frequency	Vision Therapy 4 sessions per grading period 60 minutes	<a href="http://iep.albinism.org/Home/example-iep/ieps/000077">http://iep.albinism.org/Home/example-iep/ieps/000077</a>
IEP	North Carolina	Third	8	Unknown	Long-term Goal	Student will continue to develop self advocacy skills in the classroom to improve his residual vision by moving, asking for help, using optical aids and cleaning his glasses in 4 out of 5 times observed.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000077">http://iep.albinism.org/Home/example-iep/ieps/000077</a>
IEP	North Carolina	Third	8	Unknown	Short-term objectives/benchmarks	When given an instructional presentation, Student will move to where he can best see, without prompts, 4 out of 5 times observed.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000077">http://iep.albinism.org/Home/example-iep/ieps/000077</a>
IEP	North Carolina	Third	8	Unknown	Short-term objectives/benchmarks	When Student cannot see because of bright light, glare, or the material is too small, he will tell his teacher and staff members what he needs to help improve his vision, 4 out of 5 observed.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000077">http://iep.albinism.org/Home/example-iep/ieps/000077</a>
IEP	North Carolina	Third	8	Unknown	Short-term objectives/benchmarks	Student will appropriately use optical and non optical aids, with teacher prompt, to enhance his vision in the classroom in 4 out of 5 times observed.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000077">http://iep.albinism.org/Home/example-iep/ieps/000077</a>
IEP	North Carolina	Third	8	Unknown	Short-term objectives/benchmarks	When his glasses are dirty or at least once a week, Student will clean them with the appropriate cloth in 3 out of 5 times observed.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000077">http://iep.albinism.org/Home/example-iep/ieps/000077</a>
IEP	North Carolina	Third	8	Unknown	Long-term Goal	Student will use technology to help increase the use of his residual vision in the school environment and his attention to instruction in 4 out of 5 times observed.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000077">http://iep.albinism.org/Home/example-iep/ieps/000077</a>

Document Type	State	Grade	Age	Visual Acuity	Category	Description	Actual IEP
IEP	North Carolina	Third	8	Unknown	Short-term objectives/benchmarks	Given a video magnifier for near and distance viewing, Student will appropriately operate it in the classroom in 4 out of 5 times observed.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000077">http://iep.albinism.org/Home/example-iep/ieps/000077</a>
IEP	North Carolina	Third	8	Unknown	Short-term objectives/benchmarks	Given the use of a computer, Student will a) use the proper key commands for enlarging the screen b) use proper typing skills to increase his typing speed in 4 out of 5 times observed.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000077">http://iep.albinism.org/Home/example-iep/ieps/000077</a>
IEP	North Carolina	Third	8	Unknown	Short-term objectives/benchmarks	Student will use the appropriate technology needed to attend to a lesson in 4 out of 5 times observed.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000077">http://iep.albinism.org/Home/example-iep/ieps/000077</a>
IEP	Connecticut	Sixth	10	Unknown	Long-term Goal	Student will use the necessary visual modifications, low vision aids, and adaptive equipment/technology to access the sixth grade curriculum.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000078">http://iep.albinism.org/Home/example-iep/ieps/000078</a>
IEP	Connecticut	Sixth	10	Unknown	Short-term objectives/benchmarks	Student will independently use his smart view graduate CCTV, magnifier, or other technical device (ex: ipad2) to access print material that he determines to be too small 90% of the time.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000078">http://iep.albinism.org/Home/example-iep/ieps/000078</a>
IEP	Connecticut	Sixth	10	Unknown	Short-term objectives/benchmarks	Student will use a smart view graduate CCTV or other technical device (ex: iPad) to access the smart board, or other distance tasks, in his classroom, without prompting.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000078">http://iep.albinism.org/Home/example-iep/ieps/000078</a>
IEP	Connecticut	Sixth	10	Unknown	Short-term objectives/benchmarks	Student will utilize his laptop/ipad2 to download at least 3 audio books with little to no assistance.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000078">http://iep.albinism.org/Home/example-iep/ieps/000078</a>
IEP	Connecticut	Sixth	10	Unknown	Short-term objectives/benchmarks	Student will generate a list of resources/support services that are available to him and state the academic benefits they provide.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000078">http://iep.albinism.org/Home/example-iep/ieps/000078</a>
IEP	Connecticut	Sixth	10	Unknown	Long-term Goal	Student will utilize his assistive technology (laptop and/or iPad2) to allow increase participation in classroom assignments.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000078">http://iep.albinism.org/Home/example-iep/ieps/000078</a>
IEP	Connecticut	Sixth	10	Unknown	Short-term objectives/benchmarks	Student will be able to type the alphabet in upper and lower case letters with appropriate placement in 30 seconds.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000078">http://iep.albinism.org/Home/example-iep/ieps/000078</a>
IEP	Connecticut	Sixth	10	Unknown	Short-term objectives/benchmarks	Student will be able to type 1-2 paragraphs using Pages or similar word processing program using a correct capitalization, punctuation, spelling and spacing.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000078">http://iep.albinism.org/Home/example-iep/ieps/000078</a>
IEP	Connecticut	Sixth	10	Unknown	Short-term objectives/benchmarks	Student will be able to type 25 wpm.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000078">http://iep.albinism.org/Home/example-iep/ieps/000078</a>
IEP	Connecticut	Sixth	10	Unknown	Short-term objectives/benchmarks	Student will explore various apps such as Dragon Dictate and others on the iPad2 to assist with increasing classroom participation.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000078">http://iep.albinism.org/Home/example-iep/ieps/000078</a>
IEP	Connecticut	Sixth	10	Unknown	Long-term Goal	Student will continue to improve his prosocial skills through school based counseling.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000078">http://iep.albinism.org/Home/example-iep/ieps/000078</a>
IEP	Connecticut	Sixth	10	Unknown	Short-term objectives/benchmarks	Given the opportunity, student will improve his perspective, taking, confidence/esteem building and coping skills through social coaching/prompts, journaling, and scripting. He will also share positive traits related to personal identity twice per meeting as measured by counseling log an observation.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000078">http://iep.albinism.org/Home/example-iep/ieps/000078</a>
IEP	Connecticut	Sixth	10	Unknown	Accommodations	manipulatives	<a href="http://iep.albinism.org/Home/example-iep/ieps/000078">http://iep.albinism.org/Home/example-iep/ieps/000078</a>
IEP	Connecticut	Sixth	10	Unknown	Accommodations	teacher needs to provide enlarged handouts/worksheets/homework papers (as needed)	<a href="http://iep.albinism.org/Home/example-iep/ieps/000078">http://iep.albinism.org/Home/example-iep/ieps/000078</a>
IEP	Connecticut	Sixth	10	Unknown	Accommodations	homework to be sent home (ex: spelling words etc)	<a href="http://iep.albinism.org/Home/example-iep/ieps/000078">http://iep.albinism.org/Home/example-iep/ieps/000078</a>
IEP	Connecticut	Sixth	10	Unknown	Accommodations	highlighted/color words for ABC order	<a href="http://iep.albinism.org/Home/example-iep/ieps/000078">http://iep.albinism.org/Home/example-iep/ieps/000078</a>
IEP	Connecticut	Sixth	10	Unknown	Accommodations	large print textbooks (as needed)	<a href="http://iep.albinism.org/Home/example-iep/ieps/000078">http://iep.albinism.org/Home/example-iep/ieps/000078</a>
IEP	Connecticut	Sixth	10	Unknown	Accommodations	reduce clutter, good contrast	<a href="http://iep.albinism.org/Home/example-iep/ieps/000078">http://iep.albinism.org/Home/example-iep/ieps/000078</a>
IEP	Connecticut	Sixth	10	Unknown	Accommodations	books on tape/cd	<a href="http://iep.albinism.org/Home/example-iep/ieps/000078">http://iep.albinism.org/Home/example-iep/ieps/000078</a>
IEP	Connecticut	Sixth	10	Unknown	Accommodations	Victor CD book reader/4 track tape recorder or Victor stream	<a href="http://iep.albinism.org/Home/example-iep/ieps/000078">http://iep.albinism.org/Home/example-iep/ieps/000078</a>
IEP	Connecticut	Sixth	10	Unknown	Accommodations	slantboard/3-4" binder	<a href="http://iep.albinism.org/Home/example-iep/ieps/000078">http://iep.albinism.org/Home/example-iep/ieps/000078</a>
IEP	Connecticut	Sixth	10	Unknown	Accommodations	monocular telescope	<a href="http://iep.albinism.org/Home/example-iep/ieps/000078">http://iep.albinism.org/Home/example-iep/ieps/000078</a>
IEP	Connecticut	Sixth	10	Unknown	Accommodations	pencil grip	<a href="http://iep.albinism.org/Home/example-iep/ieps/000078">http://iep.albinism.org/Home/example-iep/ieps/000078</a>
IEP	Connecticut	Sixth	10	Unknown	Accommodations	dark, bold line paper/notebooks and dark writing implement (20/20 pens, dark lead pencils)	<a href="http://iep.albinism.org/Home/example-iep/ieps/000078">http://iep.albinism.org/Home/example-iep/ieps/000078</a>
IEP	Connecticut	Sixth	10	Unknown	Accommodations	access to desk in front of room in classroom as needed	<a href="http://iep.albinism.org/Home/example-iep/ieps/000078">http://iep.albinism.org/Home/example-iep/ieps/000078</a>
IEP	Connecticut	Sixth	10	Unknown	Accommodations	real coin manipulatives not cardboard or plastic coins for math	<a href="http://iep.albinism.org/Home/example-iep/ieps/000078">http://iep.albinism.org/Home/example-iep/ieps/000078</a>
IEP	Connecticut	Sixth	10	Unknown	Accommodations	large number calculator	<a href="http://iep.albinism.org/Home/example-iep/ieps/000078">http://iep.albinism.org/Home/example-iep/ieps/000078</a>
IEP	Connecticut	Sixth	10	Unknown	Accommodations	access to Alpha Smart Newto text to speech	<a href="http://iep.albinism.org/Home/example-iep/ieps/000078">http://iep.albinism.org/Home/example-iep/ieps/000078</a>
IEP	Connecticut	Sixth	10	Unknown	Accommodations	smart view graduate cctv with laptop, magnifier, ipad	<a href="http://iep.albinism.org/Home/example-iep/ieps/000078">http://iep.albinism.org/Home/example-iep/ieps/000078</a>
IEP	Connecticut	Sixth	10	Unknown	Accommodations	Student to write directly on test booklet	<a href="http://iep.albinism.org/Home/example-iep/ieps/000078">http://iep.albinism.org/Home/example-iep/ieps/000078</a>
IEP	Connecticut	Sixth	10	Unknown	Accommodations	extra time on tests, assignments, timed drills projects, written work	<a href="http://iep.albinism.org/Home/example-iep/ieps/000078">http://iep.albinism.org/Home/example-iep/ieps/000078</a>
IEP	Connecticut	Sixth	10	Unknown	Accommodations	avoid use of scanton bubble answer sheets	<a href="http://iep.albinism.org/Home/example-iep/ieps/000078">http://iep.albinism.org/Home/example-iep/ieps/000078</a>
IEP	Connecticut	Sixth	10	Unknown	Accommodations	bubbler to transfer answers from test booklet to scantron answer sheet	<a href="http://iep.albinism.org/Home/example-iep/ieps/000078">http://iep.albinism.org/Home/example-iep/ieps/000078</a>
IEP	Connecticut	Sixth	10	Unknown	Accommodations	untimed math drill assessments	<a href="http://iep.albinism.org/Home/example-iep/ieps/000078">http://iep.albinism.org/Home/example-iep/ieps/000078</a>
IEP	Connecticut	Sixth	10	Unknown	Accommodations	assessment need to be enlarged to at least 20-22 point font enlarged math drill assessment	<a href="http://iep.albinism.org/Home/example-iep/ieps/000078">http://iep.albinism.org/Home/example-iep/ieps/000078</a>
IEP	Connecticut	Sixth	10	Unknown	Accommodations	teacher to pre-number spelling tests	<a href="http://iep.albinism.org/Home/example-iep/ieps/000078">http://iep.albinism.org/Home/example-iep/ieps/000078</a>
IEP	Connecticut	Sixth	10	Unknown	Accommodations	have student only write on one side of paper due to maker bleeding to other side	<a href="http://iep.albinism.org/Home/example-iep/ieps/000078">http://iep.albinism.org/Home/example-iep/ieps/000078</a>
IEP	Connecticut	Sixth	10	Unknown	Accommodations	No handwriting penalty	<a href="http://iep.albinism.org/Home/example-iep/ieps/000078">http://iep.albinism.org/Home/example-iep/ieps/000078</a>
IEP	Connecticut	Sixth	10	Unknown	Accommodations	extra space for work	<a href="http://iep.albinism.org/Home/example-iep/ieps/000078">http://iep.albinism.org/Home/example-iep/ieps/000078</a>
IEP	Connecticut	Sixth	10	Unknown	Accommodations	give one paper at a time	<a href="http://iep.albinism.org/Home/example-iep/ieps/000078">http://iep.albinism.org/Home/example-iep/ieps/000078</a>
IEP	Connecticut	Sixth	10	Unknown	Accommodations	extra storage area in classroom	<a href="http://iep.albinism.org/Home/example-iep/ieps/000078">http://iep.albinism.org/Home/example-iep/ieps/000078</a>
IEP	Connecticut	Sixth	10	Unknown	Accommodations	locker or coat hook at end of row, easily located	<a href="http://iep.albinism.org/Home/example-iep/ieps/000078">http://iep.albinism.org/Home/example-iep/ieps/000078</a>
IEP	Connecticut	Sixth	10	Unknown	Accommodations	reduce writing by not having student re-write questions into booklet ex: reader response booklet	<a href="http://iep.albinism.org/Home/example-iep/ieps/000078">http://iep.albinism.org/Home/example-iep/ieps/000078</a>
IEP	Connecticut	Sixth	10	Unknown	Accommodations	enlarged questions for reader response, area in classroom to store manipulatives for the year ex: real coins	<a href="http://iep.albinism.org/Home/example-iep/ieps/000078">http://iep.albinism.org/Home/example-iep/ieps/000078</a>

Document Type	State	Grade	Age	Visual Acuity	Category	Description	Actual IEP
IEP	Connecticut	Sixth	10	Unknown	Accommodations	Adaptive work space for CCTV	<a href="http://iep.albinism.org/Home/example-iep/ieps/000078">http://iep.albinism.org/Home/example-iep/ieps/000078</a>
IEP	Connecticut	Sixth	10	Unknown	Accommodations	hat/sunglasses/sunscreen outdoors and hat/visor indoors as needed	<a href="http://iep.albinism.org/Home/example-iep/ieps/000078">http://iep.albinism.org/Home/example-iep/ieps/000078</a>
IEP	Connecticut	Sixth	10	Unknown	Accommodations	white board, smart board, or flip chart with darm markers or clean chalkboard with yellow or white chalk	<a href="http://iep.albinism.org/Home/example-iep/ieps/000078">http://iep.albinism.org/Home/example-iep/ieps/000078</a>
IEP	Connecticut	Sixth	10	Unknown	Accommodations	lighting: adjustable window blinds/lighting to reduce glare	<a href="http://iep.albinism.org/Home/example-iep/ieps/000078">http://iep.albinism.org/Home/example-iep/ieps/000078</a>
IEP	Connecticut	Sixth	10	Unknown	Accommodations	Seating: face away from windows, near electrical outlets, accommodate vision, near visual demonstrations	<a href="http://iep.albinism.org/Home/example-iep/ieps/000078">http://iep.albinism.org/Home/example-iep/ieps/000078</a>
IEP	Connecticut	Sixth	10	Unknown	Accommodations	Breaks between tasks, allow free movement to access and visual infomration	<a href="http://iep.albinism.org/Home/example-iep/ieps/000078">http://iep.albinism.org/Home/example-iep/ieps/000078</a>
IEP	Connecticut	Sixth	10	Unknown	Accommodations	allow student to work at comfortable workign distance/allow positioning for best vision	<a href="http://iep.albinism.org/Home/example-iep/ieps/000078">http://iep.albinism.org/Home/example-iep/ieps/000078</a>
IEP	Connecticut	Sixth	10	Unknown	Accommodations	Teacher to check work in progress, highlight key words, provide models, review directions, provide notes/study outline, verbalize all infomration presented on overhead projector/board	<a href="http://iep.albinism.org/Home/example-iep/ieps/000078">http://iep.albinism.org/Home/example-iep/ieps/000078</a>
IEP	Connecticut	Sixth	10	Unknown	Accommodations	give copies of information presented on overhead projector/board	<a href="http://iep.albinism.org/Home/example-iep/ieps/000078">http://iep.albinism.org/Home/example-iep/ieps/000078</a>
IEP	Connecticut	Sixth	10	Unknown	Accommodations	dark markers and large print when writing on board	<a href="http://iep.albinism.org/Home/example-iep/ieps/000078">http://iep.albinism.org/Home/example-iep/ieps/000078</a>
IEP	Connecticut	Sixth	10	Unknown	Accommodations	provide assignments in advance for research	<a href="http://iep.albinism.org/Home/example-iep/ieps/000078">http://iep.albinism.org/Home/example-iep/ieps/000078</a>
IEP	Connecticut	Sixth	10	Unknown	Accommodations	include copies of assignments learning situations	<a href="http://iep.albinism.org/Home/example-iep/ieps/000078">http://iep.albinism.org/Home/example-iep/ieps/000078</a>
IEP	Connecticut	Sixth	10	Unknown	Accommodations	encourage organizational skills	<a href="http://iep.albinism.org/Home/example-iep/ieps/000078">http://iep.albinism.org/Home/example-iep/ieps/000078</a>
IEP	Connecticut	Sixth	10	Unknown	Accommodations	encourage student to express needs for visual accommodations, provide materials in advance to be enlarged	<a href="http://iep.albinism.org/Home/example-iep/ieps/000078">http://iep.albinism.org/Home/example-iep/ieps/000078</a>
IEP	Connecticut	Sixth	10	Unknown	Accommodations	1-2 per day teacher directed sensory breaks for entire class	<a href="http://iep.albinism.org/Home/example-iep/ieps/000078">http://iep.albinism.org/Home/example-iep/ieps/000078</a>
IEP	Connecticut	Sixth	10	Unknown	Accommodations	Special ed teacher to consult with regular ed teacher and provider on a demonstrated needs basis.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000078">http://iep.albinism.org/Home/example-iep/ieps/000078</a>
IEP	Connecticut	Sixth	10	Unknown	Accommodations	Alternate assessments must be specified and a statement provided for each as to why the child cannot participate in the standard assessment and why the particular alternate assessment selected is appropriate for the child.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000078">http://iep.albinism.org/Home/example-iep/ieps/000078</a>
IEP	Connecticut	Sixth	10	Unknown	Accommodations	extra time, alternate space, on a demonstrated needs basis for school wide writing prompt, as well as the use of his iPad2 for the programs dragon dictation and pages	<a href="http://iep.albinism.org/Home/example-iep/ieps/000078">http://iep.albinism.org/Home/example-iep/ieps/000078</a>
IEP	Connecticut	Sixth	10	Unknown	Accommodations	Enlarged print on a student demonstrated need	<a href="http://iep.albinism.org/Home/example-iep/ieps/000078">http://iep.albinism.org/Home/example-iep/ieps/000078</a>
IEP	Connecticut	Sixth	10	Unknown	Accommodations	Can use CCTV, magnifier, or other technology device (ex: ipad2) for any school assessments	<a href="http://iep.albinism.org/Home/example-iep/ieps/000078">http://iep.albinism.org/Home/example-iep/ieps/000078</a>
IEP	Connecticut	Sixth	10	Unknown	Accommodations	large print test booklet, cctv/optalec/visualtec/smartboard, circle answers in test, computer response on MIST application, bubbler - test booklet only, time extension, adaptive lighting	<a href="http://iep.albinism.org/Home/example-iep/ieps/000078">http://iep.albinism.org/Home/example-iep/ieps/000078</a>
IEP	Connecticut	Sixth	10	Unknown	Accommodations	Student removed from regular classroom during counseling and OT sessions	<a href="http://iep.albinism.org/Home/example-iep/ieps/000078">http://iep.albinism.org/Home/example-iep/ieps/000078</a>
IEP	Connecticut	Sixth	10	Unknown	Accommodations	Student's visual impairment may require removal from regular education for educational vision services, OT, and school based counseling	<a href="http://iep.albinism.org/Home/example-iep/ieps/000078">http://iep.albinism.org/Home/example-iep/ieps/000078</a>
IEP	Connecticut	Sixth	10	Unknown	Services/Frequency	Visual Impairment Service 6x60min/yr	<a href="http://iep.albinism.org/Home/example-iep/ieps/000078">http://iep.albinism.org/Home/example-iep/ieps/000078</a>
IEP	Connecticut	Sixth	10	Unknown	Services/Frequency	Special Education 1x30min/week	<a href="http://iep.albinism.org/Home/example-iep/ieps/000078">http://iep.albinism.org/Home/example-iep/ieps/000078</a>
IEP	Connecticut	Sixth	10	Unknown	Services/Frequency	Academic Support 2x40min/day	<a href="http://iep.albinism.org/Home/example-iep/ieps/000078">http://iep.albinism.org/Home/example-iep/ieps/000078</a>
IEP	Connecticut	Sixth	10	Unknown	Services/Frequency	Occupational Therapy 20x30 minutes	<a href="http://iep.albinism.org/Home/example-iep/ieps/000078">http://iep.albinism.org/Home/example-iep/ieps/000078</a>
IEP	Connecticut	Sixth	10	Unknown	Services/Frequency	School-based counseling 25x30min/week	<a href="http://iep.albinism.org/Home/example-iep/ieps/000078">http://iep.albinism.org/Home/example-iep/ieps/000078</a>
IEP	Iowa	Ninth	15	Unknown	Long-term Goal	In 36 weeks, using the Braille tool and ABCs of Braille reading curriculum, student will read and write contracted Braille with 75% accuracy.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000079">http://iep.albinism.org/Home/example-iep/ieps/000079</a>
IEP	Iowa	Ninth	15	Unknown	Long-term Goal	In 36 weeks given instruction in a variety of self determination skills, student will develop a portfolio/notebook which will include accommodations, devices, advocacy, and resources specific to a student with a visual impairment. Student portfolio will include a minimum of 16 pages.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000079">http://iep.albinism.org/Home/example-iep/ieps/000079</a>
IEP	Iowa	Ninth	15	Unknown	Long-term Goal	In 36 weeks, student will be able to independently research and plan a travel destinations (outside the Midwest). She will plan for independent travel to and from the destination (including research on taxis, buses, airlines, etc), locator her own accommodations and create an itinerary of activities during her stay (including travel within the destination) 100% of the time.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000079">http://iep.albinism.org/Home/example-iep/ieps/000079</a>
IEP	Iowa	Ninth	15	Unknown	Long-term Goal	Student will be able to find apartments, public transportation and amenities in a city she chooses.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000079">http://iep.albinism.org/Home/example-iep/ieps/000079</a>
IEP	Iowa	Ninth	15	Unknown	Long-term Goal	In 36 weeks, student will transfer on the Sioux City buses with 100% accuracy without any adult supervision.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000079">http://iep.albinism.org/Home/example-iep/ieps/000079</a>
IEP	Iowa	Ninth	15	Unknown	Accommodations	Student will be given extended time on assignments and tests up to twice as long, particularly those requiring a lot of reading. Tests may have portions read aloud if there are fatigue concerns or large print is not accessible. Student will be given short breaks to rest her eyes when doing a lot of visual work (reading, writing, etc.) She will be allowed to use books on CD/tape/Daisy Stream or iPad for independent reading assignments. Student will have access to large print materials whenever possible. Student will be allowed to write answers for quizzes, tests, and worksheets on a separate sheet of paper, or on a separate location on the given sheet. If they are standardized forms, she will have answers filled in for her by staff. She will have her own copy of the text possible. Peers can also read to her from a book if they are sharing a text.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000079">http://iep.albinism.org/Home/example-iep/ieps/000079</a>

Document Type	State	Grade	Age	Visual Acuity	Category	Description	Actual IEP
IEP	Iowa	Ninth	15	Unknown	Accommodations	Black markers should be used on white boards to increase contrast visibility. Teachers should avoid red and green markers. Directions should be printed as she cannot decipher cursive. Student may use wide lined paper, as well as felt tip, fine tip markers, and dark #1 or black lead pencils (mechanical pencils may also be helpful).	<a href="http://iep.albinism.org/Home/example-iep/ieps/000079">http://iep.albinism.org/Home/example-iep/ieps/000079</a>
IEP	Iowa	Ninth	15	Unknown	Accommodations	Student will have access to a hat with sun visor or sunglasses during outdoor or indoor activities to reduce glare associated with light sensitivity. Student locker should be on the end. She will need a push button lock. Student may access her locker more frequently to retrieve her necessary materials that may be too cumbersome to carry all at once.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000079">http://iep.albinism.org/Home/example-iep/ieps/000079</a>
IEP	Iowa	Ninth	15	Unknown	Accommodations	Student should be seated in the front of the classroom with windows behind her to reduce glare whenever possible. If windows are to the side of the class, student should be seated on the opposite side. She needs to have seating preference in each class according to both point of instruction and glare from windows. Student should be consulted with regard to seating positions that work best for her in each classroom/situation.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000079">http://iep.albinism.org/Home/example-iep/ieps/000079</a>
IEP	Iowa	Ninth	15	Unknown	Accommodations	Worksheet and handouts should be enlarged and all handouts and worksheets to be copied on white paper. Student prefers 28 point print size using Calibri font. When printing teacher made worksheets or handouts the teacher should change the font a Calibri and use 28 point size with no bold feature for student's copy.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000079">http://iep.albinism.org/Home/example-iep/ieps/000079</a>
IEP	Iowa	Ninth	15	Unknown	Accommodations	When printing her work from the computer, student will be allowed larger font. When filing out answers on worksheets student will be able to use a template in a word document to complete the assignment.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000079">http://iep.albinism.org/Home/example-iep/ieps/000079</a>
IEP	Iowa	Ninth	15	Unknown	Accommodations	Student will be allowed to approach the board or other activities that may be difficult for her to see.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000079">http://iep.albinism.org/Home/example-iep/ieps/000079</a>
IEP	Iowa	Ninth	15	Unknown	Accommodations	Packets of reading materials that are not a word document and greater than 2 pages in length will need to be copied, scanned and emailed to her for use with Kurzweil.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000079">http://iep.albinism.org/Home/example-iep/ieps/000079</a>
IEP	Iowa	Ninth	15	Unknown	Accommodations	Access to an iPad for enlargement of materials.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000079">http://iep.albinism.org/Home/example-iep/ieps/000079</a>
IEP	Iowa	Ninth	15	Unknown	Accommodations	Student will have access to a computer, a computer enlargement program, a monocular, a dome magnifier. Student will have access to a laptop with enlargement features, and read aloud software program to assist in accessing books, and various classroom handouts, worksheets, etc., that may need on-the-spot enlargement in order for student to access. Student will have computer access for material and text enlargement. Access to a software program for text enlargement and text to talk capabilities. Student will have access to bookshare along with the equipment needed to listen to textbooks and other required reading materials.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000079">http://iep.albinism.org/Home/example-iep/ieps/000079</a>
IEP	Iowa	Ninth	15	Unknown	Accommodations	Student will have access to a white cane.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000079">http://iep.albinism.org/Home/example-iep/ieps/000079</a>
IEP	Iowa	Ninth	15	Unknown	Accommodations	Student will create her four year plan to prepare for her course of study in high school.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000079">http://iep.albinism.org/Home/example-iep/ieps/000079</a>
IEP	Iowa	Ninth	15	Unknown	Accommodations	Regular communication from vision specialist, the AEA and teachers will have communication shared with them as it pertains to accessing her environment or education upon her check ups with a vision specialist.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000079">http://iep.albinism.org/Home/example-iep/ieps/000079</a>
IEP	Iowa	Ninth	15	Unknown	Accommodations	Consultation may be provided with Iowa Statewide System for student with sensory impairments Iowa Braille and/or Iowa Department for the blind.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000079">http://iep.albinism.org/Home/example-iep/ieps/000079</a>
IEP	Iowa	Ninth	15	Unknown	Accommodations	A designated adult in the building will coordinate accommodations on a weekly basis.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000079">http://iep.albinism.org/Home/example-iep/ieps/000079</a>
IEP	Iowa	Ninth	15	Unknown	Accommodations	The teacher for the visually impaired will review accommodations with the general education staff one time per year. She will be available to collaborate on needs the general education teachers may be regarding student's vision needs.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000079">http://iep.albinism.org/Home/example-iep/ieps/000079</a>
IEP	Iowa	Ninth	15	Unknown	Accommodations	A copy of accommodations will be made available to staff as well as available for substitutes.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000079">http://iep.albinism.org/Home/example-iep/ieps/000079</a>
IEP	Iowa	Ninth	15	Unknown	Accommodations	The TVI will provide instruction in the area of self determination skills in which student will create a portfolio.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000079">http://iep.albinism.org/Home/example-iep/ieps/000079</a>
IEP	Iowa	Ninth	15	Unknown	Accommodations	The TVI will provide direct Braille instruction. From April 24, 2012 until May 25, 2012 direct Braille instruction will be provided 2 times per week.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000079">http://iep.albinism.org/Home/example-iep/ieps/000079</a>
IEP	Iowa	Ninth	15	Unknown	Accommodations	Certified orientation and mobility specialist will provide instruction in planning travel routes and bus transfers. Instruction will be 120 minutes per month.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000079">http://iep.albinism.org/Home/example-iep/ieps/000079</a>
IEP	Iowa	Ninth	15	Unknown	Accommodations	Textbooks will be ordered in alternate format. Preferably electronic, Kurzweil, for all classes with the exception of math, which should be in large print format, 20 point font size. The LEA designee for ordering NIMAS materials should place the order in March in order for materials to be in place at the beginning of the school year.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000079">http://iep.albinism.org/Home/example-iep/ieps/000079</a>
IEP	Iowa	Ninth	15	Unknown	Services/Frequency	The TVI will provide direct Braille instruction. During the 2012-2013 school year direct services will be provided 3 times per week.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000079">http://iep.albinism.org/Home/example-iep/ieps/000079</a>
IEP	New Hampshire	Seventh	12	20/200	Long-term Goal	Given instruction and support in the use of accommodations, student will use the most appropriate accommodation for any classroom situation when needed for full class participation=, 4/5 opportunities by 6/20.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000080">http://iep.albinism.org/Home/example-iep/ieps/000080</a>
IEP	New Hampshire	Seventh	12	20/200	Short-term objectives/benchmarks	Given pre- or post-teaching, student will preview or review class materials in order to better understand format and content, 4/5 opportunities by June.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000080">http://iep.albinism.org/Home/example-iep/ieps/000080</a>
IEP	New Hampshire	Seventh	12	20/200	Short-term objectives/benchmarks	Student will utilize her laptop and transformer camera for near distance viewing when it is the best possible accommodation, 4/5 opportunities by June.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000080">http://iep.albinism.org/Home/example-iep/ieps/000080</a>

Document Type	State	Grade	Age	Visual Acuity	Category	Description	Actual IEP
IEP	New Hampshire	Seventh	12	20/200	Short-term objectives/benchmarks	Given instruction and opportunities for practice, student will increase her keyboarding speed by 20 words per minute by June.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000080">http://iep.albinism.org/Home/example-iep/ieps/000080</a>
IEP	New Hampshire	Seventh	12	20/200	Short-term objectives/benchmarks	Student will navigate a Bookshare book to find a requested page, chapter, or section, using bookmarks and other tools, 4/5 trials by June.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000080">http://iep.albinism.org/Home/example-iep/ieps/000080</a>
IEP	New Hampshire	Seventh	12	20/200	Long-term Goal	Given instruction and supervision, student will independently plan and safely negotiate a minimum of six travel routes within Concord to destinations at which she will participate in independent living skill or vocational awareness activities, by June.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000080">http://iep.albinism.org/Home/example-iep/ieps/000080</a>
IEP	New Hampshire	Seventh	12	20/200	Short-term objectives/benchmarks	Student will independently plan a minimum of two routes which include bus transfers, with no more than 30 minutes between buses, by June.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000080">http://iep.albinism.org/Home/example-iep/ieps/000080</a>
IEP	New Hampshire	Seventh	12	20/200	Short-term objectives/benchmarks	Student will identify the type of crossing she is approaching and correctly explain the safest way to negotiate in, 4/5 opportunities by June.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000080">http://iep.albinism.org/Home/example-iep/ieps/000080</a>
IEP	New Hampshire	Seventh	12	20/200	Short-term objectives/benchmarks	By October, student will identify a minimum of 3 independent living skill areas to explore during O&M sessions, and assess her own skill level in each area before and after the session.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000080">http://iep.albinism.org/Home/example-iep/ieps/000080</a>
IEP	New Hampshire	Seventh	12	20/200	Accommodations	Preferential seating, Use of manipulatives, High contrast colors, Magnification devices.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000080">http://iep.albinism.org/Home/example-iep/ieps/000080</a>
IEP	New Hampshire	Seventh	12	20/200	Accommodations	Enlarge visual on computer, Overheard projected materials need to be preprinted for student, Enlarge maps, Teacher should use darker, fat-tipped markers for the flip chart and black or red highlighters for the white board (avoid blue, yellow, green), Paper accommodations - i.e. darker lines, Provide tactile materials when possible	<a href="http://iep.albinism.org/Home/example-iep/ieps/000080">http://iep.albinism.org/Home/example-iep/ieps/000080</a>
IEP	New Hampshire	Seventh	12	20/200	Accommodations	Involve parents, guide student to organize materials, consultation - TVI, parents are a resource	<a href="http://iep.albinism.org/Home/example-iep/ieps/000080">http://iep.albinism.org/Home/example-iep/ieps/000080</a>
IEP	New Hampshire	Seventh	12	20/200	Accommodations	Seating for optimum vision, Preferential seating to reduce glare, Sitting on darker side of room limits glare, Light filtering of ultra-violet light in academic classrooms, Clipboard for when using Transformer, Magnetic filters for flex classrooms, Student may wear a visor in class to help block the glare.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000080">http://iep.albinism.org/Home/example-iep/ieps/000080</a>
IEP	New Hampshire	Seventh	12	20/200	Accommodations	Extended testing time, Allow time 1/2 to double time if needed to complete work/assessments, Large print materials- no bubble fill-in assessments, Access to technology as needed	<a href="http://iep.albinism.org/Home/example-iep/ieps/000080">http://iep.albinism.org/Home/example-iep/ieps/000080</a>
IEP	New Hampshire	Seventh	12	20/200	Accommodations	Modify format for writing assignments, Encourage use of hand held magnifier, Allow student to complete written assignments on the computer when appropriate.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000080">http://iep.albinism.org/Home/example-iep/ieps/000080</a>
IEP	New Hampshire	Seventh	12	20/200	Accommodations	Use real coins when counting coins, use of large calculator, Large print materials, Audio materials when available, Provide student with extra book during read aloud.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000080">http://iep.albinism.org/Home/example-iep/ieps/000080</a>
IEP	New Hampshire	Seventh	12	20/200	Services/Frequency	TVI Consultation 30 minutes per week.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000080">http://iep.albinism.org/Home/example-iep/ieps/000080</a>
IEP	New Hampshire	Seventh	12	20/200	Services/Frequency	Direct O&M Instruction 45 minutes per week.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000080">http://iep.albinism.org/Home/example-iep/ieps/000080</a>
IEP	New Hampshire	Seventh	12	20/200	Services/Frequency	Direct O&M Instruction 90 minutes per month.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000080">http://iep.albinism.org/Home/example-iep/ieps/000080</a>
IEP	New Hampshire	Seventh	12	20/200	Services/Frequency	Observation by O&M teacher 30 minutes per week.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000080">http://iep.albinism.org/Home/example-iep/ieps/000080</a>
IEP	New Hampshire	Seventh	12	20/200	Equipment	Transformer/Laptop	<a href="http://iep.albinism.org/Home/example-iep/ieps/000080">http://iep.albinism.org/Home/example-iep/ieps/000080</a>
IEP	New Hampshire	Seventh	12	20/200	Equipment	Handheld Telescope	<a href="http://iep.albinism.org/Home/example-iep/ieps/000080">http://iep.albinism.org/Home/example-iep/ieps/000080</a>
IEP	New Hampshire	Seventh	12	20/200	Equipment	Handheld Magnifier	<a href="http://iep.albinism.org/Home/example-iep/ieps/000080">http://iep.albinism.org/Home/example-iep/ieps/000080</a>
IEP	New Hampshire	Seventh	12	20/200	Accommodations	Tests administered with time to complete a session extended beyond the scheduled administration time within the same day. NECAP tests are not designed to be timed or speeded tests. The scheduled administration time already includes additional time and a vast majority of students complete the test session within that time period. Extended time within a single sitting may be needed by students who are unable to meet time constraints. A test session may be extended until the student can no longer sustain the activity. PB - Tests were administered using a large-print version of assessment. Both large-print and Braille versions of the assessment require special preparation and processing and must be pre-ordered. Directions for ordering these materials are included in communications sent to school principals prior to the test.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000080">http://iep.albinism.org/Home/example-iep/ieps/000080</a>
IEP	New Hampshire	Seventh	12	20/200	Accommodations	Tests were administered with a student dictating responses to school personnel. (NOT allowed for the writing test. See 02 using a scribe for the Writing test.) A student may dictate answers to constructed-response or short-answer questions to locally trained personnel or record oral answers in an individual setting so that other students will not benefit by hearing answers or be otherwise disturbed. Policies regarding recorded answers must be followed prior to returning test materials.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000080">http://iep.albinism.org/Home/example-iep/ieps/000080</a>
IEP	New Hampshire	Seventh	12	20/200	Accommodations	Tests were administered using a large-print version of assessment. Both large-print and Braille versions of the assessment require special preparation and processing and must be pre-ordered. Directions for ordering these materials are included in communications sent to school principals prior to the test.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000080">http://iep.albinism.org/Home/example-iep/ieps/000080</a>
IEP	New Hampshire	Seventh	12	20/200	Accommodations	Tests were administered with a student indicating responses to multiple-choice items to school personnel. A student unable to write or otherwise unable to fill-in answers to multiple-choice questions may indicate a response to trained school personnel. The school personnel records the student's response in the student answer booklet.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000080">http://iep.albinism.org/Home/example-iep/ieps/000080</a>

Document Type	State	Grade	Age	Visual Acuity	Category	Description	Actual IEP
IEP	New Hampshire	Seventh	12	20/200	Accommodations	Tests were administered with a student responding with the use of visual aids. Visual aids include any optical or non-optical devices used to enhance visual capability. Examples include magnifiers, special lighting, markers, filters, large-spaced paper, color overlays, etc. An abacus may also be used for student with severe visual impairment or blindness on the Mathematics and Science tests. Note that the use of this accommodation still requires student responses to be recorded in a student answer booklet.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000080">http://iep.albinism.org/Home/example-iep/ieps/000080</a>
IEP	New Hampshire	Seventh	12	20/200	Accommodations	Tests administered in a separate location within the school by trained school personnel. A student or students may be tested individually or in small groups in an alternative site within the school to reduce distractions for themselves or others, or to increase physical access to special equipment.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000080">http://iep.albinism.org/Home/example-iep/ieps/000080</a>
IEP	New Hampshire	Seventh	12	20/200	Accommodations	Tests were administered in a small group. Individual or small group testing may be used to minimize distractions for a student or students whose test is administered out of the classroom or so that others will not be distracted by other accommodations being used (e.g., dictation).	<a href="http://iep.albinism.org/Home/example-iep/ieps/000080">http://iep.albinism.org/Home/example-iep/ieps/000080</a>
IEP	New Hampshire	Seventh	12	20/200	Accommodations	Tests were administered with test and directions read aloud in English or signed to the student. (NOT allowed for the Reading test.) A reader may be used for a student whose inability to read would hinder performance on the Mathematics, Science, or Writing test. Words must be read as written. Guidelines for reading mathematical symbols must be followed. No translations (with the exception of signed language) or explanations are allowed. Trained personnel may use sign language to administer the test.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000080">http://iep.albinism.org/Home/example-iep/ieps/000080</a>
IEP	New Hampshire	Seventh	12	20/200	Accommodations	Tests were administered using alternative or assistive technology that is part of the student's communication system. The test may be presented through his/her regular communication system to a student who uses alternative or assistive technology on a daily basis. Technology may not be used to read the Reading test to the student.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000080">http://iep.albinism.org/Home/example-iep/ieps/000080</a>
IEP	New Hampshire	Seventh	12	20/200	Accommodations	Tests were administered using visual or auditory supports. The test may be presented using visual aids such as visual magnification devices, reduction of visual print by blocking or other techniques, or acetate shields; or auditory devices such as special acoustics, amplification, noise buffers, whisper phones, or calming music.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000080">http://iep.albinism.org/Home/example-iep/ieps/000080</a>
IEP	North Carolina	First	6	20/200	Equipment	Word processor with spell checker (computer based/portable)	<a href="http://iep.albinism.org/Home/example-iep/ieps/000081">http://iep.albinism.org/Home/example-iep/ieps/000081</a>
IEP	North Carolina	First	6	20/200	Equipment	slant board	<a href="http://iep.albinism.org/Home/example-iep/ieps/000081">http://iep.albinism.org/Home/example-iep/ieps/000081</a>
IEP	North Carolina	First	6	20/200	Equipment	Magnifier, Large print books, screen color contrast, enlarged or Braille/tactile labels for standard or alternate keyboard, enlarged materials.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000081">http://iep.albinism.org/Home/example-iep/ieps/000081</a>
IEP	North Carolina	First	6	20/200	Long-term Goal	When asked, student will describe three modifications and/or adaptive devices she can use to see things better in classroom settings, describe how each one helps her to see more clearly, and give an example of an appropriate time to use each one, in 3 of 4 trials, by 1/31.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000081">http://iep.albinism.org/Home/example-iep/ieps/000081</a>
IEP	North Carolina	First	6	20/200	Short-term objectives/benchmarks	Student will demonstrate increased efficiency in using adaptive devices (e.g., hand-held magnifiers) for near-distance work by achieving mastery of 80% of the skills listed in the APH Envision™ Performance Checklist for Near Magnification Devices by 1/31.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000081">http://iep.albinism.org/Home/example-iep/ieps/000081</a>
IEP	North Carolina	First	6	20/200	Short-term objectives/benchmarks	Student will demonstrate increased efficiency with a hand-held monocular telescope by achieving mastery of 80% of the skills listed in the APH Envision I Performance Checklist for Monocular Telescopes by 1/31.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000081">http://iep.albinism.org/Home/example-iep/ieps/000081</a>
IEP	North Carolina	First	6	20/200	Short-term objectives/benchmarks	During a discussion of magnification needs, student will demonstrate increased awareness of magnification options by listing one benefit and one limitation of each of the following magnification devices—hand-held magnifier, CCTV, document camera—by 1/31.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000081">http://iep.albinism.org/Home/example-iep/ieps/000081</a>
IEP	North Carolina	First	6	20/200	Short-term objectives/benchmarks	Student will maintain current cane skills by demonstrating knowledge of proper cane arc in the constant contact position, proper stair technique and proper response when locating a drop-off or obstacle at ground level, in 3 of 4 trials.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000081">http://iep.albinism.org/Home/example-iep/ieps/000081</a>
IEP	North Carolina	First	6	20/200	Long-term Goal	Given a computer skills assessment, student will demonstrate improved keyboarding and computer skills by demonstrating the ability to independently create, edit, save, open, and print documents, as well as the ability to type a list of familiar words on her reading level at a speed of 10 words-per-minute by 1/31.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000081">http://iep.albinism.org/Home/example-iep/ieps/000081</a>
IEP	North Carolina	First	6	20/200	Short-term objectives/benchmarks	Student will demonstrate awareness of touch-typing technique by placing her fingers correctly on the home keys during a keyboarding assessment by 5/3.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000081">http://iep.albinism.org/Home/example-iep/ieps/000081</a>
IEP	North Carolina	First	6	20/200	Short-term objectives/benchmarks	Student will show improved typing speed by typing a list of familiar words on her reading level at a speed of 10 words-per-minute by 1/31.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000081">http://iep.albinism.org/Home/example-iep/ieps/000081</a>
IEP	North Carolina	First	6	20/200	Short-term objectives/benchmarks	Student will demonstrate the ability to independently create, edit, and save documents in a word processing program by 5/31/12.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000081">http://iep.albinism.org/Home/example-iep/ieps/000081</a>
IEP	North Carolina	First	6	20/200	Short-term objectives/benchmarks	Student will demonstrate the ability to independently print documents she has created by 3/31.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000081">http://iep.albinism.org/Home/example-iep/ieps/000081</a>
IEP	North Carolina	First	6	20/200	Short-term objectives/benchmarks	Student will demonstrate the ability to locate previously saved files, and open, edit, save, and print those files independently, by 1/31.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000081">http://iep.albinism.org/Home/example-iep/ieps/000081</a>
IEP	North Carolina	First	6	20/200	Long-term Goal	Student will produce prevocalic /r/, /r/ blends, vocalic /r/ and "th" correctly and consistently in conversational speech with 8 out of 10 trials correct.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000081">http://iep.albinism.org/Home/example-iep/ieps/000081</a>

Document Type	State	Grade	Age	Visual Acuity	Category	Description	Actual IEP
IEP	North Carolina	First	6	20/200	Short-term objectives/benchmarks	Student will produce the pre-vocalic /r/ in the initial position of words (as in road) with 8 out of 10 trials correct in the following contexts: a. nonsense syllables b. words c. phrases d. sentences e. conversation.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000081">http://iep.albinism.org/Home/example-iep/ieps/000081</a>
IEP	North Carolina	First	6	20/200	Short-term objectives/benchmarks	Student will produce the vocalic/r/ in the final position of words (as in air) with 8 out of 10 trials correct in the following contexts: a. words b. phrases c. sentences d. conversation.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000081">http://iep.albinism.org/Home/example-iep/ieps/000081</a>
IEP	North Carolina	First	6	20/200	Short-term objectives/benchmarks	Student will produce the vocalic /r/ in the medial position of words (as in bird) with 8 out of 10 trials correct in the following contexts: a. words b. phrases c. sentences d. conversation.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000081">http://iep.albinism.org/Home/example-iep/ieps/000081</a>
IEP	North Carolina	First	6	20/200	Short-term objectives/benchmarks	Student will produce /r/ blends in all positions of words (brown) with 8 out of 10 trials correct in the following contexts: a. words b. phrases c. sentences d. conversation.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000081">http://iep.albinism.org/Home/example-iep/ieps/000081</a>
IEP	North Carolina	First	6	20/200	Short-term objectives/benchmarks	Student will produce "th" in all positions of words (thumb, bath, bathtub) with 8 out of 10 trials correct in the following contexts: a. words b. phrases c. sentences d. conversation.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000081">http://iep.albinism.org/Home/example-iep/ieps/000081</a>
IEP	North Carolina	First	6	20/200	Long-term Goal	Given direct, multi-sensory instruction, student will read and form CVC words and basic sight words on 8 out of 10 trials.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000081">http://iep.albinism.org/Home/example-iep/ieps/000081</a>
IEP	North Carolina	First	6	20/200	Short-term objectives/benchmarks	Given direct, multi-sensory instruction, student will form all lower case letters, using correct letter formation when given large identifiable lines on 8 out of 10 trials.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000081">http://iep.albinism.org/Home/example-iep/ieps/000081</a>
IEP	North Carolina	First	6	20/200	Short-term objectives/benchmarks	Given direct, multi-sensory instruction, student will use letter cards to blend phonemes into one-syllable words in order to form eye words on 8 out of 10 trials.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000081">http://iep.albinism.org/Home/example-iep/ieps/000081</a>
IEP	North Carolina	First	6	20/200	Short-term objectives/benchmarks	Given direct, multi-sensory instruction, student will create and state a series of rhyming words with letter cards or tiles on 8 out of 10 trials,	<a href="http://iep.albinism.org/Home/example-iep/ieps/000081">http://iep.albinism.org/Home/example-iep/ieps/000081</a>
IEP	North Carolina	First	6	20/200	Short-term objectives/benchmarks	Given two first grade sight words each week, student will spell each correctly on 8 out of 10 trials.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000081">http://iep.albinism.org/Home/example-iep/ieps/000081</a>
IEP	North Carolina	First	6	20/200	Long-term Goal	Given direct multi-sensory instruction, student will identify, compare, estimate and compute using whole numbers to 100 with 80% accuracy.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000081">http://iep.albinism.org/Home/example-iep/ieps/000081</a>
IEP	North Carolina	First	6	20/200	Short-term objectives/benchmarks	Given direct multi-sensory instruction, student will identify numbers 1 - 100 consistently using a variety of representations with 80% accuracy.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000081">http://iep.albinism.org/Home/example-iep/ieps/000081</a>
IEP	North Carolina	First	6	20/200	Short-term objectives/benchmarks	Given direct multi-sensory instruction, student will compare and order sets of numbers using manipulatives with 80% accuracy.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000081">http://iep.albinism.org/Home/example-iep/ieps/000081</a>
IEP	North Carolina	First	6	20/200	Short-term objectives/benchmarks	Given direct multi-sensory instruction, student will correctly identify numbers on a number line and tell numbers that come before and after a number corresponding with vocabulary such as larger and smaller with 80% accuracy.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000081">http://iep.albinism.org/Home/example-iep/ieps/000081</a>
IEP	North Carolina	First	6	20/200	Short-term objectives/benchmarks	Given direct multi-sensory instruction, student will use manipulatives to estimate groups of objects up to 100 with 80% accuracy Given direct, multi-sensory instruction, Autumn will develop fluency with simple single-digit addition and subtraction using a variety of manipulatives with 80% accuracy.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000081">http://iep.albinism.org/Home/example-iep/ieps/000081</a>
IEP	North Carolina	First	6	20/200	Long-term Goal	Within one year, student will demonstrate improved fine motor precision and manual dexterity by drawing a line through a crooked path, cutting out a 2-inch diameter circle, putting pennies into a container, and placing small pegs into a pegboard in 3 out of 4 trials.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000081">http://iep.albinism.org/Home/example-iep/ieps/000081</a>
IEP	North Carolina	First	6	20/200	Short-term objectives/benchmarks	Student will draw a line through a crooked path, making no more than 3 errors, in 3 out of 4 trials.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000081">http://iep.albinism.org/Home/example-iep/ieps/000081</a>
IEP	North Carolina	First	6	20/200	Short-term objectives/benchmarks	Student will cut out a 2-inch diameter circle, deviating from the established boundaries no more than 2 times in 3 out of 4 trials.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000081">http://iep.albinism.org/Home/example-iep/ieps/000081</a>
IEP	North Carolina	First	6	20/200	Short-term objectives/benchmarks	Student will transfer 11 pennies from her left to right hand and then into a container in 3 out of 4 trials.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000081">http://iep.albinism.org/Home/example-iep/ieps/000081</a>
IEP	North Carolina	First	6	20/200	Short-term objectives/benchmarks	Student will place 8 small pegs in a pegboard in 3 out of 4 trials.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000081">http://iep.albinism.org/Home/example-iep/ieps/000081</a>
IEP	North Carolina	First	6	20/200	Accommodations	Assemblies: Preferential seating as needed. Classroom teacher to assess preferential seating needs dependent upon activity.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000081">http://iep.albinism.org/Home/example-iep/ieps/000081</a>
IEP	North Carolina	First	6	20/200	Accommodations	Extracurricular Activities: During all outdoor activities, student requires sunglasses, hat/visor, and sunscreen. Increased support as needed. During new activities or in unfamiliar settings, classroom teacher, instructional aide, and/or EC teacher will provide increased visual supervision to ensure that Student is oriented to the location and activity and is traveling safely within the environment.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000081">http://iep.albinism.org/Home/example-iep/ieps/000081</a>
IEP	North Carolina	First	6	20/200	Accommodations	Math: Modified materials (enlarged, boldened, printed on colored paper) as needed. Access to magnifications devices and/or colored overlays as needed. Preferential seating as needed. Classroom teacher and/or instructional aide to insure that these needs are met across curriculum, with assistance from EC or VI teacher as needed.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000081">http://iep.albinism.org/Home/example-iep/ieps/000081</a>
IEP	North Carolina	First	6	20/200	Accommodations	Music/Art: Modified materials (enlarged, boldened, printed on colored paper) as needed. Access to magnifications devices and/or colored overlays as needed. Preferential seating as needed. Classroom teacher and/or instructional aide to insure that these needs are met across curriculum, with assistance from VI and EC teacher as needed.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000081">http://iep.albinism.org/Home/example-iep/ieps/000081</a>
IEP	North Carolina	First	6	20/200	Accommodations	Physical Education: Preferential seating or positioning. If information or instruction is conveyed visually—such as demonstrating a specific physical movement as part of a lesson—allow Student to come close to the presenter. Provide further demonstration as needed.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000081">http://iep.albinism.org/Home/example-iep/ieps/000081</a>

Document Type	State	Grade	Age	Visual Acuity	Category	Description	Actual IEP
IEP	North Carolina	First	6	20/200	Accommodations	Reading: Modified materials (enlarged, boldened, printed on colored paper) as needed. Access to magnifications devices and/or colored overlays as needed. Preferential seating as needed. Classroom teacher and/or instructional aide to insure that these needs are met across curriculum, with assistance from VI and EC teacher as needed.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000081">http://iep.albinism.org/Home/example-iep/ieps/000081</a>
IEP	North Carolina	First	6	20/200	Accommodations	Recess: During all outdoor activities, Student requires sunglasses, sunscreen, hat/visor. Increased support as needed. During new activities or in unfamiliar settings, classroom teacher, instructional aide; and/or EC teacher to provide increased visual supervision to ensure that Student is oriented to the location and activity and is traveling safely within the environment.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000081">http://iep.albinism.org/Home/example-iep/ieps/000081</a>
IEP	North Carolina	First	6	20/200	Accommodations	Science: Modified materials (enlarged, boldened, printed on colored paper) as needed. Access to magnifications devices and/or colored overlays as needed. Preferential seating as needed. Classroom teacher and/or instructional aide to insure that these needs are met across curriculum, with assistance from VI and EC teacher as needed.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000081">http://iep.albinism.org/Home/example-iep/ieps/000081</a>
IEP	North Carolina	First	6	20/200	Accommodations	Social Studies: Modified materials (enlarged, boldened, printed on colored paper) as needed. Access to magnifications devices and/or colored overlays as needed. Preferential seating as needed. Classroom teacher and/or instructional aide to insure that these needs are met across curriculum, with assistance from VI and EC teacher as needed.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000081">http://iep.albinism.org/Home/example-iep/ieps/000081</a>
IEP	North Carolina	First	6	20/200	Accommodations	Spelling: Modified materials (enlarged, boldened, printed on colored paper) as needed. Access to magnifications devices and/or colored overlays as needed. Preferential seating as needed. Classroom teacher and/or instructional aide to insure that these needs are met across curriculum, with assistance from VI and EC teacher as needed.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000081">http://iep.albinism.org/Home/example-iep/ieps/000081</a>
IEP	North Carolina	First	6	20/200	Accommodations	Writing: Modified materials (enlarged, boldened, printed on colored paper) as needed. Access to magnifications devices and/or colored overlays as needed. Preferential seating as needed. Classroom teacher and/or instructional aide to insure that these needs are met across curriculum, with assistance from VI and EC teacher as need.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000081">http://iep.albinism.org/Home/example-iep/ieps/000081</a>
IEP	New Hampshire	Fourth	11	Unknown	Long-term Goal	READING FLUENCY: By July, 2013, given grade level text, student will increase his reading fluency to 130 correct words per minute as measured by Dibels or other fluency measure.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000082">http://iep.albinism.org/Home/example-iep/ieps/000082</a>
IEP	New Hampshire	Fourth	11	Unknown	Short-term objectives/benchmarks	By December, student will read grade level text at the rate of 115 correct words per minute with 95% accuracy, as measured by Dibels or other measure of reading fluency.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000082">http://iep.albinism.org/Home/example-iep/ieps/000082</a>
IEP	New Hampshire	Fourth	11	Unknown	Short-term objectives/benchmarks	By March student will read grade level text at the rate of 125 correct words per minute with 95% accuracy, as measured by Dibels or other measure of reading fluency.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000082">http://iep.albinism.org/Home/example-iep/ieps/000082</a>
IEP	New Hampshire	Fourth	11	Unknown	Short-term objectives/benchmarks	By June student will read grade level text at the rate of 130 correct words per minute with 95% accuracy, as measured by Dibels or other measure of reading fluency.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000082">http://iep.albinism.org/Home/example-iep/ieps/000082</a>
IEP	New Hampshire	Fourth	11	Unknown	Long-term Goal	Vision: By June, given instruction and practice, student will demonstrate the ability to touch type an average of 20 words per minute, briefly looking at keys occasionally, as measured by special education staff.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000082">http://iep.albinism.org/Home/example-iep/ieps/000082</a>
IEP	New Hampshire	Fourth	11	Unknown	Short-term objectives/benchmarks	By December, given instruction and practice, student will demonstrate the ability to touch type an average of 14 words per minute as measured by special education staff.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000082">http://iep.albinism.org/Home/example-iep/ieps/000082</a>
IEP	New Hampshire	Fourth	11	Unknown	Short-term objectives/benchmarks	By March, given instruction and practice, " will demonstrate the ability to touch type an average of 17 words per minute as measured by special education staff.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000082">http://iep.albinism.org/Home/example-iep/ieps/000082</a>
IEP	New Hampshire	Fourth	11	Unknown	Short-term objectives/benchmarks	By June 2013, given instruction and practice student will demonstrate the ability to touch type an average of 20 words per minute as measured by special education staff.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000082">http://iep.albinism.org/Home/example-iep/ieps/000082</a>
IEP	New Hampshire	Fourth	11	Unknown	Long-term Goal	ORIENTATION AND MOBILITY: Student will increase his safety and independence while navigating his school and community environments, measured by observation and teacher collected data, by June.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000082">http://iep.albinism.org/Home/example-iep/ieps/000082</a>
IEP	New Hampshire	Fourth	11	Unknown	Short-term objectives/benchmarks	Student will demonstrate the sighted guide technique and discuss its benefits with 90% accuracy.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000082">http://iep.albinism.org/Home/example-iep/ieps/000082</a>
IEP	New Hampshire	Fourth	11	Unknown	Short-term objectives/benchmarks	Student will describe the procedures for a fire drill given various starting points within his school with 100% accuracy.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000082">http://iep.albinism.org/Home/example-iep/ieps/000082</a>
IEP	New Hampshire	Fourth	11	Unknown	Short-term objectives/benchmarks	Using his long cane, student will demonstrate the diagonal, constant contact and two-touch techniques with 90% accuracy.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000082">http://iep.albinism.org/Home/example-iep/ieps/000082</a>
IEP	New Hampshire	Fourth	11	Unknown	Short-term objectives/benchmarks	Student will read signs and wall menus using his monocular in community settings with 90% accuracy.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000082">http://iep.albinism.org/Home/example-iep/ieps/000082</a>
IEP	New Hampshire	Fourth	11	Unknown	Short-term objectives/benchmarks	At an indoor shopping mall, student will use a map and directory to orient himself, locate a requested destination, and then walk an efficient route to that destination without assistance with 90% accuracy.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000082">http://iep.albinism.org/Home/example-iep/ieps/000082</a>

Document Type	State	Grade	Age	Visual Acuity	Category	Description	Actual IEP
IEP	New Hampshire	Fourth	11	Unknown	Short-term objectives/benchmarks	While traveling in the community (i.e. shopping mall, department stores, supermarkets, residential and business areas), student will improve his age appropriate street safety skills. He will demonstrate the following with 100 % accuracy: identify the safest place to walk/stand, how to scan, where to look for moving vehicles and use auditory cues in order to initiate a safe crossing.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000082">http://iep.albinism.org/Home/example-iep/ieps/000082</a>
IEP	New Hampshire	Fourth	11	Unknown	Long-term Goal	ACADEMIC: By June student will increase his knowledge of maps by using low vision tools such as large print, the video magnifier, a telescope, and/or laptop computer with Zoomtext to complete Social Studies classroom assignments with 80% accuracy, as they occur in the 5th grade curriculum, as measured by assignments and tests.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000082">http://iep.albinism.org/Home/example-iep/ieps/000082</a>
IEP	New Hampshire	Fourth	11	Unknown	Short-term objectives/benchmarks	By December, student will increase his knowledge of maps by using large print, the video magnifier, a telescope, and/or laptop computer to complete Social Studies classroom and/or individualized assignments as they occur in the first trimester curriculum with 80% accuracy, as measured by assignments and test.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000082">http://iep.albinism.org/Home/example-iep/ieps/000082</a>
IEP	New Hampshire	Fourth	11	Unknown	Short-term objectives/benchmarks	By March, student will increase his knowledge of maps by using large print, the video magnifier, a telescope, and/or laptop computer with Zoomtext to complete Social Studies classroom and/or individualized assignments as they occur in the second trimester curriculum with 80% accuracy, as measured by assignments and test.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000082">http://iep.albinism.org/Home/example-iep/ieps/000082</a>
IEP	New Hampshire	Fourth	11	Unknown	Short-term objectives/benchmarks	By June, student will increase his knowledge of maps by using large print, the video magnifier, a telescope, and/or laptop computer with Zoomtext to complete Social Studies classroom and/or individualized assignments as they occur in the third semester curriculum with 80% accuracy, as measured by assignments and test.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000082">http://iep.albinism.org/Home/example-iep/ieps/000082</a>
IEP	New Hampshire	Fourth	11	Unknown	Accommodations	Presentation of Material/Subject: Make sure student understands all the directions, Gain student's attention before speaking, Encourage student to ask for help when he is uncertain, Encourage student to move to a spot where he feels he can see best. Maps will need to be reviewed in advance and modified to meet student's visual needs. Provide" with desk top, large print materials whenever possible. Make copies of materials for all classes on colored paper (black ink on flat orange (not neon), tan or yellow paper). In P.E. have student help with the demonstration or be sure he is close enough to see what is expected. Use special, dark lined writing paper. Position papers or posters at eye level for student to read. Use a slant board when it is helpful. Sheet music for music class and instrumental lessons need to be adapted. An example of how to customize sheet music is in his SPED file. For teacher made materials, including notes/comments to student, print and use a dark colored ink; unless the purpose is to provide Drake with practice reading cursive. During NECAP practice tests, be sure the practice pages are appropriately enlarged for student. Generally use font size 16 or 18 in type style Verdana or Arial, as these are the easiest for student to read.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000082">http://iep.albinism.org/Home/example-iep/ieps/000082</a>
IEP	New Hampshire	Fourth	11	Unknown	Accommodations	Support to Classroom Teachers: Awareness of the IEP. Curriculum pre-view to look for possible difficulties, such as geometry units in math. Consultation with case coordinator & teacher of visually impaired. Supportive Teaming.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000082">http://iep.albinism.org/Home/example-iep/ieps/000082</a>
IEP	New Hampshire	Fourth	11	Unknown	Accommodations	Social Accommodations: identify yourself and have others do so when they greet student as he may not recognize less familiar acquaintances. Address student by his name when speaking to him, so that he knows he is being addressed. Student will miss important non-verbal clues given by a person's posture or face - explain these things to him if you are nearby. Student wears a hat with a visor in school to assist in decreasing the amount of light and glare. Help peers understand the functionality of a hat for student.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000082">http://iep.albinism.org/Home/example-iep/ieps/000082</a>
IEP	New Hampshire	Fourth	11	Unknown	Accommodations	Provide buff colored paper with dark lines for writing and bold lined graph paper for math.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000082">http://iep.albinism.org/Home/example-iep/ieps/000082</a>
IEP	New Hampshire	Fourth	11	Unknown	Accommodations	When writing on the whiteboard, easel, etc. verbalize what is written and use quality markers that offer good contrast such as black and dark blue. Avoid old, fading markers of any color and use of red, green and orange.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000082">http://iep.albinism.org/Home/example-iep/ieps/000082</a>
IEP	New Hampshire	Fourth	11	Unknown	Accommodations	Student may use black flare pens (Visa markers ) for his written work. He may use a lead pencil (flat lead #9) for some tasks. He may use the computer for some tasks.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000082">http://iep.albinism.org/Home/example-iep/ieps/000082</a>
IEP	New Hampshire	Fourth	11	Unknown	Accommodations	Student needs a visually appropriate Agenda/Planner; one that provides bold, well-spaced lines and subject/categories written bold lettering.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000082">http://iep.albinism.org/Home/example-iep/ieps/000082</a>
IEP	New Hampshire	Fourth	11	Unknown	Accommodations	For assemblies, give student the option of using the video magnifier. Allow student to ask a friend to sit with him.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000082">http://iep.albinism.org/Home/example-iep/ieps/000082</a>
IEP	New Hampshire	Fourth	11	Unknown	Accommodations	Student usually requires extra time to organize and locate his personal belongings while at school and when preparing to leave.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000082">http://iep.albinism.org/Home/example-iep/ieps/000082</a>
IEP	New Hampshire	Fourth	11	Unknown	Accommodations	Managing instructional materials and low vision tools in a classroom setting is still a relatively a new experience for student. Collaborate with student to find ways for him to: complete visually challenging assignments, be organized and communicate important dates and messages to and from home.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000082">http://iep.albinism.org/Home/example-iep/ieps/000082</a>
IEP	New Hampshire	Fourth	11	Unknown	Accommodations	Sunscreen: student will need sunscreen, sunglasses, and a hat whenever he goes outside for recess or any other reason.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000082">http://iep.albinism.org/Home/example-iep/ieps/000082</a>
IEP	New Hampshire	Fourth	11	Unknown	Accommodations	Pre-View New Equipment: Student should have time to pre-view environmental objects like gym equipment or playground structures or playing surfaces.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000082">http://iep.albinism.org/Home/example-iep/ieps/000082</a>

Document Type	State	Grade	Age	Visual Acuity	Category	Description	Actual IEP
IEP	New Hampshire	Fourth	11	Unknown	Accommodations	Only as needed for safety, highlight low contrast steps, dropoffs, and/or protruding objects with highly contrasting tape or paint for safety and to reduce visual fatigue.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000082">http://iep.albinism.org/Home/example-iep/ieps/000082</a>
IEP	New Hampshire	Fourth	11	Unknown	Accommodations	On field trips, particularly to environments with uneven terrain, low contrasting steps, and environments that are dimly or brightly lit, provide student with access to adult assistance for support. He may also have difficulty scanning or tracking a target or person in busy environments and/or in brightly or dimly lit environments. Also, be sure the teacher carries an "accommodation bag", with spare sunscreen, sunglasses and a hat for emergencies.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000082">http://iep.albinism.org/Home/example-iep/ieps/000082</a>
IEP	New Hampshire	Fourth	11	Unknown	Accommodations	During PE, solicit input from student on how to modify an activity or game which might be difficult or less safe due to the student's visual limitations.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000082">http://iep.albinism.org/Home/example-iep/ieps/000082</a>
IEP	New Hampshire	Fourth	11	Unknown	Accommodations	Only as needed during P.E., highlight low contrasting edges of equipment such as balance beams and hurdles. When participating in games involving balls or objects flying through the air, provide reminder cues to utilize a blocking technique in order to protect his face. When using a blocking technique, student crosses his forearms in front of and a foot or so away from his face in order to block a flying ball or object that may surprise him.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000082">http://iep.albinism.org/Home/example-iep/ieps/000082</a>
IEP	New Hampshire	Fourth	11	Unknown	Accommodations	Student should be permitted to use his long cane in a safe manner when he participates on field trips to unfamiliar environments, if he chooses to do so.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000082">http://iep.albinism.org/Home/example-iep/ieps/000082</a>
IEP	New Hampshire	Fourth	11	Unknown	Accommodations	Allow student to visit the school the week before school starts, after the class is all set up, to explore the class and familiarize himself with where things are located.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000082">http://iep.albinism.org/Home/example-iep/ieps/000082</a>
IEP	New Hampshire	Fourth	11	Unknown	Accommodations	Seating: Keep student's back to the sun and windows. Give him preferential seating for all classes including music and instrumental lessons. For practice and musical performances, position student based on visual needs not height.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000082">http://iep.albinism.org/Home/example-iep/ieps/000082</a>
IEP	New Hampshire	Fourth	11	Unknown	Accommodations	Lighting: As much as possible, decrease the lighting in classroom to help reduce the glare and eye strain from overhead lights. Decrease classroom lighting by: keeping one bank of lights off, install bulb sleeves, and/or pull shades. Student is bothered by indoor glare, allow him to wear his hat and sunglasses indoors.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000082">http://iep.albinism.org/Home/example-iep/ieps/000082</a>
IEP	New Hampshire	Fourth	11	Unknown	Accommodations	Magnification: Student will need an Acrobot and/or a monocular in class. His work will need to be enlarged and perhaps darkened often.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000082">http://iep.albinism.org/Home/example-iep/ieps/000082</a>
IEP	New Hampshire	Fourth	11	Unknown	Accommodations	Provide extra work space for video magnifier; such as a student executive desk. Provide a station for charging the video magnifier and supervise to insure charging is completed during non-school hours to avoid needing to use the power cord during school day; which can be a safety hazard.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000082">http://iep.albinism.org/Home/example-iep/ieps/000082</a>
IEP	New Hampshire	Fourth	11	Unknown	Accommodations	Decrease the lighting in student's classroom to lessen the glare from overhead lights. Achieve this by installing bulb sleeves, shades, and/or dimmer switch.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000082">http://iep.albinism.org/Home/example-iep/ieps/000082</a>
IEP	New Hampshire	Fourth	11	Unknown	Accommodations	Enlarge homework, worksheets, and handouts for student in advance of instruction. Enlarge using the copy machine, have student use the video magnifier, or if in an electronic file, increase the font to 18 point prior to printing student copy. If using the copy machine, use 1.23% and 11 x 17 or legal size paper depending on the original.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000082">http://iep.albinism.org/Home/example-iep/ieps/000082</a>
IEP	New Hampshire	Fourth	11	Unknown	Services/Frequency	Reading Fluency 1 time per day 15 mins	<a href="http://iep.albinism.org/Home/example-iep/ieps/000082">http://iep.albinism.org/Home/example-iep/ieps/000082</a>
IEP	New Hampshire	Fourth	11	Unknown	Services/Frequency	Individual Vision 45 minutes per week	<a href="http://iep.albinism.org/Home/example-iep/ieps/000082">http://iep.albinism.org/Home/example-iep/ieps/000082</a>
IEP	New Hampshire	Fourth	11	Unknown	Services/Frequency	Vision consultation 30 minutes per month	<a href="http://iep.albinism.org/Home/example-iep/ieps/000082">http://iep.albinism.org/Home/example-iep/ieps/000082</a>
IEP	New Hampshire	Fourth	11	Unknown	Services/Frequency	O&M 60 minutes per month	<a href="http://iep.albinism.org/Home/example-iep/ieps/000082">http://iep.albinism.org/Home/example-iep/ieps/000082</a>
IEP	Massachusetts	Preschool Age 3	3	20/100	Long-term Goal	Orientation and Mobility: Student will experience more travel in unfamiliar areas both indoors and outdoors and he will demonstrate ability beyond the current performance level as measured through the following objectives.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000083">http://iep.albinism.org/Home/example-iep/ieps/000083</a>
IEP	Massachusetts	Preschool Age 3	3	20/100	Short-term objectives/benchmarks	Given a route to a less familiar area, Student will keep a straight line of travel while focusing forward in 3 out of 5 opportunities.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000083">http://iep.albinism.org/Home/example-iep/ieps/000083</a>
IEP	Massachusetts	Preschool Age 3	3	20/100	Short-term objectives/benchmarks	Given routes in less familiar areas, Student will continue to travel safely and efficiently in 3 out of 5 opportunities.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000083">http://iep.albinism.org/Home/example-iep/ieps/000083</a>
IEP	Massachusetts	Preschool Age 3	3	20/100	Short-term objectives/benchmarks	Given a familiar destination, Student will learn alternate routes to utilize travel in 3 out of 5 opportunities.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000083">http://iep.albinism.org/Home/example-iep/ieps/000083</a>
IEP	Massachusetts	Preschool Age 3	3	20/100	Short-term objectives/benchmarks	Given a set of stairs, Student will travel safely both ascending and descending using an alternating pattern, holding the rail and traveling on the right side in 3 out of 5 opportunities.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000083">http://iep.albinism.org/Home/example-iep/ieps/000083</a>
IEP	Massachusetts	Preschool Age 3	3	20/100	Long-term Goal	Vision: Student will increase his visual efficiency skills for all classroom activities to demonstrate ability beyond the current performance level as measured through the following objectives.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000083">http://iep.albinism.org/Home/example-iep/ieps/000083</a>
IEP	Massachusetts	Preschool Age 3	3	20/100	Short-term objectives/benchmarks	Given a whole group activity, Student will state when he is unable to view materials in 4 out of 5 opportunities.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000083">http://iep.albinism.org/Home/example-iep/ieps/000083</a>
IEP	Massachusetts	Preschool Age 3	3	20/100	Short-term objectives/benchmarks	Given a whole group activity, Student will pick a place to sit in an appropriate area close to the presentation 2 out of 5 opportunities.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000083">http://iep.albinism.org/Home/example-iep/ieps/000083</a>
IEP	Massachusetts	Preschool Age 3	3	20/100	Short-term objectives/benchmarks	Given materials and people in the environment, Student will use his vision to verify the relative location of them by using positional words such as near/far, above/below, left/right, behind/front in 3 out of 5 occasions.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000083">http://iep.albinism.org/Home/example-iep/ieps/000083</a>
IEP	Massachusetts	Preschool Age 3	3	20/100	Long-term Goal	Fine Motor: Student will develop skilled fine motor control and grasp patterns when using a marker, scissors and when managing small art materials in order to demonstrate ability beyond the current performance level as measured by the following objectives.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000083">http://iep.albinism.org/Home/example-iep/ieps/000083</a>

Document Type	State	Grade	Age	Visual Acuity	Category	Description	Actual IEP
IEP	Massachusetts	Preschool Age 3	3	20/100	Short-term objectives/benchmarks	Student will continue to strengthen his ability to sustain skilled grasp patterns (pincer vs. less mature and weaker closed-web grasp) when picking up tiny objects such as small pieces of paper for art additives, within 3 out of 4 opportunities.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000083">http://iep.albinism.org/Home/example-iep/ieps/000083</a>
IEP	Massachusetts	Preschool Age 3	3	20/100	Short-term objectives/benchmarks	Given preschool scissors, Student will be able to assume a skilled grasp" manage his scissors and the shape, and then cut smoothly and accurately (within 112 inch of the cutting line) shapes such as a square, triangle, and a circle, 3 out of 4 opportunities.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000083">http://iep.albinism.org/Home/example-iep/ieps/000083</a>
IEP	Massachusetts	Preschool Age 3	3	20/100	Services/Frequency	Braille 45 minutes per week	<a href="http://iep.albinism.org/Home/example-iep/ieps/000083">http://iep.albinism.org/Home/example-iep/ieps/000083</a>
IEP	Massachusetts	Preschool Age 3	3	20/100	Services/Frequency	Occupational Therapy 30 minutes per month	<a href="http://iep.albinism.org/Home/example-iep/ieps/000083">http://iep.albinism.org/Home/example-iep/ieps/000083</a>
IEP	Massachusetts	Preschool Age 3	3	20/100	Services/Frequency	O&M 15 minutes per week	<a href="http://iep.albinism.org/Home/example-iep/ieps/000083">http://iep.albinism.org/Home/example-iep/ieps/000083</a>
IEP	Massachusetts	Second	8	20/100	Accommodations	Break down multi-step art projects into component steps.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000084">http://iep.albinism.org/Home/example-iep/ieps/000084</a>
IEP	Massachusetts	Second	8	20/100	Accommodations	Preview novel art materials or manipulatives in an individual or small group setting before presenting them to Student in a large group.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000084">http://iep.albinism.org/Home/example-iep/ieps/000084</a>
IEP	Massachusetts	Second	8	20/100	Accommodations	Use a triangular pencil-grip on a primary pencil for writing and drawing.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000084">http://iep.albinism.org/Home/example-iep/ieps/000084</a>
IEP	Massachusetts	Second	8	20/100	Accommodations	Provide clear visual models for drawing task to promote complexity and inclusion of detail.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000084">http://iep.albinism.org/Home/example-iep/ieps/000084</a>
IEP	Massachusetts	Second	8	20/100	Accommodations	Student needs to be given time to preview activities and material. Introduce new activities and materials to Student before showing the class as a group. Student needs to preview the material without the distraction and stimulation of other children around him. This will enhance Student's understanding of what is expected of him.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000084">http://iep.albinism.org/Home/example-iep/ieps/000084</a>
IEP	Massachusetts	Second	8	20/100	Accommodations	Student's back should always be toward the windows and teachers should not stand in front of the windows or the light source when teaching or speaking to students.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000084">http://iep.albinism.org/Home/example-iep/ieps/000084</a>
IEP	Massachusetts	Second	8	20/100	Accommodations	Student should be given preferential seating to the teacher and all visual demonstrations. Student should not have an unshaded window behind him as this causes glare.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000084">http://iep.albinism.org/Home/example-iep/ieps/000084</a>
IEP	Massachusetts	Second	8	20/100	Accommodations	Student should be given more time to scan the environment in order to locate a specified target. If the teacher is pointing to something in the classroom and asks the students to look at it, the teacher should give Student extra time to locate the object as well as make sure Student has found the object before continuing with the activity/discussion.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000084">http://iep.albinism.org/Home/example-iep/ieps/000084</a>
IEP	Massachusetts	Second	8	20/100	Accommodations	Use high contrast material. Student is able to identify objects of high contrast easier than low contrast objects. The classroom environment should be adapted to have as much contrast as possible.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000084">http://iep.albinism.org/Home/example-iep/ieps/000084</a>
IEP	Massachusetts	Second	8	20/100	Accommodations	Visual information should be simple and uncluttered. This will help Student identify and take in the material. Do not use too many colors or objects at the same time.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000084">http://iep.albinism.org/Home/example-iep/ieps/000084</a>
IEP	Massachusetts	Second	8	20/100	Accommodations	Whenever possible, give Student his own copy of books or pictures that are presented to the class as group. This will allow Student to look at the material at a distance that is preferable to him. An iPad or equivalent technology will be available to Student so that he can enlarge text independently.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000084">http://iep.albinism.org/Home/example-iep/ieps/000084</a>
IEP	Massachusetts	Second	8	20/100	Accommodations	Care should be taken in new environments. Preview new environments with Student and point out any changes in surface or obstacles. Give verbal cues when walking outside the classroom when obstacles or change in surfaces are about to occur.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000084">http://iep.albinism.org/Home/example-iep/ieps/000084</a>
IEP	Massachusetts	Second	8	20/100	Accommodations	Keep the classroom uncluttered and consistent so that Student has a safe environment to move in.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000084">http://iep.albinism.org/Home/example-iep/ieps/000084</a>
IEP	Massachusetts	Second	8	20/100	Accommodations	Encourage multisensory learning. Student currently uses vision to access information, but Student may need to rely on other sources in the future. Student should be given exposure to multisensory experiences in order to develop all his sensory channels.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000084">http://iep.albinism.org/Home/example-iep/ieps/000084</a>
IEP	Massachusetts	Second	8	20/100	Accommodations	Provide a pencil with soft lead.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000084">http://iep.albinism.org/Home/example-iep/ieps/000084</a>
IEP	Massachusetts	Second	8	20/100	Accommodations	Shades should be placed on windows if the glare impedes Student's ability to access classroom activities.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000084">http://iep.albinism.org/Home/example-iep/ieps/000084</a>
IEP	Massachusetts	Second	8	20/100	Accommodations	Provide specific verbal instructions and/or spatial directions instead of gestures or nonspecific directions (For example, "come to the meeting area" rather than "come over here.")	<a href="http://iep.albinism.org/Home/example-iep/ieps/000084">http://iep.albinism.org/Home/example-iep/ieps/000084</a>
IEP	Massachusetts	Second	8	20/100	Accommodations	Locker or cubbie on the end and label it with a visual marker.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000084">http://iep.albinism.org/Home/example-iep/ieps/000084</a>
IEP	Massachusetts	Second	8	20/100	Accommodations	use of visual enhancement aids (i.e. Elmo) be used in Student's classroom.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000084">http://iep.albinism.org/Home/example-iep/ieps/000084</a>
IEP	Massachusetts	Second	8	20/100	Long-term Goal	Student will use optical aids for information gathering during outdoor travel.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000084">http://iep.albinism.org/Home/example-iep/ieps/000084</a>
IEP	Massachusetts	Second	8	20/100	Short-term objectives/benchmarks	Student will locate and correctly read informational outdoor signs using his monocular on 4 out of 5 attempts.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000084">http://iep.albinism.org/Home/example-iep/ieps/000084</a>
IEP	Massachusetts	Second	8	20/100	Short-term objectives/benchmarks	During travel, Student will recognize and appropriately greet others along the route.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000084">http://iep.albinism.org/Home/example-iep/ieps/000084</a>
IEP	New York	First	7	20/200	Short-term objectives/benchmarks	VISION: Student will select and use appropriate visual aids and/or assistive technology (included but not limited to: dome magnifier, monocular, closed-circuit television) to access the curriculum.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000085">http://iep.albinism.org/Home/example-iep/ieps/000085</a>
IEP	New York	First	7	20/200	Short-term objectives/benchmarks	Vision: Student will master writing and tactually reading all single character whole-word braille contractions.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000085">http://iep.albinism.org/Home/example-iep/ieps/000085</a>
IEP	New York	First	7	20/200	Short-term objectives/benchmarks	Vision: Student will inform teachers in any educational setting whenever curricular materials are not visible to him at nearpoint or at distance.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000085">http://iep.albinism.org/Home/example-iep/ieps/000085</a>
IEP	New York	First	7	20/200	Short-term objectives/benchmarks	Vision: Student will learn to touch-type the entire QWERTY keyboard with visual feedback using only the computer screen.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000085">http://iep.albinism.org/Home/example-iep/ieps/000085</a>

Document Type	State	Grade	Age	Visual Acuity	Category	Description	Actual IEP
IEP	New York	First		7 20/200	Short-term objectives/benchmarks	Student will be able to explain and demonstrate the purpose of using the folding cane and the various techniques across many environments.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000085">http://iep.albinism.org/Home/example-iep/ieps/000085</a>
IEP	New York	First		7 20/200	Accommodations	Stairways, doorframes will be marked with high contrast marking for safety. Student will require non-glare marking on all stairwells he travels as well as doorframes. All school environments School Stairways, doorframes will be marked with high contrast marking for safety. Student will require non-glare marking on all stairwells he travels as well as doorframes.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000085">http://iep.albinism.org/Home/example-iep/ieps/000085</a>
IEP	New York	First		7 20/200	Accommodations	Outside of the school building –when going outside for any reason, Student will wear a hat and eye protection. Student requires sun glasses and a hat whenever he leaves the building, sunscreen will be applied at home before he comes to school. When going outside for any reason, Calrton will wear hat and eye protection. Student requires sun glasses and a hat whenever he leaves the building, sunscreen will be applied at home applied at home before he before he comes to comes to school.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000085">http://iep.albinism.org/Home/example-iep/ieps/000085</a>
IEP	New York	First		7 20/200	Accommodations	Special Seating Arrangements: Student requires preferential seating near the instructor and away from window glare due to visual limitations. Student requires preferential seating near the instructor and away from window glare due to visual limitations.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000085">http://iep.albinism.org/Home/example-iep/ieps/000085</a>
IEP	New York	First		7 20/200	Accommodations	Access to a aide: Student will require adult assistance during fire and evacuation drills and technology, all school environments - Student will require adult assistance during fire and evacuation drills and for equipment. classroom and special areas, for assistance with technology (CCTV, cane, monocular, slant boards etc.)Additional adult support in large environments such as assemblies and PE.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000085">http://iep.albinism.org/Home/example-iep/ieps/000085</a>
IEP	New York	First		7 20/200	Accommodations	Safety plan for fire drills and evacuations. Safety plan for fire drills and evacuations on file with building principal	<a href="http://iep.albinism.org/Home/example-iep/ieps/000085">http://iep.albinism.org/Home/example-iep/ieps/000085</a>
IEP	New York	First		7 20/200	Equipment	Monocular	<a href="http://iep.albinism.org/Home/example-iep/ieps/000085">http://iep.albinism.org/Home/example-iep/ieps/000085</a>
IEP	New York	First		7 20/200	Equipment	Slant board(s)	<a href="http://iep.albinism.org/Home/example-iep/ieps/000085">http://iep.albinism.org/Home/example-iep/ieps/000085</a>
IEP	New York	First		7 20/200	Equipment	Glare-blocking window shades	<a href="http://iep.albinism.org/Home/example-iep/ieps/000085">http://iep.albinism.org/Home/example-iep/ieps/000085</a>
IEP	New York	First		7 20/200	Equipment	magnifier(s)	<a href="http://iep.albinism.org/Home/example-iep/ieps/000085">http://iep.albinism.org/Home/example-iep/ieps/000085</a>
IEP	New York	First		7 20/200	Equipment	Adapted equipment: classroom, access to, but not limited to: CCTV, monocular, Day magnifier, cane and adapted visual aides, screen enlargement software, not an exhaustive list.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000085">http://iep.albinism.org/Home/example-iep/ieps/000085</a>
IEP	New York	First		7 20/200	Accommodations	Tests Administered in a Separate Location/Room.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000085">http://iep.albinism.org/Home/example-iep/ieps/000085</a>
IEP	New York	First		7 20/200	Accommodations	Answers Recorded in Test Booklet. Any test requiring bubbling or transferring of information from one page to another.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000085">http://iep.albinism.org/Home/example-iep/ieps/000085</a>
IEP	New York	First		7 20/200	Accommodations	Use of Large Type Format. For all tests, text enlarged to 4M, Student may use CCTV for testing situations.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000085">http://iep.albinism.org/Home/example-iep/ieps/000085</a>
IEP	New York	First		7 20/200	Equipment	Use of Adaptive or Special Equipment. Student may utilize any and all listed adaptive equipment for testing including CCTV.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000085">http://iep.albinism.org/Home/example-iep/ieps/000085</a>
IEP	New York	First		7 20/200	Equipment	Use of Aids/ Assistive Technology Device. Student will be allowed to use pencils and writing implements that produce dark lines and paper should be dark lined and not shiny.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000085">http://iep.albinism.org/Home/example-iep/ieps/000085</a>
IEP	New York	First		7 20/200	Accommodations	Extended Time. Due to vision limitations and fatigue.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000085">http://iep.albinism.org/Home/example-iep/ieps/000085</a>
IEP	New York	First		7 20/200	Accommodations	Use of Break Periods. Will be offered a supervised break after each 20 minutes of testing or after each subsection of testing for visual fatigue.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000085">http://iep.albinism.org/Home/example-iep/ieps/000085</a>
IEP	Florida	Preschool Age 3		3 20/200	Long-term Goal	Given verbal prompts, student will attend to a teacher-directed activity within a small group (3-5 children) for 5 minutes in 4 out of 5 opportunities, by November.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000086">http://iep.albinism.org/Home/example-iep/ieps/000086</a>
IEP	Florida	Preschool Age 3		3 20/200	Short-term objectives/benchmarks	Given verbal, gestural and physical prompts, student will attend to a teacher-directed activity within a small group (3-5 children) for 5 minutes.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000086">http://iep.albinism.org/Home/example-iep/ieps/000086</a>
IEP	Florida	Preschool Age 3		3 20/200	Short-term objectives/benchmarks	Given verbal and gestural prompts, student will attend to a teacher-directed activity within a small group (3-5 children) for 5 minutes.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000086">http://iep.albinism.org/Home/example-iep/ieps/000086</a>
IEP	Florida	Preschool Age 3		3 20/200	Long-term Goal	Given verbal prompts, student will share a common set of toys with a small group (3-5 children) of peers during an unstructured play setting in 4 out of 5 opportunities, by November.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000086">http://iep.albinism.org/Home/example-iep/ieps/000086</a>
IEP	Florida	Preschool Age 3		3 20/200	Short-term objectives/benchmarks	Given verbal, gestural and physical prompts, student will share a common set of toys with a small group (3-5 children) of peers during an unstructured play setting.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000086">http://iep.albinism.org/Home/example-iep/ieps/000086</a>
IEP	Florida	Preschool Age 3		3 20/200	Short-term objectives/benchmarks	Given verbal and gestural prompts, student will share a common set of toys with a small group (3-5 children) of peers during an unstructured play setting.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000086">http://iep.albinism.org/Home/example-iep/ieps/000086</a>
IEP	Florida	Preschool Age 3		3 20/200	Long-term Goal	Given verbal prompts, student will identify common dangers during unstructured settings across all school environments in 4 out of 5 opportunities, by November.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000086">http://iep.albinism.org/Home/example-iep/ieps/000086</a>
IEP	Florida	Preschool Age 3		3 20/200	Short-term objectives/benchmarks	Given verbal, gestural and physical prompts, student will identify common dangers across all school environments.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000086">http://iep.albinism.org/Home/example-iep/ieps/000086</a>
IEP	Florida	Preschool Age 3		3 20/200	Short-term objectives/benchmarks	Given verbal and gestural prompts, student will identify common dangers across all school environments.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000086">http://iep.albinism.org/Home/example-iep/ieps/000086</a>
IEP	Florida	Preschool Age 3		3 20/200	Long-term Goal	Given a verbal prompt, student will follow at least 4 two-step directions containing descriptive concept vocabulary in 4 out of 5 opportunities, by November.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000086">http://iep.albinism.org/Home/example-iep/ieps/000086</a>
IEP	Florida	Preschool Age 3		3 20/200	Short-term objectives/benchmarks	Given physical, visual and verbal prompts, student will follow at least 4 two-step directions containing descriptive concept vocabulary.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000086">http://iep.albinism.org/Home/example-iep/ieps/000086</a>
IEP	Florida	Preschool Age 3		3 20/200	Short-term objectives/benchmarks	Given visual and verbal prompts, student will follow at least 4 two-step directions containing descriptive concept vocabulary.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000086">http://iep.albinism.org/Home/example-iep/ieps/000086</a>

Document Type	State	Grade	Age	Visual Acuity	Category	Description	Actual IEP
IEP	Florida	Preschool Age 3	3	20/200	Short-term objectives/benchmarks	Given verbal prompts, student will follow at least 4 two-step directions containing descriptive concept vocabulary.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000086">http://iep.albinism.org/Home/example-iep/ieps/000086</a>
IEP	Florida	Preschool Age 3	3	20/200	Long-term Goal	Given a verbal prompt, student will answer a variety of Wh (what and where) questions using 3 to 5 word utterances, during small group (3-5 peers) classroom activities in 8 out of 10 opportunities, by November.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000086">http://iep.albinism.org/Home/example-iep/ieps/000086</a>
IEP	Florida	Preschool Age 3	3	20/200	Short-term objectives/benchmarks	Given a common classroom object, student will tell the name of the object when asked, "What is this?"	<a href="http://iep.albinism.org/Home/example-iep/ieps/000086">http://iep.albinism.org/Home/example-iep/ieps/000086</a>
IEP	Florida	Preschool Age 3	3	20/200	Short-term objectives/benchmarks	When asked the location of a known classroom object, student will slate the local ion using age-appropriate spatial vocabulary.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000086">http://iep.albinism.org/Home/example-iep/ieps/000086</a>
IEP	Florida	Preschool Age 3	3	20/200	Short-term objectives/benchmarks	During an activity, student will use the correct "ing" verb form when asked What are you doing?	<a href="http://iep.albinism.org/Home/example-iep/ieps/000086">http://iep.albinism.org/Home/example-iep/ieps/000086</a>
IEP	Florida	Preschool Age 3	3	20/200	Short-term objectives/benchmarks	After an activity, student will use the correct past tense verb form when asked What did you do?	<a href="http://iep.albinism.org/Home/example-iep/ieps/000086">http://iep.albinism.org/Home/example-iep/ieps/000086</a>
IEP	Florida	Preschool Age 3	3	20/200	Long-term Goal	By November, in a small group setting given visual and verbal cuing, student will produce the /h/ phoneme in all positions of words with 80% accuracy.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000086">http://iep.albinism.org/Home/example-iep/ieps/000086</a>
IEP	Florida	Preschool Age 3	3	20/200	Short-term objectives/benchmarks	By February, in a small group setting given visual and verbal cuing, student will produce the /h/ phoneme in all positions of words with 60% accuracy.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000086">http://iep.albinism.org/Home/example-iep/ieps/000086</a>
IEP	Florida	Preschool Age 3	3	20/200	Short-term objectives/benchmarks	By February, in a small group setting given visual and verbal cuing, student will produce the /h/phoneme in all positions of words with 70% accuracy.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000086">http://iep.albinism.org/Home/example-iep/ieps/000086</a>
IEP	Florida	Preschool Age 3	3	20/200	Short-term objectives/benchmarks	By February, in a small group setting given visual and verbal cuing, student will produce the /h/ phoneme in a/ positions of words with 80% accuracy.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000086">http://iep.albinism.org/Home/example-iep/ieps/000086</a>
IEP	Florida	Preschool Age 3	3	20/200	Long-term Goal	By November, in a small group setting given visual and verbal cuing, student will produce the /s/ and /z/ phoneme in all positions of words with 80% accuracy.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000086">http://iep.albinism.org/Home/example-iep/ieps/000086</a>
IEP	Florida	Preschool Age 3	3	20/200	Short-term objectives/benchmarks	By February, in a small group setting given visual and verbal cuing, student will produce the /s/ and /z/ phoneme in all positions of words with 60% accuracy.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000086">http://iep.albinism.org/Home/example-iep/ieps/000086</a>
IEP	Florida	Preschool Age 3	3	20/200	Short-term objectives/benchmarks	By February, in a small group setting given visual and verbal cuing, student will produce the /s/ and /z/ phoneme in all positions of words with 70% accuracy.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000086">http://iep.albinism.org/Home/example-iep/ieps/000086</a>
IEP	Florida	Preschool Age 3	3	20/200	Short-term objectives/benchmarks	By February, in a small group setting given visual and verbal cuing, student will produce the /s/ and /z/ phoneme in all positions of words with 80% accuracy.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000086">http://iep.albinism.org/Home/example-iep/ieps/000086</a>
IEP	Florida	Preschool Age 3	3	20/200	Long-term Goal	Annual Measurable Goal: By November, in a small group setting given visual and verbal cuing, will produce the /f/ and /v/ phoneme in all positions of words with 80% accuracy.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000086">http://iep.albinism.org/Home/example-iep/ieps/000086</a>
IEP	Florida	Preschool Age 3	3	20/200	Short-term objectives/benchmarks	By February, in a small group setting given visual and verbal cuing, student will produce the /f/ and /v/ phoneme in all positions of words with 60% accuracy.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000086">http://iep.albinism.org/Home/example-iep/ieps/000086</a>
IEP	Florida	Preschool Age 3	3	20/200	Short-term objectives/benchmarks	By February, in a small group setting given visual and verbal cuing, student will produce the /f/ and /v/ phoneme in all positions of words with 70% accuracy.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000086">http://iep.albinism.org/Home/example-iep/ieps/000086</a>
IEP	Florida	Preschool Age 3	3	20/200	Short-term objectives/benchmarks	By February, in a small group setting given visual and verbal cuing, student will produce the /f/ and /v/ phoneme in all positions of words with 80% accuracy.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000086">http://iep.albinism.org/Home/example-iep/ieps/000086</a>
IEP	Florida	Preschool Age 3	3	20/200	Services/Frequency	Speech Therapy 60 minutes twice a week	<a href="http://iep.albinism.org/Home/example-iep/ieps/000086">http://iep.albinism.org/Home/example-iep/ieps/000086</a>
IEP	Florida	Preschool Age 3	3	20/200	Services/Frequency	academic, behavior, independent functioning, communication 5 times per week	<a href="http://iep.albinism.org/Home/example-iep/ieps/000086">http://iep.albinism.org/Home/example-iep/ieps/000086</a>
IEP	New Hampshire	Kindergarten	6	Unknown	Long-term Goal	Student will demonstrate independence in using his monocular telescope for distance viewing, within the school setting, with 80% accuracy by June	<a href="http://iep.albinism.org/Home/example-iep/ieps/000087">http://iep.albinism.org/Home/example-iep/ieps/000087</a>
IEP	New Hampshire	Kindergarten	6	Unknown	Short-term objectives/benchmarks	While sitting or standing in a stabilized position, student will focus his telescope on and name details of a stationary person or item at distances up to 30 feet in 4 out of 5 opportunities, by March.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000087">http://iep.albinism.org/Home/example-iep/ieps/000087</a>
IEP	New Hampshire	Kindergarten	6	Unknown	Short-term objectives/benchmarks	While sitting or standing in a stabilized position, using his telescope, student will track moving objects or people at a distance up to 20 feet, in 4 out of 5 opportunities, by June.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000087">http://iep.albinism.org/Home/example-iep/ieps/000087</a>
IEP	New Hampshire	Kindergarten	6	Unknown	Short-term objectives/benchmarks	While sitting or standing in a stabilized position, using his telescope, student will scan for specific target words, letters, or pictures and describes each one at distances up to 20 feet, in 4 out of 5 opportunities, by June.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000087">http://iep.albinism.org/Home/example-iep/ieps/000087</a>
IEP	New Hampshire	Kindergarten	6	Unknown	Long-term Goal	By January, student will read 100 of the 1st grade word wall words written in braille with 80% accuracy.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000087">http://iep.albinism.org/Home/example-iep/ieps/000087</a>
IEP	New Hampshire	Kindergarten	6	Unknown	Short-term objectives/benchmarks	Student will read 25 of the 1st grade word wall words written in braille with 75% accuracy by end of 2nd trimester of the school year.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000087">http://iep.albinism.org/Home/example-iep/ieps/000087</a>
IEP	New Hampshire	Kindergarten	6	Unknown	Short-term objectives/benchmarks	Student will read 60 of the 1st grade word wall words written in braille with 80% accuracy by end of 2nd trimester of the school year.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000087">http://iep.albinism.org/Home/example-iep/ieps/000087</a>
IEP	New Hampshire	Kindergarten	6	Unknown	Short-term objectives/benchmarks	Student will read 100 of the 1st grade word wall words written in braille with 75% accuracy by end of 2nd trimester of the school year.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000087">http://iep.albinism.org/Home/example-iep/ieps/000087</a>
IEP	New Hampshire	Kindergarten	6	Unknown	Long-term Goal	by January, student will read the following braille contractions with 80% accuracy, single-letter contractions, and the whole word contractions and , with, or, and for with 80% accuracy.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000087">http://iep.albinism.org/Home/example-iep/ieps/000087</a>
IEP	New Hampshire	Kindergarten	6	Unknown	Short-term objectives/benchmarks	Student will read 15 of the single-letter contractions and the 5 whole word brail contractions with 75% accuracy by end of 3rd trimester of the school year.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000087">http://iep.albinism.org/Home/example-iep/ieps/000087</a>
IEP	New Hampshire	Kindergarten	6	Unknown	Short-term objectives/benchmarks	Student will read 22 single-letter contractions and the 5 whole word braille contractions with 80% accuracy by end of 1st trimester of the school year.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000087">http://iep.albinism.org/Home/example-iep/ieps/000087</a>
IEP	New Hampshire	Kindergarten	6	Unknown	Long-term Goal	By June, student will dependently operate a Perkins/APH brailier to write an accurate simple sentence on 4 out of 5 trials. Simple sentences will begin with a capital letter and end with a period or question mark.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000087">http://iep.albinism.org/Home/example-iep/ieps/000087</a>
IEP	New Hampshire	Kindergarten	6	Unknown	Short-term objectives/benchmarks	With minimum physical assistance, student will operate the brailier and write a simple sentence on 2 out of 3 trials by end of 1st trimester of the school year.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000087">http://iep.albinism.org/Home/example-iep/ieps/000087</a>

Document Type	State	Grade	Age	Visual Acuity	Category	Description	Actual IEP
IEP	New Hampshire	Kindergarten	6	Unknown	Short-term objectives/benchmarks	With minimum verbal assistance, student will operate the brailier and write a simple sentence on 3 out of 4 trials by end of 2nd trimester of the school year.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000087">http://iep.albinism.org/Home/example-iep/ieps/000087</a>
IEP	New Hampshire	Kindergarten	6	Unknown	Short-term objectives/benchmarks	Student will independently operate the brailier and write a simple sentence on 4 out of 5 trials by end of 3rd trimester of the school year.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000087">http://iep.albinism.org/Home/example-iep/ieps/000087</a>
IEP	New Hampshire	Kindergarten	6	Unknown	Short-term objectives/benchmarks	Student will independently operate the brailier and write a complex, detailed sentences on 4 out of 5 trials by the end of the first trimester.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000087">http://iep.albinism.org/Home/example-iep/ieps/000087</a>
IEP	New Hampshire	Kindergarten	6	Unknown	Long-term Goal	By January, student will accurately read Literary and Nemeth 2 digit braille numbers on 4 out of 5 trials.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000087">http://iep.albinism.org/Home/example-iep/ieps/000087</a>
IEP	Connecticut	Sixth	10	Unknown	Short-term objectives/benchmarks	Student will accurately read Literary and Nemeth numerals from 1-25 on 2 out of 3 trials by end of 2nd trimester of the school year.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000078">http://iep.albinism.org/Home/example-iep/ieps/000078</a>
IEP	New Hampshire	Kindergarten	6	Unknown	Short-term objectives/benchmarks	Student will accurately read Literary and Nemeth numerals from 1-50 on 3 out of 4 trials by end of the 3rd trimester of the school year.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000087">http://iep.albinism.org/Home/example-iep/ieps/000087</a>
IEP	New Hampshire	Kindergarten	6	Unknown	Short-term objectives/benchmarks	Student will accurately read Literary and Nemeth numerals from 1-500 on 4 out of 5 trials by end of the 1st trimester of the school year.'	<a href="http://iep.albinism.org/Home/example-iep/ieps/000087">http://iep.albinism.org/Home/example-iep/ieps/000087</a>
IEP	New Hampshire	Kindergarten	6	Unknown	Long-term Goal	Student will improve his long cane technique for the purposes of traveling safely and confidently when lighting conditions impact his ability to visually access information about his travel path as measured by prace and drill sessions and instructor observation by January.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000087">http://iep.albinism.org/Home/example-iep/ieps/000087</a>
IEP	New Hampshire	Kindergarten	6	Unknown	Short-term objectives/benchmarks	With his long cae, student will walk at least 50 feet demonstrating the proper arc width while using the constant contact technique in 5/5 trials.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000087">http://iep.albinism.org/Home/example-iep/ieps/000087</a>
IEP	New Hampshire	Kindergarten	6	Unknown	Short-term objectives/benchmarks	When ascending stairs, student will demonstrate proper cane technique allowing him to safely identify the first and last steps without using visual cues in 4/5 trials.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000087">http://iep.albinism.org/Home/example-iep/ieps/000087</a>
IEP	New Hampshire	Kindergarten	6	Unknown	Short-term objectives/benchmarks	When descending stairs, student will demonstrate proper cane technique allowing him to safely identify the first and last steps without using visual cues in 4/5 trials.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000087">http://iep.albinism.org/Home/example-iep/ieps/000087</a>
IEP	New Hampshire	Kindergarten	6	Unknown	Accommodations	Ensure best viewing possible. Ask him whre he would prefer to sit. He should be offered positions close to demonstrations during activities. Allow him to move about the classroom to see informaiton presented away from the seat.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000087">http://iep.albinism.org/Home/example-iep/ieps/000087</a>
IEP	New Hampshire	Kindergarten	6	Unknown	Accommodations	Provide opportunity to preview, hold, and review necessary materials or items that must be presented at a distance. Allow additioal time to observe pictures used in lessons at a close distance. Adult support reinforcing concepts as necessary.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000087">http://iep.albinism.org/Home/example-iep/ieps/000087</a>
IEP	New Hampshire	Kindergarten	6	Unknown	Accommodations	Allow additional time to adjust to change in lighting conditions. Students should not be positioned in a classroom setting with the light shinning directly into his eyes, but instead positioned so that light comes from behind him. Teacher should avoid standign in front of a window or light source when delivering directions. Control of lighting and glare is essential to promote his best visual performance.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000087">http://iep.albinism.org/Home/example-iep/ieps/000087</a>
IEP	New Hampshire	Kindergarten	6	Unknown	Accommodations	Use extra care/supervision when moving in unfamiliar, complex, or changing environments. Alert to changes in terrain classroom space or furniture.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000087">http://iep.albinism.org/Home/example-iep/ieps/000087</a>
IEP	New Hampshire	Kindergarten	6	Unknown	Accommodations	Given student's visual impairment do intermittent checks for comprehension especially while in large groups. Mointor concept development in situations where Hunter is unable to fully view visual materials.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000087">http://iep.albinism.org/Home/example-iep/ieps/000087</a>
IEP	New Hampshire	Kindergarten	6	Unknown	Accommodations	Provide access to classroom schedule for near distant viewing and provide verbal cues and warnings to prepare for transitions as needed.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000087">http://iep.albinism.org/Home/example-iep/ieps/000087</a>
IEP	New Hampshire	Kindergarten	6	Unknown	Accommodations	Access to slat board for seat work. The use of an erasable roller ball pen (Pilot pen) will also be helpful in lessening visual fatigue during writing tasks.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000087">http://iep.albinism.org/Home/example-iep/ieps/000087</a>
IEP	New Hampshire	Kindergarten	6	Unknown	Accommodations	Allow for his compensatory head posture that reduces eye movement and achieves better vision.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000087">http://iep.albinism.org/Home/example-iep/ieps/000087</a>
IEP	New Hampshire	Kindergarten	6	Unknown	Accommodations	Be aware that student's vision fluctuates and he may need vision breaks secondary to visual fatigue.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000087">http://iep.albinism.org/Home/example-iep/ieps/000087</a>
IEP	New Hampshire	Kindergarten	6	Unknown	Accommodations	Discuss details in pictures that may not be visible to a child with a visual impairment even though he may be able to see the whole picture in general.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000087">http://iep.albinism.org/Home/example-iep/ieps/000087</a>
IEP	New Hampshire	Kindergarten	6	Unknown	Accommodations	Allow additional time/repetitions for student to track movement.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000087">http://iep.albinism.org/Home/example-iep/ieps/000087</a>
IEP	New Hampshire	Kindergarten	6	Unknown	Accommodations	Use brightly colored materials offering good contrast to background and environment.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000087">http://iep.albinism.org/Home/example-iep/ieps/000087</a>
IEP	New Hampshire	Kindergarten	6	Unknown	Accommodations	Place materials and visual aids in consistent places so knows where particular items are always located. Executive student desk.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000087">http://iep.albinism.org/Home/example-iep/ieps/000087</a>
IEP	New Hampshire	Kindergarten	6	Unknown	Accommodations	Provide student with preferential cubby position, first or lasta in a row.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000087">http://iep.albinism.org/Home/example-iep/ieps/000087</a>
IEP	New Hampshire	Kindergarten	6	Unknown	Accommodations	Use a visual pointer.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000087">http://iep.albinism.org/Home/example-iep/ieps/000087</a>
IEP	New Hampshire	Kindergarten	6	Unknown	Accommodations	Encourage him ot verbally express his hesitations ot join a group.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000087">http://iep.albinism.org/Home/example-iep/ieps/000087</a>
IEP	New Hampshire	Kindergarten	6	Unknown	Accommodations	Use ongoing assessments to determine optimal print size, appropriate literacy media, to consider visual aids and technology to ensure access to the curriculum.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000087">http://iep.albinism.org/Home/example-iep/ieps/000087</a>
IEP	New Hampshire	Kindergarten	6	Unknown	Accommodations	Use extra supervision when student is moving on stairs in an unfamiliar or changing environment.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000087">http://iep.albinism.org/Home/example-iep/ieps/000087</a>
IEP	New Hampshire	Kindergarten	6	Unknown	Accommodations	Allow the use of prescribed tinted glasses and/or hat to reduce the effects of glare.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000087">http://iep.albinism.org/Home/example-iep/ieps/000087</a>
IEP	New Hampshire	Kindergarten	6	Unknown	Accommodations	Read aloud while writing on the board.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000087">http://iep.albinism.org/Home/example-iep/ieps/000087</a>
IEP	New Hampshire	Kindergarten	6	Unknown	Accommodations	The full team will meet in Aurugst to preplan to transition for the next school year.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000087">http://iep.albinism.org/Home/example-iep/ieps/000087</a>
IEP	New Hampshire	Kindergarten	6	Unknown	Accommodations	Enlarge worksheets to 20pt-22pt font size.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000087">http://iep.albinism.org/Home/example-iep/ieps/000087</a>
IEP	New Hampshire	Kindergarten	6	Unknown	Accommodations	Support student use of keyboarding commands to periodically review and remind Hunter to use keyboard to save, print, magnify, etc.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000087">http://iep.albinism.org/Home/example-iep/ieps/000087</a>
IEP	New Hampshire	Kindergarten	6	Unknown	Accommodations	Student should be permitted to use his long cade in a safe manner when he participates on field trip to unfamiliar environments, if he chooses to do so.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000087">http://iep.albinism.org/Home/example-iep/ieps/000087</a>

Document Type	State	Grade	Age	Visual Acuity	Category	Description	Actual IEP
IEP	New Hampshire	Kindergarten	6	Unknown	Accommodations	Support student in remembering to apply sunscreen when going outdoors and on field trips per his parents' instructions.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000087">http://iep.albinism.org/Home/example-iep/ieps/000087</a>
IEP	New Hampshire	Kindergarten	6	Unknown	Accommodations	PE class: Student's visual impairment makes it difficult to catch balls or Frisbees flying through the air without a bounce. During PE, there may be some activities that need to be slightly modified for safety. For example, games in which students must catch or hit balls, especially multiple balls. For some ball games, using a ball color that contrast well with the surroundings can be helpful. Student should be encouraged to identify which activities are unsafe for him and to discuss his concerns with the PE teacher and other appropriate staff.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000087">http://iep.albinism.org/Home/example-iep/ieps/000087</a>
IEP	New Hampshire	Kindergarten	6	Unknown	Accommodations	Only as needed, add a strip of contrasting paint or tape to highlight the edges of the first and last steps on a stairway and on low contrast drop-offs outdoors. It is not necessary to make modifications if there are other visual cues that can be used. Please consult the orientation and mobility specialist if there are questions.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000087">http://iep.albinism.org/Home/example-iep/ieps/000087</a>
IEP	New Hampshire	Kindergarten	6	Unknown	Accommodations	Allow visual breaks, for visual fatigue.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000087">http://iep.albinism.org/Home/example-iep/ieps/000087</a>
IEP	New Hampshire	Kindergarten	6	Unknown	Accommodations	Orient student to large spaces.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000087">http://iep.albinism.org/Home/example-iep/ieps/000087</a>
IEP	New Hampshire	Kindergarten	6	Unknown	Accommodations	Be sure depth perception is marked with high contrast tape for stairs, steps, and environment hazards.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000087">http://iep.albinism.org/Home/example-iep/ieps/000087</a>
IEP	New Hampshire	Kindergarten	6	Unknown	Accommodations	Use instructional material with good contrast.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000087">http://iep.albinism.org/Home/example-iep/ieps/000087</a>
IEP	New Hampshire	Kindergarten	6	Unknown	Accommodations	Allow use of monocular for distance viewing in detail.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000087">http://iep.albinism.org/Home/example-iep/ieps/000087</a>
IEP	New Hampshire	Kindergarten	6	Unknown	Accommodations	Control lighting and glare for optimal vision. Teacher should avoid standing in front of window or light source.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000087">http://iep.albinism.org/Home/example-iep/ieps/000087</a>
IEP	New Hampshire	Kindergarten	6	Unknown	Accommodations	Use of prescriptive glasses or hat and sunscreen for outdoor activities.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000087">http://iep.albinism.org/Home/example-iep/ieps/000087</a>
IEP	New Hampshire	Kindergarten	6	Unknown	Accommodations	Preview of detail illustration or materials.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000087">http://iep.albinism.org/Home/example-iep/ieps/000087</a>
IEP	New Hampshire	Kindergarten	6	Unknown	Accommodations	Provide assistance in new environments and during fire drills, assemblies, etc.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000087">http://iep.albinism.org/Home/example-iep/ieps/000087</a>
IEP	New Hampshire	Kindergarten	6	Unknown	Accommodations	Modify activities, or student position in that activity to address his difficulty with depth perception and distance vision.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000087">http://iep.albinism.org/Home/example-iep/ieps/000087</a>
IEP	New Hampshire	Kindergarten	6	Unknown	Accommodations	Student should be provided an opportunity to become familiar with his new classroom at a quiet time before the new school begins.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000087">http://iep.albinism.org/Home/example-iep/ieps/000087</a>
IEP	New Hampshire	Kindergarten	6	Unknown	Accommodations	Only as needed, add a strip of contrasting paint or tape to highlight the edges of the first and last steps on a stairway or dropoff that has little or no contrast to the surrounding area. This includes balance beams. It is not necessary to make modifications if there are other visual cues that can be used. Please consult with the orientation and mobility specialist if there are questions.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000087">http://iep.albinism.org/Home/example-iep/ieps/000087</a>
IEP	New Hampshire	Kindergarten	6	Unknown	Accommodations	During PE class, student may choose to observe a new activity especially one involving balls, before joining in. When participating in games involving balls or objects flying through the air, provide reminder cues to utilize a blocking technique in order to protect his face. When using a blocking technique in order to protect his face. When using a blocking technique, student crosses his forearms in front of and a foot or so away from his face in order to block a flying ball that may surprise him.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000087">http://iep.albinism.org/Home/example-iep/ieps/000087</a>
IEP	New Hampshire	Kindergarten	6	Unknown	Accommodations	Student may have difficulty evaluating subtle terrain changes in unfamiliar areas. He may also have difficulty scanning or tracking a target or person in busy environments and/or in brightly or dimly lit environments. On field trips provide Hunter with nearby access to adult assistance when safety is a concern or as needed for support.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000087">http://iep.albinism.org/Home/example-iep/ieps/000087</a>
IEP	New Hampshire	Kindergarten	6	Unknown	Accommodations	Support student in remembering to apply sunscreen and wear a brimmed hat or visor as needed when going outdoors and on field trips per his parents' instructions.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000087">http://iep.albinism.org/Home/example-iep/ieps/000087</a>
IEP	New Hampshire	Kindergarten	6	Unknown	Accommodations	OT 30 minutes per month	<a href="http://iep.albinism.org/Home/example-iep/ieps/000087">http://iep.albinism.org/Home/example-iep/ieps/000087</a>
IEP	New Hampshire	Kindergarten	6	Unknown	Accommodations	O&M 30 minutes 10 times per year	<a href="http://iep.albinism.org/Home/example-iep/ieps/000087">http://iep.albinism.org/Home/example-iep/ieps/000087</a>
IEP	New Hampshire	Kindergarten	6	Unknown	Accommodations	Braille 60 minutes a week	<a href="http://iep.albinism.org/Home/example-iep/ieps/000087">http://iep.albinism.org/Home/example-iep/ieps/000087</a>
IEP	New Hampshire	Kindergarten	6	Unknown	Accommodations	Low Vision Services 45 minutes a week	<a href="http://iep.albinism.org/Home/example-iep/ieps/000087">http://iep.albinism.org/Home/example-iep/ieps/000087</a>
504	Kansas	Third	9	20/200	Accommodations	Hard copy of overheads/materials presented in class if needed.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000088">http://iep.albinism.org/Home/example-iep/ieps/000088</a>
504	Kansas	Third	9	20/200	Accommodations	Verbal cueing for visuals in lunchroom & assemblies (allow to sit with 3rd grade friend)	<a href="http://iep.albinism.org/Home/example-iep/ieps/000088">http://iep.albinism.org/Home/example-iep/ieps/000088</a>
504	Kansas	Third	9	20/200	Accommodations	test accommodations: extended time, enlarged print and windows magnifier or accessibility wizard (computer magnification program) for tests; IZoom and large monitor in computer lab	<a href="http://iep.albinism.org/Home/example-iep/ieps/000088">http://iep.albinism.org/Home/example-iep/ieps/000088</a>
504	Kansas	Third	9	20/200	Accommodations	Paper/pencil version of state assessment for 3rd grade. (Enlarged print)	<a href="http://iep.albinism.org/Home/example-iep/ieps/000088">http://iep.albinism.org/Home/example-iep/ieps/000088</a>
504	Kansas	Third	9	20/200	Accommodations	Preferential seating-near the front of the room & avoid glare from windows	<a href="http://iep.albinism.org/Home/example-iep/ieps/000088">http://iep.albinism.org/Home/example-iep/ieps/000088</a>
504	Kansas	Third	9	20/200	Accommodations	Line order-with teacher in an emergency situation	<a href="http://iep.albinism.org/Home/example-iep/ieps/000088">http://iep.albinism.org/Home/example-iep/ieps/000088</a>
504	Kansas	Third	9	20/200	Accommodations	Assistive devices are available	<a href="http://iep.albinism.org/Home/example-iep/ieps/000088">http://iep.albinism.org/Home/example-iep/ieps/000088</a>
504	Kansas	Third	9	20/200	Accommodations	computer access: Allow student to have computer access in the classroom which includes Bookshare access in his share folder	<a href="http://iep.albinism.org/Home/example-iep/ieps/000088">http://iep.albinism.org/Home/example-iep/ieps/000088</a>
504	Kansas	Third	9	20/200	Accommodations	ing/glare: Close blinds in the classroom or turn the blinds upwards so the lights do not shine on classroom materials if Student complains. Adjust overhead lighting if needed. Materials and instruction should NOT be presented in front of windows.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000088">http://iep.albinism.org/Home/example-iep/ieps/000088</a>
504	Kansas	Third	9	20/200	Accommodations	Light/Mobility: Allow Student several minutes to adjust to changes in lighting before traveling independently outside, if needed.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000088">http://iep.albinism.org/Home/example-iep/ieps/000088</a>
504	Kansas	Third	9	20/200	Accommodations	text books will be scanned for electronic reading	<a href="http://iep.albinism.org/Home/example-iep/ieps/000088">http://iep.albinism.org/Home/example-iep/ieps/000088</a>
504	Kansas	Third	9	20/200	Accommodations	IPAD provided by family will be used for a picture of planner at the end of the day	<a href="http://iep.albinism.org/Home/example-iep/ieps/000088">http://iep.albinism.org/Home/example-iep/ieps/000088</a>
504	Kansas	Third	9	20/200	Accommodations	Sample of project to have at his desk or adaptation of materials as needed	<a href="http://iep.albinism.org/Home/example-iep/ieps/000088">http://iep.albinism.org/Home/example-iep/ieps/000088</a>

Document Type	State	Grade	Age	Visual Acuity	Category	Description	Actual IEP
504	Kansas	Third	9	20/200	Accommodations	Communicate bus drop off-which needs to be on his family's side of the street	<a href="http://iep.albinism.org/Home/example-iep/ieps/000088">http://iep.albinism.org/Home/example-iep/ieps/000088</a>
504	Kansas	Third	9	20/200	Accommodations	Sunscreen, hat, sunglasses whenever outside to be provided by family	<a href="http://iep.albinism.org/Home/example-iep/ieps/000088">http://iep.albinism.org/Home/example-iep/ieps/000088</a>
504	Kansas	Third	9	20/200	Accommodations	Time in class to work independently on typing skills as needed, no cursive	<a href="http://iep.albinism.org/Home/example-iep/ieps/000088">http://iep.albinism.org/Home/example-iep/ieps/000088</a>
IEP	New York	Sixth	10	Unknown	Services/Frequency	Individual Services 2x Weekly 45 minutes	<a href="http://iep.albinism.org/Home/example-iep/ieps/000089">http://iep.albinism.org/Home/example-iep/ieps/000089</a>
IEP	New York	Sixth	10	Unknown	Accommodations	The student requires the additional support of special education services to be successful in the general education classroom.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000089">http://iep.albinism.org/Home/example-iep/ieps/000089</a>
IEP	New York	Sixth	10	Unknown	Services/Frequency	Itinerant vision consult bi weekly 45 minutes	<a href="http://iep.albinism.org/Home/example-iep/ieps/000089">http://iep.albinism.org/Home/example-iep/ieps/000089</a>
IEP	New York	Sixth	10	Unknown	Identified Need	Needs to improve skills in visually locating information in pictorial and graphic materials.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000089">http://iep.albinism.org/Home/example-iep/ieps/000089</a>
IEP	New York	Sixth	10	Unknown	Identified Need	Improve typing speed	<a href="http://iep.albinism.org/Home/example-iep/ieps/000089">http://iep.albinism.org/Home/example-iep/ieps/000089</a>
IEP	New York	Sixth	10	Unknown	Identified Need	Requires conditions with limited glare due to her vision impairment.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000089">http://iep.albinism.org/Home/example-iep/ieps/000089</a>
IEP	New York	Sixth	10	Unknown	Identified Need	Requires preferential seating due to her vision impairment.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000089">http://iep.albinism.org/Home/example-iep/ieps/000089</a>
IEP	New York	Sixth	10	Unknown	Long-term Goal	Student will visually locate and identify 4 requested items/information in a picture, photograph or cartoon with 80% success for 3 consecutive occasions. Evaluated monthly by recorded observation.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000089">http://iep.albinism.org/Home/example-iep/ieps/000089</a>
IEP	New York	Sixth	10	Unknown	Long-term Goal	Student will visually locate and identify 5 requested items/information in a graph, table or map with 80% success for 3 consecutive occasions. Evaluated monthly by recorded observation.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000089">http://iep.albinism.org/Home/example-iep/ieps/000089</a>
IEP	New York	Sixth	10	Unknown	Long-term Goal	Student will type 18 words per minute from dictation with 75% success for 2 consecutive occasions. Evaluation will be monthly by recorded observation.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000089">http://iep.albinism.org/Home/example-iep/ieps/000089</a>
IEP	New York	Sixth	10	Unknown	Accommodations	Special Seating Arrangement - closer to source of visual materials.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000089">http://iep.albinism.org/Home/example-iep/ieps/000089</a>
IEP	New York	Sixth	10	Unknown	Accommodations	Access to class notes in 14 or above font.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000089">http://iep.albinism.org/Home/example-iep/ieps/000089</a>
IEP	New York	Sixth	10	Unknown	Accommodations	Student uses Kindle or other personal device for assigned novels or independent reading times.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000089">http://iep.albinism.org/Home/example-iep/ieps/000089</a>
IEP	New York	Sixth	10	Unknown	Equipment	ZoomText	<a href="http://iep.albinism.org/Home/example-iep/ieps/000089">http://iep.albinism.org/Home/example-iep/ieps/000089</a>
IEP	New York	Sixth	10	Unknown	Equipment	CCTV	<a href="http://iep.albinism.org/Home/example-iep/ieps/000089">http://iep.albinism.org/Home/example-iep/ieps/000089</a>
IEP	New York	Sixth	10	Unknown	Services/Frequency	Vision Services Consultation with school staff working with student.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000089">http://iep.albinism.org/Home/example-iep/ieps/000089</a>
IEP	New York	Sixth	10	Unknown	Accommodations	Curb to Curb transportation services.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000089">http://iep.albinism.org/Home/example-iep/ieps/000089</a>
IEP	New York	Ninth	14	Unknown	Services/Frequency	Individual Vision Services Weekly 41 minutes 2 times weekly.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000090">http://iep.albinism.org/Home/example-iep/ieps/000090</a>
IEP	New York	Ninth	14	Unknown	Services/Frequency	Individual Orientation and Mobility 41 minutes monthly.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000090">http://iep.albinism.org/Home/example-iep/ieps/000090</a>
IEP	New York	Ninth	14	Unknown	Services/Frequency	Individual Orientation and Mobility 41 minutes 2x every 10 day cycle.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000090">http://iep.albinism.org/Home/example-iep/ieps/000090</a>
IEP	New York	Ninth	14	Unknown	Accommodations	Student requires the use of assistive technology in the classroom.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000090">http://iep.albinism.org/Home/example-iep/ieps/000090</a>
IEP	New York	Ninth	14	Unknown	Accommodations	Student needs to be seated in front row at assemblies to allow for optimal vision.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000090">http://iep.albinism.org/Home/example-iep/ieps/000090</a>
IEP	New York	Ninth	14	Unknown	Accommodations	Student uses transition lenses when outside.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000090">http://iep.albinism.org/Home/example-iep/ieps/000090</a>
IEP	New York	Ninth	14	Unknown	Accommodations	Caution needs to be taken when outside or during physical activities that require sharp vision.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000090">http://iep.albinism.org/Home/example-iep/ieps/000090</a>
IEP	New York	Ninth	14	Unknown	Accommodations	Student has 2 sets of classes: one magnified for reading.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000090">http://iep.albinism.org/Home/example-iep/ieps/000090</a>
IEP	New York	Ninth	14	Unknown	Accommodations	Key for locker.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000090">http://iep.albinism.org/Home/example-iep/ieps/000090</a>
IEP	New York	Ninth	14	Unknown	Identified Need	Student needs to continue to develop self-advocacy skills.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000090">http://iep.albinism.org/Home/example-iep/ieps/000090</a>
IEP	New York	Ninth	14	Unknown	Long-term Goal	Student will independently move out and from a variety of locations in the school building 85% success over 10 weeks. Evaluated quarterly by structured observations of targeted behavior.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000090">http://iep.albinism.org/Home/example-iep/ieps/000090</a>
IEP	New York	Ninth	14	Unknown	Accommodations	Low light classroom environment to reduce glare.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000090">http://iep.albinism.org/Home/example-iep/ieps/000090</a>
IEP	New York	Ninth	14	Unknown	Accommodations	Instructional Materials in Large Print	<a href="http://iep.albinism.org/Home/example-iep/ieps/000090">http://iep.albinism.org/Home/example-iep/ieps/000090</a>
IEP	New York	Ninth	14	Unknown	Equipment	CCTV in all classroom.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000090">http://iep.albinism.org/Home/example-iep/ieps/000090</a>
IEP	New York	Ninth	14	Unknown	Equipment	Laptop with Zoomtext	<a href="http://iep.albinism.org/Home/example-iep/ieps/000090">http://iep.albinism.org/Home/example-iep/ieps/000090</a>
IEP	New York	Ninth	14	Unknown	Accommodations	Access to class notes	<a href="http://iep.albinism.org/Home/example-iep/ieps/000090">http://iep.albinism.org/Home/example-iep/ieps/000090</a>
IEP	New York	Ninth	14	Unknown	Accommodations	Copy of Homework Assignments	<a href="http://iep.albinism.org/Home/example-iep/ieps/000090">http://iep.albinism.org/Home/example-iep/ieps/000090</a>
IEP	New York	Ninth	14	Unknown	Accommodations	Modified Reading Assignments	<a href="http://iep.albinism.org/Home/example-iep/ieps/000090">http://iep.albinism.org/Home/example-iep/ieps/000090</a>
IEP	New York	Ninth	14	Unknown	Services/Frequency	Teacher Aid escort to bus at the end of day first 3 weeks of school.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000090">http://iep.albinism.org/Home/example-iep/ieps/000090</a>
IEP	New York	Ninth	14	Unknown	Accommodations	No scantrons	<a href="http://iep.albinism.org/Home/example-iep/ieps/000090">http://iep.albinism.org/Home/example-iep/ieps/000090</a>
IEP	New York	Ninth	14	Unknown	Accommodations	2 times test time	<a href="http://iep.albinism.org/Home/example-iep/ieps/000090">http://iep.albinism.org/Home/example-iep/ieps/000090</a>
504	Kansas	Fourth	10	20/200	Accommodations	Student will be able to use computer or iPad (provided by the family) for his assignment/work ie. reading journal, math work (including using headphones as needed)	<a href="http://iep.albinism.org/Home/example-iep/ieps/000093">http://iep.albinism.org/Home/example-iep/ieps/000093</a>
504	Kansas	Fourth	10	20/200	Accommodations	Bookshare access on his iPad.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000093">http://iep.albinism.org/Home/example-iep/ieps/000093</a>
504	Kansas	Fourth	10	20/200	Accommodations	Teachers communicate in type or printing and use high contrast ink color which will stand out from the page color, text color and student's writing ink.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000093">http://iep.albinism.org/Home/example-iep/ieps/000093</a>
504	Kansas	Fourth	10	20/200	Accommodations	Test accommodations: enlarged print and use of a magnifier or accessibility wizard, iZoom, chunk the test items as well as extended time or extra day, as needed due to eye strain, 45 minute time limit, reduction of assignment/test items/questions(when possible). If available--paper/pencil test--enlarged print version of state assessments	<a href="http://iep.albinism.org/Home/example-iep/ieps/000093">http://iep.albinism.org/Home/example-iep/ieps/000093</a>
504	Kansas	Fourth	10	20/200	Accommodations	Textbooks for the next year not available on-line will be made available to family in the spring so they may be scanned and available for use in the fall.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000093">http://iep.albinism.org/Home/example-iep/ieps/000093</a>
504	Kansas	Fourth	10	20/200	Accommodations	Student will not be graded for neatness of handwriting or hand drawn submissions	<a href="http://iep.albinism.org/Home/example-iep/ieps/000093">http://iep.albinism.org/Home/example-iep/ieps/000093</a>
504	Kansas	Fourth	10	20/200	Accommodations	Time in class to work independently on typing skills as needed, no cursive required.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000093">http://iep.albinism.org/Home/example-iep/ieps/000093</a>

Document Type	State	Grade	Age	Visual Acuity	Category	Description	Actual IEP
504	Kansas	Fourth	10	20/200	Accommodations	Reduction of the amount of reading is allowed when large amounts of reading are required	<a href="http://iep.albinism.org/Home/example-iep/ieps/000093">http://iep.albinism.org/Home/example-iep/ieps/000093</a>
504	Kansas	Fourth	10	20/200	Accommodations	Verbal cueing for visuals in lunchroom, assemblies or classroom	<a href="http://iep.albinism.org/Home/example-iep/ieps/000093">http://iep.albinism.org/Home/example-iep/ieps/000093</a>
504	Kansas	Fourth	10	20/200	Accommodations	Preferential seating --near the front of the room and avoid glare from windows	<a href="http://iep.albinism.org/Home/example-iep/ieps/000093">http://iep.albinism.org/Home/example-iep/ieps/000093</a>
504	Kansas	Fourth	10	20/200	Accommodations	I-Pad will be provided by family to be used for a picture of planner at the end of the day and various apps to support his learning throughout the day. Bookshare, etc.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000093">http://iep.albinism.org/Home/example-iep/ieps/000093</a>
504	Kansas	Fourth	10	20/200	Accommodations	Allow to sit up in the front at assemblies or programs with a friend.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000093">http://iep.albinism.org/Home/example-iep/ieps/000093</a>
504	Kansas	Fourth	10	20/200	Accommodations	Mobility: allow student several minutes to adjust to changes in lighting before traveling independently outside, if needed. Consider his surroundings for easy mobility	<a href="http://iep.albinism.org/Home/example-iep/ieps/000093">http://iep.albinism.org/Home/example-iep/ieps/000093</a>
504	Kansas	Fourth	10	20/200	Accommodations	Enlarge written materials as needed (Vision teacher will be responsible)	<a href="http://iep.albinism.org/Home/example-iep/ieps/000093">http://iep.albinism.org/Home/example-iep/ieps/000093</a>
504	Kansas	Fourth	10	20/200	Accommodations	Line order--with teacher in an emergency situation, sunglasses provided by the family will be kept with crisis info in classroom	<a href="http://iep.albinism.org/Home/example-iep/ieps/000093">http://iep.albinism.org/Home/example-iep/ieps/000093</a>
504	Kansas	Fourth	10	20/200	Accommodations	Assistive devices are available to student--Visio Book, magnifiers, monoculars and the family provided monocular specs and iPad.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000093">http://iep.albinism.org/Home/example-iep/ieps/000093</a>
504	Kansas	Fourth	10	20/200	Accommodations	Use verbal cues and check for understanding for task completion.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000093">http://iep.albinism.org/Home/example-iep/ieps/000093</a>
504	Kansas	Fourth	10	20/200	Accommodations	Student will have a "2 minute warning" to prepare for transitions to next activity	<a href="http://iep.albinism.org/Home/example-iep/ieps/000093">http://iep.albinism.org/Home/example-iep/ieps/000093</a>
504	Kansas	Fourth	10	20/200	Accommodations	Student will have large print spiral notebook and notebook paper for his work.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000093">http://iep.albinism.org/Home/example-iep/ieps/000093</a>
504	Kansas	Fourth	10	20/200	Accommodations	Organization help--once a week binder check/clean folders at study hall	<a href="http://iep.albinism.org/Home/example-iep/ieps/000093">http://iep.albinism.org/Home/example-iep/ieps/000093</a>
504	Kansas	Fourth	10	20/200	Accommodations	Lighting/glare: Close blinds in the classroom or turn the blinds upwards so the light does not shine on classroom materials if student complains. Adjust overhead lighting, if needed. Materials and instruction should NOT be presented in front of the window.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000093">http://iep.albinism.org/Home/example-iep/ieps/000093</a>
504	Kansas	Fourth	10	20/200	Accommodations	Sample of projects to have at his desk or adaptation of materials as needed.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000093">http://iep.albinism.org/Home/example-iep/ieps/000093</a>
504	Kansas	Fourth	10	20/200	Accommodations	Discrete reminders of appropriate social behaviors will be provided at time of incident.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000093">http://iep.albinism.org/Home/example-iep/ieps/000093</a>
504	Kansas	Fourth	10	20/200	Accommodations	Sunscreen, hat, sunglasses whenever outside provided by family.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000093">http://iep.albinism.org/Home/example-iep/ieps/000093</a>
504	Kansas	Fourth	10	20/200	Equipment	Visiobook	<a href="http://iep.albinism.org/Home/example-iep/ieps/000093">http://iep.albinism.org/Home/example-iep/ieps/000093</a>
504	Kansas	Fourth	10	20/200	Equipment	Magnifiers	<a href="http://iep.albinism.org/Home/example-iep/ieps/000093">http://iep.albinism.org/Home/example-iep/ieps/000093</a>
504	Kansas	Fifth	11	20/200	Accommodations	Student will re-write illegible answers to be aligned with grade level expectations.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000094">http://iep.albinism.org/Home/example-iep/ieps/000094</a>
504	Kansas	Fifth	11	20/200	Accommodations	Reduction in the amount of reading is allowed when large amounts of reading are required.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000094">http://iep.albinism.org/Home/example-iep/ieps/000094</a>
504	Kansas	Fifth	11	20/200	Accommodations	Student will be able to use computer or iPad(provided by the family) for his assignment/work ie: reading journal, math work--using headphones as needed	<a href="http://iep.albinism.org/Home/example-iep/ieps/000094">http://iep.albinism.org/Home/example-iep/ieps/000094</a>
504	Kansas	Fifth	11	20/200	Accommodations	Teachers will communicate in type or printing and use high contrast ink color which will stand out from the page color, text color and Mark's writing ink.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000094">http://iep.albinism.org/Home/example-iep/ieps/000094</a>
504	Kansas	Fifth	11	20/200	Accommodations	Test accommodations: enlarged print and use of magnifier or accessibility wizard, iZoom, chunk the test items as well as extended time or extra day, as needed due to eye strain, 45 minute time limit, reduction of assignment/test items/questions (when possible). If available, paper/pencil test, enlarged print version of the state assessments.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000094">http://iep.albinism.org/Home/example-iep/ieps/000094</a>
504	Kansas	Fifth	11	20/200	Accommodations	Bookshare access on his iPad	<a href="http://iep.albinism.org/Home/example-iep/ieps/000094">http://iep.albinism.org/Home/example-iep/ieps/000094</a>
504	Kansas	Fifth	11	20/200	Accommodations	Directional combination locks or key locks will be used for his PE and school locker.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000094">http://iep.albinism.org/Home/example-iep/ieps/000094</a>
504	Kansas	Fifth	11	20/200	Accommodations	Use verbal cues and check for understanding for task completion.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000094">http://iep.albinism.org/Home/example-iep/ieps/000094</a>
504	Kansas	Fifth	11	20/200	Accommodations	PDF documents will be provided to student when available. This will allow student to complete the assignments using the app Notability. When the assignment is finished, student will email it to his teacher.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000094">http://iep.albinism.org/Home/example-iep/ieps/000094</a>
IEP	New York	Fifth	10	20/400	Accommodations	Printed labels in the cafeteria to identify food choices.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000049">http://iep.albinism.org/Home/example-iep/ieps/000049</a>
504	Kansas	Fifth	11	20/200	Accommodations	Locker at the end of the bay so student has more room to maneuver his cart.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000094">http://iep.albinism.org/Home/example-iep/ieps/000094</a>
504	Kansas	Fifth	11	20/200	Accommodations	Preferential seating--near the front of the room and avoid glare from the windows. Student may need an extra desk to accommodate supplies.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000094">http://iep.albinism.org/Home/example-iep/ieps/000094</a>
504	Kansas	Fifth	11	20/200	Accommodations	Lighting/glare: close blinds in the classroom or turn the blinds upwards so the light does not shine on classroom materials if student complains. Adjust overhead lighting if needed. Materials and instruction should NOT be presented in front of a window	<a href="http://iep.albinism.org/Home/example-iep/ieps/000094">http://iep.albinism.org/Home/example-iep/ieps/000094</a>
504	Kansas	Fifth	11	20/200	Accommodations	Mobility: allow student several minutes to adjust to changes in lighting before traveling independently outside. Consider his surroundings for easy mobility.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000094">http://iep.albinism.org/Home/example-iep/ieps/000094</a>
504	Kansas	Fifth	11	20/200	Accommodations	Small group for state and MAP testing due to fatigue and needed breaks.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000094">http://iep.albinism.org/Home/example-iep/ieps/000094</a>

Document Type	State	Grade	Age	Visual Acuity	Category	Description	Actual IEP
504	Kansas	Fifth	11	20/200	Accommodations	It will be important for student to tour the building before school starts to learn his was around. He will need to locate where the bathrooms and classes are in each area of the building.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000094">http://iep.albinism.org/Home/example-iep/ieps/000094</a>
504	Kansas	Fifth	11	20/200	Accommodations	Directional combination locks or key locks will be used for his PE and school locker.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000094">http://iep.albinism.org/Home/example-iep/ieps/000094</a>
504	Kansas	Fifth	11	20/200	Accommodations	Student will have large print spiral notebook and notebook paper for his daily work. (vision dept.)	<a href="http://iep.albinism.org/Home/example-iep/ieps/000094">http://iep.albinism.org/Home/example-iep/ieps/000094</a>
504	Kansas	Fifth	11	20/200	Accommodations	Student will utilize a mobile cart to carry supplies from room to room and from school to home. Cart will be kept in counseling office during lunch.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000094">http://iep.albinism.org/Home/example-iep/ieps/000094</a>
504	Kansas	Fifth	11	20/200	Accommodations	School supply list will be evaluated by mother and staff members (vision teacher, next year's grade level staff and counselor)in May to determine which items/tools are appropriate for student's success.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000094">http://iep.albinism.org/Home/example-iep/ieps/000094</a>
504	Kansas	Fifth	11	20/200	Accommodations	Sunscreen, hat, and sunglasses whenever outside will be provided by the family.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000094">http://iep.albinism.org/Home/example-iep/ieps/000094</a>
504	Kansas	Fifth	11	20/200	Accommodations	Enlarge written materials when needed. (Vision teacher will be responsible.)	<a href="http://iep.albinism.org/Home/example-iep/ieps/000094">http://iep.albinism.org/Home/example-iep/ieps/000094</a>
504	Kansas	Fifth	11	20/200	Accommodations	Verbal cueing for visuals in lunchroom, assemblies, hallways and classrooms.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000094">http://iep.albinism.org/Home/example-iep/ieps/000094</a>
504	Kansas	Fifth	11	20/200	Accommodations	Textbooks for the next year not available online will be made available to the family/ vision dept. in the spring so then can be scanned and available for the fall.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000094">http://iep.albinism.org/Home/example-iep/ieps/000094</a>
504	Kansas	Fifth	11	20/200	Accommodations	iPad (provided by family) with various apps to support his learning throughout the day, Bookshare, etc.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000094">http://iep.albinism.org/Home/example-iep/ieps/000094</a>
504	Kansas	Fifth	11	20/200	Accommodations	Discrete reminders of appropriate social behaviors will be provided at the time of any incident.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000094">http://iep.albinism.org/Home/example-iep/ieps/000094</a>
504	Kansas	Fifth	11	20/200	Accommodations	School planner will be in PDF format.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000094">http://iep.albinism.org/Home/example-iep/ieps/000094</a>
504	Kansas	Fifth	11	20/200	Accommodations	Assistive devices are available to student--Visio Book, magnifiers, monoculars and the family provided monocular specs and iPad.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000094">http://iep.albinism.org/Home/example-iep/ieps/000094</a>
504	Kansas	Fifth	11	20/200	Accommodations	The district teacher of the visually impaired will be given student's testing schedule so as to be available to proctor standardized testing when using technology	<a href="http://iep.albinism.org/Home/example-iep/ieps/000094">http://iep.albinism.org/Home/example-iep/ieps/000094</a>
504	Kansas	Fifth	11	20/200	Accommodations	In emergency situations--student will be by the teacher. Sunglasses provided by the family will be kept with crisis info in the classroom.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000094">http://iep.albinism.org/Home/example-iep/ieps/000094</a>
504	Kansas	Fifth	11	20/200	Accommodations	Organization help- frequent binder and locker checks.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000094">http://iep.albinism.org/Home/example-iep/ieps/000094</a>
504	Kansas	Fifth	11	20/200	Accommodations	Hold a meeting in May to share information regarding textbook and support material that student will need for the following year	<a href="http://iep.albinism.org/Home/example-iep/ieps/000094">http://iep.albinism.org/Home/example-iep/ieps/000094</a>
504	Kansas	Fifth	11	20/200	Accommodations	Adapted PE will consult with PE teacher to see if modifications are needed in PE class.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000094">http://iep.albinism.org/Home/example-iep/ieps/000094</a>
504	Kansas	Fifth	11	20/200	Equipment	Visiobook	<a href="http://iep.albinism.org/Home/example-iep/ieps/000094">http://iep.albinism.org/Home/example-iep/ieps/000094</a>
504	Kansas	Fifth	11	20/200	Equipment	Magnifiers	<a href="http://iep.albinism.org/Home/example-iep/ieps/000094">http://iep.albinism.org/Home/example-iep/ieps/000094</a>
504	Kansas	Fifth	11	20/200	Equipment	wide lined spiral notebooks, loose leaf paper, and index cards	<a href="http://iep.albinism.org/Home/example-iep/ieps/000094">http://iep.albinism.org/Home/example-iep/ieps/000094</a>
504	Kansas	Fourth	10	20/200	Equipment	wide lined spiral notebooks, loose leaf paper, and index cards	<a href="http://iep.albinism.org/Home/example-iep/ieps/000093">http://iep.albinism.org/Home/example-iep/ieps/000093</a>
504	Kansas	Fourth	10	20/200	Equipment	Ruler, Protractor large print	<a href="http://iep.albinism.org/Home/example-iep/ieps/000093">http://iep.albinism.org/Home/example-iep/ieps/000093</a>
504	Kansas	Fifth	11	20/200	Equipment	Ruler, Protractor large print	<a href="http://iep.albinism.org/Home/example-iep/ieps/000094">http://iep.albinism.org/Home/example-iep/ieps/000094</a>
IEP	New Hampshire	Sixth	11	20/200	Long-term Goal	Given instruction, support, and the use of a computer/word processor, will strengthen and increase his writing skills by planning, organizing, and editing his writing in order to produce a 5 paragraph piece with required components as measured by the 6th grade writing rubrics.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000092">http://iep.albinism.org/Home/example-iep/ieps/000092</a>
IEP	New Hampshire	Sixth	11	20/200	Short-term objectives/benchmarks	Student will be able to choose the correct graphic organizer for a given piece of writing independently in 4/5 trials measured by teacher observation, teacher checklist and completed work samples by student.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000092">http://iep.albinism.org/Home/example-iep/ieps/000092</a>
IEP	New Hampshire	Sixth	11	20/200	Short-term objectives/benchmarks	Student will correctly use a graphic organizer to plan his ideas independently in 4/5 trials as measured by teacher observation, teacher checklist ad complete work samples by end of the school year.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000092">http://iep.albinism.org/Home/example-iep/ieps/000092</a>
IEP	New Hampshire	Sixth	11	20/200	Short-term objectives/benchmarks	Student will focus his writing on a clear topic with at least 3 supporting deals and a strong related conclusion independently in 4/5 trials as measured by teacher created rubrics and completed work samples by the end of the school year.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000092">http://iep.albinism.org/Home/example-iep/ieps/000092</a>
IEP	New Hampshire	Sixth	11	20/200	Short-term objectives/benchmarks	Teacher will communicate in type or by large print by using high contrast ink color which will stand out from the page color, text color and student's writing ink	<a href="http://iep.albinism.org/Home/example-iep/ieps/000092">http://iep.albinism.org/Home/example-iep/ieps/000092</a>
IEP	New Hampshire	Sixth	11	20/200	Short-term objectives/benchmarks	Student will be able to write a 5 paragraph writing assignment that includes a strong thesis topic, introductory paragraph, 3 body paragraphs that have at least 3 supporting details in each paragraph and a strong conclusion paragraph independently in 4/5 trials as measured by teacher created rubrics and completed work samples by end of school year.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000092">http://iep.albinism.org/Home/example-iep/ieps/000092</a>
IEP	New Hampshire	Sixth	11	20/200	Short-term objectives/benchmarks	Student will be allowed to use the computer, iPad and headphones for assignments, schoolwork and planner. Apps that support learning can also be used	<a href="http://iep.albinism.org/Home/example-iep/ieps/000092">http://iep.albinism.org/Home/example-iep/ieps/000092</a>
IEP	New Hampshire	Sixth	11	20/200	Short-term objectives/benchmarks	Student will be able to edit and revise his writing using a checklist independently in 4/5 trials as measured by teacher observation, teacher created editing checklist and completed work samples by end of school year.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000092">http://iep.albinism.org/Home/example-iep/ieps/000092</a>

Document Type	State	Grade	Age	Visual Acuity	Category	Description	Actual IEP
IEP	New Hampshire	Sixth	11	20/200	Long-term Goal	By end of school year, student will demonstrate safety and independence in travel in a business area by completing 2 new walking routes requiring travel on 3 streets with at least one 4-way intersection crossing in order to complete an errand, with supervision but no verbal cuing, as measured by monthly teacher logs.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000092">http://iep.albinism.org/Home/example-iep/ieps/000092</a>
IEP	New Hampshire	Sixth	11	20/200	Short-term objectives/benchmarks	Student will, with decreasing verbal cuing, use a map, a monocular telescope, and environmental cues to orient himself to a light business environment and indentifying and responding to traffic patterns/controls and real or possible dangers.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000092">http://iep.albinism.org/Home/example-iep/ieps/000092</a>
IEP	New Hampshire	Sixth	11	20/200	Short-term objectives/benchmarks	Student will without verbal cuing, check and re-check for near-lane dangers before stepping out into a crossing.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000092">http://iep.albinism.org/Home/example-iep/ieps/000092</a>
IEP	New Hampshire	Sixth	11	20/200	Short-term objectives/benchmarks	Student will, with decreasing verbal cuing, identify and respond appropriately to traffic controls and patterns at 2-lane crossing and "all-quiet" 4-way intersection crossing.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000092">http://iep.albinism.org/Home/example-iep/ieps/000092</a>
IEP	New Hampshire	Sixth	11	20/200	Short-term objectives/benchmarks	Student will, with decreasing verbal cuing, identify and anticipate a response to possible dangers while traveling on foot in a business area.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000092">http://iep.albinism.org/Home/example-iep/ieps/000092</a>
IEP	New Hampshire	Sixth	11	20/200	Long-term Goal	Student will increase typing accuracy and speed by 25% from his 1st Month baseline, as measured by weekly work samples and data sheets.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000092">http://iep.albinism.org/Home/example-iep/ieps/000092</a>
IEP	New Hampshire	Sixth	11	20/200	Short-term objectives/benchmarks	Student will complete an online trying tutor program such as Dance Mat.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000092">http://iep.albinism.org/Home/example-iep/ieps/000092</a>
IEP	New Hampshire	Sixth	11	20/200	Short-term objectives/benchmarks	Student will type a paragraph while maintaining hands on home row.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000092">http://iep.albinism.org/Home/example-iep/ieps/000092</a>
IEP	New Hampshire	Sixth	11	20/200	Short-term objectives/benchmarks	Student will increase his typing accuracy and speed to 15% above 1st month baseline.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000092">http://iep.albinism.org/Home/example-iep/ieps/000092</a>
IEP	New Hampshire	Sixth	11	20/200	Short-term objectives/benchmarks	Student will increase his typing accuracy and speed to 25% above 1st month baseline.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000092">http://iep.albinism.org/Home/example-iep/ieps/000092</a>
IEP	New Hampshire	Sixth	11	20/200	Accommodations	High contrast colors such as red, black, and blue	<a href="http://iep.albinism.org/Home/example-iep/ieps/000092">http://iep.albinism.org/Home/example-iep/ieps/000092</a>
IEP	New Hampshire	Sixth	11	20/200	Accommodations	When possible, allow student time to explore materials (visually, hands-on, tactually, etc.) when he is introduced to or reviewing concepts and curriculum with high color contrast and definition. Whenever possible have student hold a copy of the material (book, etc) whenever possible during a group activity.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000092">http://iep.albinism.org/Home/example-iep/ieps/000092</a>
IEP	New Hampshire	Sixth	11	20/200	Accommodations	Teacher of the Visually Impaired will provide materials to enhance learning in the classroom environment.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000092">http://iep.albinism.org/Home/example-iep/ieps/000092</a>
IEP	New Hampshire	Sixth	11	20/200	Accommodations	Seating for optimum vision. Student should sit within 3 feet of all activities to ensure the best viewing possible- especially circle time. He should be allowed to adjust his viewing distance to very near ranges for more detailed viewing. Student should not be positioned in a classroom setting with light shining directly into his eyes but instead be positioned so that the light comes from behind him. Control of light glare is essential to promote his best visual performance-filters on florescnet lights in the classroom.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000092">http://iep.albinism.org/Home/example-iep/ieps/000092</a>
IEP	New Hampshire	Sixth	11	20/200	Accommodations	Student sees best in the morning - allow him to work on tasks that will need his vision in the morning (ie: assessments, etc)	<a href="http://iep.albinism.org/Home/example-iep/ieps/000092">http://iep.albinism.org/Home/example-iep/ieps/000092</a>
IEP	New Hampshire	Sixth	11	20/200	Accommodations	Student needs to wear a hat when there is a glare	<a href="http://iep.albinism.org/Home/example-iep/ieps/000092">http://iep.albinism.org/Home/example-iep/ieps/000092</a>
IEP	New Hampshire	Sixth	11	20/200	Accommodations	Student benefits from teaking a break between completing and revising his work.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000092">http://iep.albinism.org/Home/example-iep/ieps/000092</a>
IEP	New Hampshire	Sixth	11	20/200	Accommodations	Student needs to have a bottom locker at the end of a row.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000092">http://iep.albinism.org/Home/example-iep/ieps/000092</a>
IEP	New Hampshire	Sixth	11	20/200	Accommodations	Student will need to use a lock with a key, parents will provide it for him and a copy of the key to the office.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000092">http://iep.albinism.org/Home/example-iep/ieps/000092</a>
IEP	New Hampshire	Sixth	11	20/200	Accommodations	Yellow tape on the stairs to mark the edges on all staircase student will be using.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000092">http://iep.albinism.org/Home/example-iep/ieps/000092</a>
IEP	New Hampshire	Sixth	11	20/200	Accommodations	Allow and encourage extra time (1.5 or double time) for student to complete assessments.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000092">http://iep.albinism.org/Home/example-iep/ieps/000092</a>
IEP	New Hampshire	Sixth	11	20/200	Accommodations	Present enlarged materials as needed.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000092">http://iep.albinism.org/Home/example-iep/ieps/000092</a>
IEP	New Hampshire	Sixth	11	20/200	Accommodations	Student should continue to work to develop an organized search for locating objects at near and distance. When providing instruction, pair verbal direction with visual models and demonstrations.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000092">http://iep.albinism.org/Home/example-iep/ieps/000092</a>
IEP	New Hampshire	Sixth	11	20/200	Accommodations	Provide extra time for student to look at pictures or graphics	<a href="http://iep.albinism.org/Home/example-iep/ieps/000092">http://iep.albinism.org/Home/example-iep/ieps/000092</a>
IEP	New Hampshire	Sixth	11	20/200	Accommodations	Provide extra time for completion of seat work	<a href="http://iep.albinism.org/Home/example-iep/ieps/000092">http://iep.albinism.org/Home/example-iep/ieps/000092</a>
IEP	New Hampshire	Sixth	11	20/200	Accommodations	Re-direction for focus as needed	<a href="http://iep.albinism.org/Home/example-iep/ieps/000092">http://iep.albinism.org/Home/example-iep/ieps/000092</a>
IEP	New Hampshire	Sixth	11	20/200	Accommodations	The team will continue to monitor student ability to access materials needed for classroom success.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000092">http://iep.albinism.org/Home/example-iep/ieps/000092</a>
IEP	New Hampshire	Sixth	11	20/200	Accommodations	Speech to text to be introduced for longer assignments at the teacher's discretion.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000092">http://iep.albinism.org/Home/example-iep/ieps/000092</a>
IEP	New Hampshire	Sixth	11	20/200	Accommodations	In Physical Eduction, student should have access to bright colored balls, pre-teaching of rules, extra practice and drills for motor mechanics.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000092">http://iep.albinism.org/Home/example-iep/ieps/000092</a>
IEP	New Hampshire	Sixth	11	20/200	Accommodations	Access to in school wifi for efficient downloading needs	<a href="http://iep.albinism.org/Home/example-iep/ieps/000092">http://iep.albinism.org/Home/example-iep/ieps/000092</a>
IEP	New Hampshire	Sixth	11	20/200	Accommodations	Speech supported typing software	<a href="http://iep.albinism.org/Home/example-iep/ieps/000092">http://iep.albinism.org/Home/example-iep/ieps/000092</a>
IEP	New Hampshire	Sixth	11	20/200	Accommodations	Access to Bookshare and NHAIM for necessary materials.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000092">http://iep.albinism.org/Home/example-iep/ieps/000092</a>
IEP	New Hampshire	Sixth	11	20/200	Accommodations	Apply strategies that utilize his assistive technology devices and his general knowledge to mitigate undesirable effects from ambient lighting; example, using a hollow cylinder tube to block out ambient lighting so that he may observe a digital devices screen outdoors where ambient lighting apperas to turn is black.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000092">http://iep.albinism.org/Home/example-iep/ieps/000092</a>
IEP	New Hampshire	Sixth	11	20/200	Accommodations	Tablet w/front and rear cameras; rear camera for immediate gain int distance vision.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000092">http://iep.albinism.org/Home/example-iep/ieps/000092</a>
IEP	New Hampshire	Sixth	11	20/200	Accommodations	Allow student to wear a backpack ot all classes for organizational needs and tools.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000092">http://iep.albinism.org/Home/example-iep/ieps/000092</a>
IEP	New Hampshire	Sixth	11	20/200	Services/Frequency	In-class assistance for writing 3xweek of 55 minutes	<a href="http://iep.albinism.org/Home/example-iep/ieps/000092">http://iep.albinism.org/Home/example-iep/ieps/000092</a>
IEP	New Hampshire	Sixth	11	20/200	Services/Frequency	Vision services 2xweek for 30 minutes	<a href="http://iep.albinism.org/Home/example-iep/ieps/000092">http://iep.albinism.org/Home/example-iep/ieps/000092</a>
IEP	New Hampshire	Sixth	11	20/200	Services/Frequency	Vision consult 2xweek for 30 minutes	<a href="http://iep.albinism.org/Home/example-iep/ieps/000092">http://iep.albinism.org/Home/example-iep/ieps/000092</a>

Document Type	State	Grade	Age	Visual Acuity	Category	Description	Actual IEP
IEP	New Hampshire	Sixth	11	20/200	Services/Frequency	Monitoring 1xweek for 30 minutes	<a href="http://iep.albinism.org/Home/example-iep/ieps/000092">http://iep.albinism.org/Home/example-iep/ieps/000092</a>
IEP	New Hampshire	Sixth	11	20/200	Services/Frequency	Orientation and Mobility for 1Dx per year 90 minutes	<a href="http://iep.albinism.org/Home/example-iep/ieps/000092">http://iep.albinism.org/Home/example-iep/ieps/000092</a>
IEP	New Hampshire	Sixth	11	20/200	Services/Frequency	State and District wide testing	<a href="http://iep.albinism.org/Home/example-iep/ieps/000092">http://iep.albinism.org/Home/example-iep/ieps/000092</a>
IEP	Arizona	Twelfth	17	20/80	Accommodations	Preferential seating if needed	<a href="http://iep.albinism.org/Home/example-iep/ieps/000095">http://iep.albinism.org/Home/example-iep/ieps/000095</a>
IEP	Arizona	Twelfth	17	20/80	Accommodations	Extend testing time if needed	<a href="http://iep.albinism.org/Home/example-iep/ieps/000095">http://iep.albinism.org/Home/example-iep/ieps/000095</a>
IEP	Arizona	Twelfth	17	20/80	Accommodations	Large print test edition if needed	<a href="http://iep.albinism.org/Home/example-iep/ieps/000095">http://iep.albinism.org/Home/example-iep/ieps/000095</a>
IEP	Arizona	Twelfth	17	20/80	Accommodations	No changes in what student is expected to learn or demonstrate	<a href="http://iep.albinism.org/Home/example-iep/ieps/000095">http://iep.albinism.org/Home/example-iep/ieps/000095</a>
IEP	Arizona	Twelfth	17	20/80	Equipment	Access to magnification and screen reading software	<a href="http://iep.albinism.org/Home/example-iep/ieps/000095">http://iep.albinism.org/Home/example-iep/ieps/000095</a>
IEP	Arizona	Twelfth	17	20/80	Equipment	Access to CCTV	<a href="http://iep.albinism.org/Home/example-iep/ieps/000095">http://iep.albinism.org/Home/example-iep/ieps/000095</a>
IEP	Arizona	Twelfth	17	20/80	Equipment	Access to computer/printer compatible to VI software	<a href="http://iep.albinism.org/Home/example-iep/ieps/000095">http://iep.albinism.org/Home/example-iep/ieps/000095</a>
IEP	Arizona	Twelfth	17	20/80	Equipment	Lg print texts and NCR paper	<a href="http://iep.albinism.org/Home/example-iep/ieps/000095">http://iep.albinism.org/Home/example-iep/ieps/000095</a>
IEP	Arizona	Twelfth	17	20/80	Accommodations	Consult ot teachers on Albinism and accomodations	<a href="http://iep.albinism.org/Home/example-iep/ieps/000095">http://iep.albinism.org/Home/example-iep/ieps/000095</a>
IEP	Arizona	Twelfth	17	20/80	Accommodations	Enlarging/adapting materials as needed	<a href="http://iep.albinism.org/Home/example-iep/ieps/000095">http://iep.albinism.org/Home/example-iep/ieps/000095</a>
IEP	Arizona	Twelfth	17	20/80	Long-term Goal	Must describe what the student can be reasonably expected to accomplish within 12 months (including proposed change in performance, proposed area of change, proposed condition/method of measurement). Progress towards goal will be measured as indicated on IEP.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000095">http://iep.albinism.org/Home/example-iep/ieps/000095</a>
IEP	Arizona	Twelfth	17	20/80	Short-term objectives/benchmarks	Must include condition, behavior, criteria for achievement, evaluation procedure, schedule for review of programs.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000095">http://iep.albinism.org/Home/example-iep/ieps/000095</a>
IEP	Arizona	Twelfth	17	20/80	Long-term Goal	Student will use the appropriate technology devic designed for the visually impaired students (magnifier, CCTV, computer with magnification software) in completing the assigned activities for transition to post-secondary education. Using checklist will successfully complete 9/10.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000095">http://iep.albinism.org/Home/example-iep/ieps/000095</a>
IEP	Arizona	Twelfth	17	20/80	Short-term objectives/benchmarks	Will apply for at least two scholarships and complete an application for financial aid for post-secondary education.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000095">http://iep.albinism.org/Home/example-iep/ieps/000095</a>
IEP	Arizona	Twelfth	17	20/80	Short-term objectives/benchmarks	Student will apply to two colleges with appropriate post-graduate departments within her major area of interest	<a href="http://iep.albinism.org/Home/example-iep/ieps/000095">http://iep.albinism.org/Home/example-iep/ieps/000095</a>
IEP	Arizona	Twelfth	17	20/80	Short-term objectives/benchmarks	Student will complete the application process to be evaluated and/or approved for VOC rehab services.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000095">http://iep.albinism.org/Home/example-iep/ieps/000095</a>
IEP	Arizona	Twelfth	17	20/80	Short-term objectives/benchmarks	Student will complete an updated letter to provide teachers information about visual impairment; order large print textbooks for the upcoming school year, and investigate resources from RFBDD	<a href="http://iep.albinism.org/Home/example-iep/ieps/000095">http://iep.albinism.org/Home/example-iep/ieps/000095</a>
IEP	Arizona	Twelfth	17	20/80	Long-term Goal	Student must describe what the student can be reasonably expected to accomplish within 12 months (including proposed change in performance, proposed area of change, proposed condition/method of measurement). Progress towards goal will be measured as indicated on IEP.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000095">http://iep.albinism.org/Home/example-iep/ieps/000095</a>
IEP	Arizona	Twelfth	17	20/80	Short-term objectives/benchmarks	Student must include conditions, behavior, criteria for achievement, evaluation procedure, schedule for review of programs.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000095">http://iep.albinism.org/Home/example-iep/ieps/000095</a>
IEP	Arizona	Twelfth	17	20/80	Long-term Goal	Student will utilized her self advocacy skills to independently aquire 80% of assigned information needed to complete activities of transition to post-secondary education. 80% independent completion.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000095">http://iep.albinism.org/Home/example-iep/ieps/000095</a>
IEP	Arizona	Twelfth	17	20/80	Short-term objectives/benchmarks	Student will meet with a disability resource counselor in one post-secondary program.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000095">http://iep.albinism.org/Home/example-iep/ieps/000095</a>
IEP	Arizona	Twelfth	17	20/80	Short-term objectives/benchmarks	Student will sign up for and take the ASVAB career interest inventory, SAT, and ACT tests.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000095">http://iep.albinism.org/Home/example-iep/ieps/000095</a>
IEP	Arizona	Twelfth	17	20/80	Short-term objectives/benchmarks	Student will seek out individuals who can assist in completing the transition activities and provide 3 letters of recommendations.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000095">http://iep.albinism.org/Home/example-iep/ieps/000095</a>
IEP	Arizona	Twelfth	17	20/80	Long-term Goal	Student will use appropriate low vision aids(such as magnifier, CCTV, computer with magnification, and screen reading software) in completing scholarship applications and Vocational Rehabilitation forms and applications and completing assignments in career exploration.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000095">http://iep.albinism.org/Home/example-iep/ieps/000095</a>
IEP	Arizona	Twelfth	17	20/80	Short-term objectives/benchmarks	Student will expore 3 post-secondary educational institutions in the school career center, on-line, or through attending presentations or direct visits.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000095">http://iep.albinism.org/Home/example-iep/ieps/000095</a>
IEP	Arizona	Twelfth	17	20/80	Long-term Goal	Student must describe what the student can be reasonably expected to accomplish within 12 months (including proposed change in performance, proposed area of change, proposed condition/method of measurement). Progress toward goal will be measured as indicated on IEP.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000095">http://iep.albinism.org/Home/example-iep/ieps/000095</a>
IEP	Arizona	Twelfth	17	20/80	Short-term objectives/benchmarks	Student must include condition, behavior, criteria for achievement, evaluation procedure, schedule for review of programs.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000095">http://iep.albinism.org/Home/example-iep/ieps/000095</a>
IEP	Arizona	Twelfth	17	20/80	Long-term Goal	Student will advocate the plan for her visual needs in preparation for attending college in the fall by contacting the Disabilities Services at the college of her choice, preparing a letter for her teachers explaining her visual needs and accomodations, and letters of recommendations.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000095">http://iep.albinism.org/Home/example-iep/ieps/000095</a>
IEP	Arizona	Twelfth	17	20/80	Short-term objectives/benchmarks	Student will create an interview of pertinent questions to investigate resources for low vision students and ask them of the Disabilities Services coordinator in the college she will attend.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000095">http://iep.albinism.org/Home/example-iep/ieps/000095</a>
IEP	Arizona	Twelfth	17	20/80	Short-term objectives/benchmarks	Student will prepare a letter explaining her visual needs and accomodations for the teachers at the college she will attend next fall.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000095">http://iep.albinism.org/Home/example-iep/ieps/000095</a>
IEP	Arizona	Twelfth	17	20/80	Short-term objectives/benchmarks	Student will provide information as needed while requesting letters of recommendation from her teachers.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000095">http://iep.albinism.org/Home/example-iep/ieps/000095</a>

Document Type	State	Grade	Age	Visual Acuity	Category	Description	Actual IEP
IEP	Arizona	Twelfth	17	20/80	Long-term Goal	Student must describe what the student can be reasonably expected to accomplish within 12 months (including proposed change in performance, proposed area of change, proposed condition/method of measurement). Progress towards goal will be measured as indicated on IEP.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000095">http://iep.albinism.org/Home/example-iep/ieps/000095</a>
IEP	Arizona	Twelfth	17	20/80	Short-term objectives/benchmarks	Student must include condition, behavior, criteria for achievement, evaluation procedure, schedule for review of programs.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000095">http://iep.albinism.org/Home/example-iep/ieps/000095</a>
IEP	Arizona	Twelfth	17	20/80	Short-term objectives/benchmarks	Student will complete the applications for at least 2 scholarships per month.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000095">http://iep.albinism.org/Home/example-iep/ieps/000095</a>
IEP	Arizona	Twelfth	17	20/80	Short-term objectives/benchmarks	Student will complete the forms and evaluations requested by Vocational Rehabilitation.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000095">http://iep.albinism.org/Home/example-iep/ieps/000095</a>
IEP	Arizona	Twelfth	17	20/80	Short-term objectives/benchmarks	Student will finish selected career exploration assignments from the Bridge's curriculum online.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000095">http://iep.albinism.org/Home/example-iep/ieps/000095</a>
IEP	Arizona	Twelfth	17	20/80	Transition Services	Transition Services must begin not later than the first IEP to be in effect when the child is 16 or younger if determined appropriate by the IEP team, and updated annually thereafter. Transition Services must include appropriate measurable postsecondary goals based upon age appropriate transition assessments related to training, education, employment, and, where appropriate, independent living skills; the transition services (including courses of study) needed to assist the child in reaching those goals.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000095">http://iep.albinism.org/Home/example-iep/ieps/000095</a>
IEP	Arizona	Twelfth	17	20/80	Transition Services	Training: Driven to Independence; Driving MBA; and Institute for Driver's Safety. Completed Finding Wheels; Driving with Confidence	<a href="http://iep.albinism.org/Home/example-iep/ieps/000095">http://iep.albinism.org/Home/example-iep/ieps/000095</a>
IEP	Arizona	Twelfth	17	20/80	Transition Services	Education: Weighted schedule of honors courses and advance science courses. ATMs; VALPAR; ACT; and SAT	<a href="http://iep.albinism.org/Home/example-iep/ieps/000095">http://iep.albinism.org/Home/example-iep/ieps/000095</a>
IEP	Arizona	Twelfth	17	20/80	Transition Services	Employment: Career connect; Meyers/Brigg Personality Test; Interest Surveys form AZCIS and Bridges; Transition Interview	<a href="http://iep.albinism.org/Home/example-iep/ieps/000095">http://iep.albinism.org/Home/example-iep/ieps/000095</a>
IEP	Arizona	Twelfth	17	20/80	Transition Services	Other: Tutors algebra and does volunteer work with Feed the Children Project, assisting medical team in the summers.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000095">http://iep.albinism.org/Home/example-iep/ieps/000095</a>
IEP	Arizona	Twelfth	17	20/80	Long-term Goal	After graduation student will attend full-time at a 4 year college to complete a degree in Chemistry.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000095">http://iep.albinism.org/Home/example-iep/ieps/000095</a>
IEP	Arizona	Twelfth	17	20/80	Long-term Goal	After completing an upper level degree, student will apply to medical school.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000095">http://iep.albinism.org/Home/example-iep/ieps/000095</a>
IEP	Arizona	Twelfth	17	20/80	Long-term Goal	After being accepted into a medical school, student will complete training to be employed in the medical field.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000095">http://iep.albinism.org/Home/example-iep/ieps/000095</a>
IEP	Arizona	Twelfth	17	20/80	Transition Services	Student will finish bridges career exploration unit. Student will complete a letter explaining her visual needs.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000095">http://iep.albinism.org/Home/example-iep/ieps/000095</a>
IEP	Arizona	Twelfth	17	20/80	Transition Services	Student will contact the Disabilities Services at college she chooses to attend.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000095">http://iep.albinism.org/Home/example-iep/ieps/000095</a>
IEP	Arizona	Twelfth	17	20/80	Transition Services	Student will request letters of recommendation and provide information for them.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000095">http://iep.albinism.org/Home/example-iep/ieps/000095</a>
IEP	Arizona	Twelfth	17	20/80	Transition Services	Student will continue to learn how to access information with low vision technology.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000095">http://iep.albinism.org/Home/example-iep/ieps/000095</a>
IEP	Arizona	Twelfth	17	20/80	Transition Services	Student will continue checking career center and other websites for updated and new scholarships and request and complete applications of relevant ones.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000095">http://iep.albinism.org/Home/example-iep/ieps/000095</a>
IEP	Arizona	Twelfth	17	20/80	Transition Services	Research mass transit newly established in Phoenix.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000095">http://iep.albinism.org/Home/example-iep/ieps/000095</a>
IEP	Arizona	Twelfth	17	20/80	Transition Services	Continue to work with Vocational Rehabilitation.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000095">http://iep.albinism.org/Home/example-iep/ieps/000095</a>
IEP	Arizona	Twelfth	17	20/80	Equipment	Zoom Text	<a href="http://iep.albinism.org/Home/example-iep/ieps/000095">http://iep.albinism.org/Home/example-iep/ieps/000095</a>
IEP	Arizona	Twelfth	17	20/80	Equipment	Monocular	<a href="http://iep.albinism.org/Home/example-iep/ieps/000095">http://iep.albinism.org/Home/example-iep/ieps/000095</a>
IEP	Arizona	Twelfth	17	20/80	Equipment	Handheld Magnifier	<a href="http://iep.albinism.org/Home/example-iep/ieps/000095">http://iep.albinism.org/Home/example-iep/ieps/000095</a>
IEP	Arizona	Twelfth	17	20/80	Equipment	CCTV	<a href="http://iep.albinism.org/Home/example-iep/ieps/000095">http://iep.albinism.org/Home/example-iep/ieps/000095</a>
504	Kansas	Sixth	12	20/200	Short-term objectives/benchmarks	Re-write illegible answers to be aligned with grade level expectations	<a href="http://iep.albinism.org/Home/example-iep/ieps/000096">http://iep.albinism.org/Home/example-iep/ieps/000096</a>
504	Kansas	Sixth	12	20/200	Short-term objectives/benchmarks	Teachers will communicate in type or by large print using high contrast ink color which will stand out from the page color, text color and student writing ink	<a href="http://iep.albinism.org/Home/example-iep/ieps/000096">http://iep.albinism.org/Home/example-iep/ieps/000096</a>
504	Kansas	Sixth	12	20/200	Equipment	Student will be allowed use of computer, iPad and headphones for assignments, schoolwork and planner as well as apps that support learning	<a href="http://iep.albinism.org/Home/example-iep/ieps/000096">http://iep.albinism.org/Home/example-iep/ieps/000096</a>
504	Kansas	Sixth	12	20/200	Short-term objectives/benchmarks	Student will use verbal cues and check for understanding of task completion.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000096">http://iep.albinism.org/Home/example-iep/ieps/000096</a>
504	Kansas	Sixth	12	20/200	Equipment	Student will be allowed to use assistive devices such as Visio Book, magnifiers, monoculars, monocular specs and iPad	<a href="http://iep.albinism.org/Home/example-iep/ieps/000096">http://iep.albinism.org/Home/example-iep/ieps/000096</a>
504	Kansas	Sixth	12	20/200	Accommodations	Student will be provided access to PowerPoint presentations, class notes and PDF documents. Student will be allowed to complete assignments using the Notability app and return via email to teacher.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000096">http://iep.albinism.org/Home/example-iep/ieps/000096</a>
504	Kansas	Sixth	12	20/200	Accommodations	Student will be supplied with enlarged material, large print spiral notebooks and enlarged notebook paper for daily work and assignments	<a href="http://iep.albinism.org/Home/example-iep/ieps/000096">http://iep.albinism.org/Home/example-iep/ieps/000096</a>
504	Kansas	Sixth	12	20/200	Accommodations	Student will have access to Bookshare on iPad	<a href="http://iep.albinism.org/Home/example-iep/ieps/000096">http://iep.albinism.org/Home/example-iep/ieps/000096</a>
504	Kansas	Sixth	12	20/200	Accommodations	Assignments and tests will be chunked into smaller pieces to assist student with pacing of work and to reduce visual strain	<a href="http://iep.albinism.org/Home/example-iep/ieps/000096">http://iep.albinism.org/Home/example-iep/ieps/000096</a>
504	Kansas	Sixth	12	20/200	Accommodations	Student will be allowed extra time for assignments and tests due to visual fatigue. Work time will be limited to 45 minute segments	<a href="http://iep.albinism.org/Home/example-iep/ieps/000096">http://iep.albinism.org/Home/example-iep/ieps/000096</a>
504	Kansas	Sixth	12	20/200	Accommodations	The amount of reading will be reduced when large amounts are required	<a href="http://iep.albinism.org/Home/example-iep/ieps/000096">http://iep.albinism.org/Home/example-iep/ieps/000096</a>
504	Kansas	Sixth	12	20/200	Accommodations	Student will sit near the front of the room near teacher instruction and avoid glare from the windows	<a href="http://iep.albinism.org/Home/example-iep/ieps/000096">http://iep.albinism.org/Home/example-iep/ieps/000096</a>
504	Kansas	Sixth	12	20/200	Accommodations	Large print labels will be used in the cafeteria to identify food choices	<a href="http://iep.albinism.org/Home/example-iep/ieps/000096">http://iep.albinism.org/Home/example-iep/ieps/000096</a>
504	Kansas	Sixth	12	20/200	Accommodations	Student to be kept close to the teacher and at the front of the line in emergency situations. During planned fire drill, student will be escorted out of the building by an adult in advance	<a href="http://iep.albinism.org/Home/example-iep/ieps/000096">http://iep.albinism.org/Home/example-iep/ieps/000096</a>

Document Type	State	Grade	Age	Visual Acuity	Category	Description	Actual IEP
504	Kansas	Sixth	12	20/200	Accommodations	Frequent breaks during classroom activity and during lengthy tests should be offered to the student	<a href="http://iep.albinism.org/Home/example-iep/ieps/000096">http://iep.albinism.org/Home/example-iep/ieps/000096</a>
504	Kansas	Sixth	12	20/200	Accommodations	Allow student to sit in the front of assemblies or programs with a peer	<a href="http://iep.albinism.org/Home/example-iep/ieps/000096">http://iep.albinism.org/Home/example-iep/ieps/000096</a>
504	Kansas	Sixth	12	20/200	Accommodations	Allow student to take all district and state standardized assessments in a small group setting with a large computer monitor with magnifier. Offer breaks due to eye fatigue. Proctor will describe details of pictures, charts, graphs and maps that student is unable to view (following testing guidelines)	<a href="http://iep.albinism.org/Home/example-iep/ieps/000096">http://iep.albinism.org/Home/example-iep/ieps/000096</a>
504	Kansas	Sixth	12	20/200	Accommodations	Limit the glare of bright lighting by closing blinds, tilting blinds upward, dimming classroom lights and standing away from windows and doors	<a href="http://iep.albinism.org/Home/example-iep/ieps/000096">http://iep.albinism.org/Home/example-iep/ieps/000096</a>
504	Kansas	Sixth	12	20/200	Accommodations	Allow student to use a mobile cart to carry supplies from room to room and from school to home. Allow student to leave a few minutes early to go to lunch. Cart will be kept in the counseling office during lunch	<a href="http://iep.albinism.org/Home/example-iep/ieps/000096">http://iep.albinism.org/Home/example-iep/ieps/000096</a>
504	Kansas	Sixth	12	20/200	Accommodations	Allow student several minutes to adjust to changes in lighting before traveling independently outside, making consideration of students surroundings for easy mobility	<a href="http://iep.albinism.org/Home/example-iep/ieps/000096">http://iep.albinism.org/Home/example-iep/ieps/000096</a>
504	Kansas	Sixth	12	20/200	Accommodations	Verbal cues to be used for visual in lunchroom, assemblies, hallways and classrooms	<a href="http://iep.albinism.org/Home/example-iep/ieps/000096">http://iep.albinism.org/Home/example-iep/ieps/000096</a>
504	Kansas	Sixth	12	20/200	Accommodations	Provide an orientation prior to the beginning of each school year so student is able to locate classrooms, restrooms and other key areas	<a href="http://iep.albinism.org/Home/example-iep/ieps/000096">http://iep.albinism.org/Home/example-iep/ieps/000096</a>
504	Kansas	Sixth	12	20/200	Transition Services	Have a meeting at the end of the school year to determine school supplies, textbooks and support materials needed for the upcoming school year	<a href="http://iep.albinism.org/Home/example-iep/ieps/000096">http://iep.albinism.org/Home/example-iep/ieps/000096</a>
504	Kansas	Sixth	12	20/200	Accommodations	Provide discrete reminders of appropriate social behaviors at the time of any incident	<a href="http://iep.albinism.org/Home/example-iep/ieps/000096">http://iep.albinism.org/Home/example-iep/ieps/000096</a>
504	Kansas	Sixth	12	20/200	Accommodations	Encourage student to wear sunscreen, hat and sunglasses when outside for long periods of time. (Stored in cart)	<a href="http://iep.albinism.org/Home/example-iep/ieps/000096">http://iep.albinism.org/Home/example-iep/ieps/000096</a>
504	Kansas	Sixth	12	20/200	Accommodations	Provide school planner in PDF format	<a href="http://iep.albinism.org/Home/example-iep/ieps/000096">http://iep.albinism.org/Home/example-iep/ieps/000096</a>
504	Kansas	Sixth	12	20/200	Identified Need	Consult with teacher of the visually impaired, adapted PE teacher and other resource personnel to address students individual needs	<a href="http://iep.albinism.org/Home/example-iep/ieps/000096">http://iep.albinism.org/Home/example-iep/ieps/000096</a>
504	Kansas	Sixth	12	20/200	Accommodations	Provide support with organization by encouraging student to record assignments in planner, check grades online and keep materials neatly stored in locker and cart	<a href="http://iep.albinism.org/Home/example-iep/ieps/000096">http://iep.albinism.org/Home/example-iep/ieps/000096</a>
504	Kansas	Sixth	12	20/200	Accommodations	Assign locker on end so student has room to maneuver cart. Use directional combination lock or key lock to PE and school locker	<a href="http://iep.albinism.org/Home/example-iep/ieps/000096">http://iep.albinism.org/Home/example-iep/ieps/000096</a>
IEP	South Carolina	Kindergarten		20/200	Long-term Goal	Student will increase her ability to effectively use the monocular from the pre-emergent skill level to the competent level by demonstrating 6 out of 7 monocular skills for 5 consecutive weeks as measured by The Monocular Skills Assessment	<a href="http://iep.albinism.org/Home/example-iep/ieps/000100">http://iep.albinism.org/Home/example-iep/ieps/000100</a>
IEP	South Carolina	Kindergarten		20/200	Long-term Goal	Student will increase her ability to use a magnifier from the emergent skill level to the proficient skill level by correctly coordinating hand, head and eye movements to read ten lines of print left to right and top to bottom of a page with no more than two errors for 4/5 opportunities as measured by teacher data	<a href="http://iep.albinism.org/Home/example-iep/ieps/000100">http://iep.albinism.org/Home/example-iep/ieps/000100</a>
IEP	South Carolina	Kindergarten		20/200	Long-term Goal	Student will increase her ability to effectively use a magnifier from demonstrating 2/4 skills on the accomplished skill level on the Magnifier Skills Assessment to 4/4 skills on the accomplished skill level for five consecutive weeks as measured by teacher data	<a href="http://iep.albinism.org/Home/example-iep/ieps/000100">http://iep.albinism.org/Home/example-iep/ieps/000100</a>
IEP	South Carolina	Kindergarten		20/200	Long-term Goal	Student will be able to demonstrate safe Orientation and Mobility techniques with the use of her monocular to identify, plan and negotiate safe travel within her school and residential settings via tracking and scanning from minimal verbal prompts to no teacher assistance with 100% accuracy	<a href="http://iep.albinism.org/Home/example-iep/ieps/000100">http://iep.albinism.org/Home/example-iep/ieps/000100</a>
IEP	South Carolina	Kindergarten		20/200	Accommodations	Seating should be close to all activities in the school setting	<a href="http://iep.albinism.org/Home/example-iep/ieps/000100">http://iep.albinism.org/Home/example-iep/ieps/000100</a>
IEP	South Carolina	Kindergarten		20/200	Accommodations	High contrast and low clutter print materials	<a href="http://iep.albinism.org/Home/example-iep/ieps/000100">http://iep.albinism.org/Home/example-iep/ieps/000100</a>
IEP	South Carolina	Kindergarten		20/200	Accommodations	May benefit from the use of visual aids	<a href="http://iep.albinism.org/Home/example-iep/ieps/000100">http://iep.albinism.org/Home/example-iep/ieps/000100</a>
IEP	South Carolina	Kindergarten		20/200	Accommodations	Sunscreen should be applied prior to recess or outdoor activities	<a href="http://iep.albinism.org/Home/example-iep/ieps/000100">http://iep.albinism.org/Home/example-iep/ieps/000100</a>
IEP	South Carolina	Kindergarten		20/200	Accommodations	Use of a large computer screen	<a href="http://iep.albinism.org/Home/example-iep/ieps/000100">http://iep.albinism.org/Home/example-iep/ieps/000100</a>
IEP	South Carolina	Kindergarten		20/200	Accommodations	Large print should be made available when needed	<a href="http://iep.albinism.org/Home/example-iep/ieps/000100">http://iep.albinism.org/Home/example-iep/ieps/000100</a>
IEP	South Carolina	Kindergarten		20/200	Accommodations	A copy of a book should be made available or sitting beside the teacher during story time	<a href="http://iep.albinism.org/Home/example-iep/ieps/000100">http://iep.albinism.org/Home/example-iep/ieps/000100</a>
IEP	South Carolina	Kindergarten		20/200	Accommodations	A hat and sunglasses should be worn when outside	<a href="http://iep.albinism.org/Home/example-iep/ieps/000100">http://iep.albinism.org/Home/example-iep/ieps/000100</a>
IEP	South Carolina	Kindergarten		20/200	Accommodations	Seating away from a window	<a href="http://iep.albinism.org/Home/example-iep/ieps/000100">http://iep.albinism.org/Home/example-iep/ieps/000100</a>
IEP	South Carolina	Kindergarten		20/200	Accommodations	May benefit from the use of a bookstand	<a href="http://iep.albinism.org/Home/example-iep/ieps/000100">http://iep.albinism.org/Home/example-iep/ieps/000100</a>
IEP	South Carolina	Kindergarten		20/200	Accommodations	Request vision breaks as needed	<a href="http://iep.albinism.org/Home/example-iep/ieps/000100">http://iep.albinism.org/Home/example-iep/ieps/000100</a>
IEP	South Carolina	Kindergarten		20/200	Accommodations	Emergency sun protection pack for extended outdoor transistions	<a href="http://iep.albinism.org/Home/example-iep/ieps/000100">http://iep.albinism.org/Home/example-iep/ieps/000100</a>
IEP	South Carolina	Kindergarten		20/200	Services/Frequency	Vision Services - Direct - 30 minutes weekly	<a href="http://iep.albinism.org/Home/example-iep/ieps/000100">http://iep.albinism.org/Home/example-iep/ieps/000100</a>
IEP	South Carolina	Kindergarten		20/200	Services/Frequency	Vision Services - Indirect - 20 minutes monthly	<a href="http://iep.albinism.org/Home/example-iep/ieps/000100">http://iep.albinism.org/Home/example-iep/ieps/000100</a>
IEP	South Carolina	Kindergarten		20/200	Services/Frequency	Orientation and Mobility - 22.5 minutes weekly	<a href="http://iep.albinism.org/Home/example-iep/ieps/000100">http://iep.albinism.org/Home/example-iep/ieps/000100</a>
IEP	South Carolina	Kindergarten		20/200	Equipment	Magnifier	<a href="http://iep.albinism.org/Home/example-iep/ieps/000100">http://iep.albinism.org/Home/example-iep/ieps/000100</a>
IEP	South Carolina	Kindergarten		20/200	Equipment	Monocular	<a href="http://iep.albinism.org/Home/example-iep/ieps/000100">http://iep.albinism.org/Home/example-iep/ieps/000100</a>
IEP	South Carolina	Kindergarten		20/200	Accommodations	Dictated answers, respond directly in test booklet	<a href="http://iep.albinism.org/Home/example-iep/ieps/000100">http://iep.albinism.org/Home/example-iep/ieps/000100</a>
IEP	South Carolina	Kindergarten		20/200	Identified Need	Orientation and Mobility Assessment identified need of O & M services	<a href="http://iep.albinism.org/Home/example-iep/ieps/000100">http://iep.albinism.org/Home/example-iep/ieps/000100</a>
IEP	South Carolina	First		20/200	Long-term Goal	Student will increase her keyboarding skills by positioning her hands on the home row keys and using the correct finger to strike each key at 95% accuracy for 4 consecutive data points as measured by teacher data sheets	<a href="http://iep.albinism.org/Home/example-iep/ieps/000101">http://iep.albinism.org/Home/example-iep/ieps/000101</a>

Document Type	State	Grade	Age	Visual Acuity	Category	Description	Actual IEP
IEP	South Carolina	First		20/200	Long-term Goal	Student will demonstrate proficient magnifier skills with video magnifier by positioning for optimal viewing, focus, stabilization and using hand, head, and eye movements to scan, view and read a variety of print materials for four consecutive data points as measured by teacher data sheets	<a href="http://iep.albinism.org/Home/example-iep/ieps/000101">http://iep.albinism.org/Home/example-iep/ieps/000101</a>
IEP	South Carolina	First		20/200	Long-term Goal	Student will be able to use the hand held monocular to assist with identifying street names and addresses during residential and community travel via tracking and scanning from minimal verbal cues to independently with 100% accuracy as measured quarterly in the Teaching Age-Appropriate Purposeful Skills Curriculum	<a href="http://iep.albinism.org/Home/example-iep/ieps/000101">http://iep.albinism.org/Home/example-iep/ieps/000101</a>
IEP	South Carolina	First		20/200	Long-term Goal	Student will use landmarks and clues to plan and execute routes while safely negotiating obstacles, sidewalks, driveways and executing stop sign intersections with 100% accuracy by the end of the IEP as measured quarterly in the Teaching Age-Appropriate Purposeful Skills Curriculum	<a href="http://iep.albinism.org/Home/example-iep/ieps/000101">http://iep.albinism.org/Home/example-iep/ieps/000101</a>
IEP	South Carolina	First		20/200	Accommodations	Request vision breaks as needed	<a href="http://iep.albinism.org/Home/example-iep/ieps/000101">http://iep.albinism.org/Home/example-iep/ieps/000101</a>
IEP	South Carolina	First		20/200	Accommodations	Sunscreen should be applied prior to recess or outdoor activities	<a href="http://iep.albinism.org/Home/example-iep/ieps/000101">http://iep.albinism.org/Home/example-iep/ieps/000101</a>
IEP	South Carolina	First		20/200	Accommodations	Respond directly in workbook or on handouts/worksheets	<a href="http://iep.albinism.org/Home/example-iep/ieps/000101">http://iep.albinism.org/Home/example-iep/ieps/000101</a>
IEP	South Carolina	First		20/200	Accommodations	Seating should be close to all activities in the school setting	<a href="http://iep.albinism.org/Home/example-iep/ieps/000101">http://iep.albinism.org/Home/example-iep/ieps/000101</a>
IEP	South Carolina	First		20/200	Accommodations	Small group testing	<a href="http://iep.albinism.org/Home/example-iep/ieps/000101">http://iep.albinism.org/Home/example-iep/ieps/000101</a>
IEP	South Carolina	First		20/200	Accommodations	Hat and sunglasses should be worn when outside	<a href="http://iep.albinism.org/Home/example-iep/ieps/000101">http://iep.albinism.org/Home/example-iep/ieps/000101</a>
IEP	South Carolina	First		20/200	Accommodations	Emergency sun protection pack for extended outdoor transitions	<a href="http://iep.albinism.org/Home/example-iep/ieps/000101">http://iep.albinism.org/Home/example-iep/ieps/000101</a>
IEP	South Carolina	First		20/200	Accommodations	High contrast and low clutter print materials	<a href="http://iep.albinism.org/Home/example-iep/ieps/000101">http://iep.albinism.org/Home/example-iep/ieps/000101</a>
IEP	South Carolina	First		20/200	Accommodations	Access to a large computer screen (Lab)	<a href="http://iep.albinism.org/Home/example-iep/ieps/000101">http://iep.albinism.org/Home/example-iep/ieps/000101</a>
IEP	South Carolina	First		20/200	Accommodations	A copy of a book when available or sitting beside the teacher during Read Alouds	<a href="http://iep.albinism.org/Home/example-iep/ieps/000101">http://iep.albinism.org/Home/example-iep/ieps/000101</a>
IEP	South Carolina	First		20/200	Accommodations	App to access the Smart board	<a href="http://iep.albinism.org/Home/example-iep/ieps/000101">http://iep.albinism.org/Home/example-iep/ieps/000101</a>
IEP	South Carolina	First		20/200	Accommodations	Access to a bookstand	<a href="http://iep.albinism.org/Home/example-iep/ieps/000101">http://iep.albinism.org/Home/example-iep/ieps/000101</a>
IEP	South Carolina	First		20/200	Accommodations	Access to high contrast keyboard (Lab)	<a href="http://iep.albinism.org/Home/example-iep/ieps/000101">http://iep.albinism.org/Home/example-iep/ieps/000101</a>
IEP	South Carolina	First		20/200	Accommodations	Large print and/or use of visual aids, magnification devices	<a href="http://iep.albinism.org/Home/example-iep/ieps/000101">http://iep.albinism.org/Home/example-iep/ieps/000101</a>
IEP	South Carolina	First		20/200	Accommodations	Seating away from a window	<a href="http://iep.albinism.org/Home/example-iep/ieps/000101">http://iep.albinism.org/Home/example-iep/ieps/000101</a>
IEP	South Carolina	First		20/200	Accommodations	Extended time on classroom assignments up to 50%	<a href="http://iep.albinism.org/Home/example-iep/ieps/000101">http://iep.albinism.org/Home/example-iep/ieps/000101</a>
IEP	South Carolina	First		20/200	Services/Frequency	Vision Services - Direct - 30 minutes weekly	<a href="http://iep.albinism.org/Home/example-iep/ieps/000101">http://iep.albinism.org/Home/example-iep/ieps/000101</a>
IEP	South Carolina	First		20/200	Services/Frequency	Vision Services - Indirect - 20 minutes monthly	<a href="http://iep.albinism.org/Home/example-iep/ieps/000101">http://iep.albinism.org/Home/example-iep/ieps/000101</a>
IEP	South Carolina	First		20/200	Services/Frequency	Orientation and Mobility Services - 22.5 minutes weekly	<a href="http://iep.albinism.org/Home/example-iep/ieps/000101">http://iep.albinism.org/Home/example-iep/ieps/000101</a>
IEP	South Carolina	First		20/200	Accommodations	Testing on separate days as needed for eye fatigue	<a href="http://iep.albinism.org/Home/example-iep/ieps/000101">http://iep.albinism.org/Home/example-iep/ieps/000101</a>
IEP	South Carolina	First		20/200	Equipment	i-Pad	<a href="http://iep.albinism.org/Home/example-iep/ieps/000101">http://iep.albinism.org/Home/example-iep/ieps/000101</a>
IEP	South Carolina	First		20/200	Equipment	Magnifier	<a href="http://iep.albinism.org/Home/example-iep/ieps/000101">http://iep.albinism.org/Home/example-iep/ieps/000101</a>
IEP	South Carolina	First		20/200	Equipment	Monocular	<a href="http://iep.albinism.org/Home/example-iep/ieps/000101">http://iep.albinism.org/Home/example-iep/ieps/000101</a>
IEP	Pennsylvania	Fifth		20/80	Long-term Goal	Student will demonstrate an ability to utilize visual information when moving through the environment and locate and identify 5 objects and 5 signs three times with no more than two prompts	<a href="http://iep.albinism.org/Home/example-iep/ieps/000099">http://iep.albinism.org/Home/example-iep/ieps/000099</a>
IEP	Pennsylvania	Fifth		20/80	Long-term Goal	Student will demonstrate an ability to utilize visual information when moving through the environment and visually follow 5 moving pedestrians and 5 moving vehicles three times with no more than two prompts	<a href="http://iep.albinism.org/Home/example-iep/ieps/000099">http://iep.albinism.org/Home/example-iep/ieps/000099</a>
IEP	Pennsylvania	Fifth		20/80	Long-term Goal	Student will demonstrate an ability to utilize visual information when moving through the environment and determine distance of 5 outdoor objects to self and 5 outdoor objects to 5 other outdoor objects three time with no more than two prompts	<a href="http://iep.albinism.org/Home/example-iep/ieps/000099">http://iep.albinism.org/Home/example-iep/ieps/000099</a>
IEP	Pennsylvania	Fifth		20/80	Long-term Goal	Student will demonstrate an ability to utilize visual information when moving through the environment and visually establish, maintain, and reestablish a line of direction in 5 different environmental settings three time with no more than two prompts	<a href="http://iep.albinism.org/Home/example-iep/ieps/000099">http://iep.albinism.org/Home/example-iep/ieps/000099</a>
IEP	Pennsylvania	Fifth		20/80	Long-term Goal	Student will demonstrate an ability to utilize visual information when moving through the environment and estimate time it would take to reach 10 objects three time with no more than two prompts	<a href="http://iep.albinism.org/Home/example-iep/ieps/000099">http://iep.albinism.org/Home/example-iep/ieps/000099</a>
IEP	Pennsylvania	Fifth		20/80	Long-term Goal	Student will demonstrate an ability to utilize visual information when moving through the environment and report cues signaling the presence of terrain and curb changes 5 times three time with no more than two prompts	<a href="http://iep.albinism.org/Home/example-iep/ieps/000099">http://iep.albinism.org/Home/example-iep/ieps/000099</a>
IEP	Pennsylvania	Fifth		20/80	Long-term Goal	While working with the O & M specialist, student will develop an ability to correctly describe why a cane is used, the types of canes, name the parts of the cane and show the hand/arm/wrist positioning and or cane position/arc/movement when demonstrating the diagonal, constant contact, and two point touch technique with 100% accuracy on three occasions in the indoor and outdoor school environment	<a href="http://iep.albinism.org/Home/example-iep/ieps/000099">http://iep.albinism.org/Home/example-iep/ieps/000099</a>
IEP	Pennsylvania	Fifth		20/80	Long-term Goal	While working with the O & M Specialist, student will demonstrate an independent ability to analyze four different intersections in the community, and report shape of intersection, direction of travel in all lanes, type of traffic control, signs and rules, and all crossings two times each	<a href="http://iep.albinism.org/Home/example-iep/ieps/000099">http://iep.albinism.org/Home/example-iep/ieps/000099</a>
IEP	Pennsylvania	Fifth		20/80	Short-term objectives/benchmarks	While working with the O & M specialist, student with and enlarged/enhanced map with three different starting points and destinations that are clearly marked and with access to on line map resources of students outdoor community, will write directions to describe the routes giving directional detail and appropriate travel methods for each with 2 or less prompts per route	<a href="http://iep.albinism.org/Home/example-iep/ieps/000099">http://iep.albinism.org/Home/example-iep/ieps/000099</a>

Document Type	State	Grade	Age	Visual Acuity	Category	Description	Actual IEP
IEP	Pennsylvania	Fifth		20/80	Long-term Goal	When transitioning to a new class and teacher, student will use an established routine to secure necessary adaptations and accommodations that allow for full participation in her instruction in the classroom. Success will be measured by a score of 10/12 for each transition opportunity for 2 consecutive marking periods. Skills include 1. present her FVI to teachers, 2. inquire about the classroom routine for attendance, homework, computer, seating, etc., 3. secure a place for equipment and textbooks within the classroom, 5. complete the book ordering form for textbook enlargement, 6. search textbook titles on iPad to be downloaded through Bookshare - each is scored with support 1 point or independently 2 points	<a href="http://iep.albinism.org/Home/example-iep/ieps/000099">http://iep.albinism.org/Home/example-iep/ieps/000099</a>
IEP	Pennsylvania	Fifth		20/80	Accommodations	Opportunities to practice the use of a cane in the community	<a href="http://iep.albinism.org/Home/example-iep/ieps/000099">http://iep.albinism.org/Home/example-iep/ieps/000099</a>
IEP	Pennsylvania	Fifth		20/80	Accommodations	Consideration for high contrast marking on stairs, curbs and slopes in the indoor and outdoor school environment	<a href="http://iep.albinism.org/Home/example-iep/ieps/000099">http://iep.albinism.org/Home/example-iep/ieps/000099</a>
IEP	Pennsylvania	Fifth		20/80	Accommodations	Adapted maps and /or access to online maps for mobility lessons	<a href="http://iep.albinism.org/Home/example-iep/ieps/000099">http://iep.albinism.org/Home/example-iep/ieps/000099</a>
IEP	Pennsylvania	Fifth		20/80	Accommodations	Alternate activities for physical education may be utilized including use of a stationary bike	<a href="http://iep.albinism.org/Home/example-iep/ieps/000099">http://iep.albinism.org/Home/example-iep/ieps/000099</a>
IEP	Pennsylvania	Fifth		20/80	Short-term objectives/benchmarks	With the assistance of the TVI, student will create her own Functional Vision Information sheet	<a href="http://iep.albinism.org/Home/example-iep/ieps/000099">http://iep.albinism.org/Home/example-iep/ieps/000099</a>
IEP	Pennsylvania	Fifth		20/80	Accommodations	Use of personal iPad for available textbook usage	<a href="http://iep.albinism.org/Home/example-iep/ieps/000099">http://iep.albinism.org/Home/example-iep/ieps/000099</a>
IEP	Pennsylvania	Fifth		20/80	Accommodations	Materials will be enlarged to 24 point including textbooks and standardized assessments	<a href="http://iep.albinism.org/Home/example-iep/ieps/000099">http://iep.albinism.org/Home/example-iep/ieps/000099</a>
IEP	Pennsylvania	Fifth		20/80	Equipment	A slant board, hand held magnifier, dark lined paper, notebooks, key caps, large print ruler and calculator will be provided to student	<a href="http://iep.albinism.org/Home/example-iep/ieps/000099">http://iep.albinism.org/Home/example-iep/ieps/000099</a>
IEP	Pennsylvania	Fifth		20/80	Accommodations	Student will have permission to move closer to view all demonstrations and presentations by instructor made at greater than 10 feet distance	<a href="http://iep.albinism.org/Home/example-iep/ieps/000099">http://iep.albinism.org/Home/example-iep/ieps/000099</a>
IEP	Pennsylvania	Fifth		20/80	Accommodations	Student will use consumable tests; she will not use scantron or bubble answer sheets	<a href="http://iep.albinism.org/Home/example-iep/ieps/000099">http://iep.albinism.org/Home/example-iep/ieps/000099</a>
IEP	Pennsylvania	Fifth		20/80	Accommodations	Student will be afforded extra time to complete visual tasks not to exceed double time	<a href="http://iep.albinism.org/Home/example-iep/ieps/000099">http://iep.albinism.org/Home/example-iep/ieps/000099</a>
IEP	Pennsylvania	Fifth		20/80	Accommodations	Student needs access to electronic magnification	<a href="http://iep.albinism.org/Home/example-iep/ieps/000099">http://iep.albinism.org/Home/example-iep/ieps/000099</a>
IEP	Pennsylvania	Fifth		20/80	Accommodations	Due to the use of assistive technology, student requires extra storage, desktop space and access to an electrical outlet	<a href="http://iep.albinism.org/Home/example-iep/ieps/000099">http://iep.albinism.org/Home/example-iep/ieps/000099</a>
IEP	Pennsylvania	Fifth		20/80	Accommodations	Student should be seated with her back to the window to avoid glare	<a href="http://iep.albinism.org/Home/example-iep/ieps/000099">http://iep.albinism.org/Home/example-iep/ieps/000099</a>
IEP	Pennsylvania	Fifth		20/80	Accommodations	Student will have an orientation to school by a TVI prior to the school year	<a href="http://iep.albinism.org/Home/example-iep/ieps/000099">http://iep.albinism.org/Home/example-iep/ieps/000099</a>
IEP	Pennsylvania	Fifth		20/80	Accommodations	Modifications to equipment in physical education class should be considered (brightly colored balls, audible balls, audible targets, etc.)	<a href="http://iep.albinism.org/Home/example-iep/ieps/000099">http://iep.albinism.org/Home/example-iep/ieps/000099</a>
IEP	Pennsylvania	Fifth		20/80	Accommodations	Teachers should monitor activities involving projectile objects in physical education class or recess	<a href="http://iep.albinism.org/Home/example-iep/ieps/000099">http://iep.albinism.org/Home/example-iep/ieps/000099</a>
IEP	Pennsylvania	Fifth		20/80	Accommodations	Student will wear hats, sunglasses, long sleeves, and sunscreen for all outdoor activities including but not limited to physical education, recess and field trips	<a href="http://iep.albinism.org/Home/example-iep/ieps/000099">http://iep.albinism.org/Home/example-iep/ieps/000099</a>
IEP	Pennsylvania	Fifth		20/80	Accommodations	Information will be available for substitute teachers regarding her need for sunscreen, sunglasses, hats and long sleeves for outside activities	<a href="http://iep.albinism.org/Home/example-iep/ieps/000099">http://iep.albinism.org/Home/example-iep/ieps/000099</a>
IEP	Pennsylvania	Fifth		20/80	Accommodations	Due to a daily need for and electronic magnification equipment, student will have permission to carry a backpack between classes	<a href="http://iep.albinism.org/Home/example-iep/ieps/000099">http://iep.albinism.org/Home/example-iep/ieps/000099</a>
IEP	Pennsylvania	Fifth		20/80	Accommodations	Students Learning Media Assessment will be updated throughout the year by a TVI	<a href="http://iep.albinism.org/Home/example-iep/ieps/000099">http://iep.albinism.org/Home/example-iep/ieps/000099</a>
IEP	Pennsylvania	Fifth		20/80	Short-term objectives/benchmarks	A Functional Vision Information Sheet will be delivered by student to all staff who work with student (including bus drivers and substitute bus drivers).	<a href="http://iep.albinism.org/Home/example-iep/ieps/000099">http://iep.albinism.org/Home/example-iep/ieps/000099</a>
IEP	Pennsylvania	Fifth		20/80	Services/Frequency	Orientation and Mobility - 90 minutes monthly	<a href="http://iep.albinism.org/Home/example-iep/ieps/000099">http://iep.albinism.org/Home/example-iep/ieps/000099</a>
IEP	Pennsylvania	Fifth		20/80	Services/Frequency	Vision Support - 40 minutes weekly	<a href="http://iep.albinism.org/Home/example-iep/ieps/000099">http://iep.albinism.org/Home/example-iep/ieps/000099</a>
IEP	Pennsylvania	Fifth		20/80	Identified Need	Orientation and Mobility Assessment identified need of O & M direct instruction for the use of monocular telescope and long cane travel	<a href="http://iep.albinism.org/Home/example-iep/ieps/000099">http://iep.albinism.org/Home/example-iep/ieps/000099</a>
IEP	Pennsylvania	Fifth		20/80	Identified Need	Accommodations for physical education	<a href="http://iep.albinism.org/Home/example-iep/ieps/000099">http://iep.albinism.org/Home/example-iep/ieps/000099</a>
IEP	Pennsylvania	Fifth		20/80	Identified Need	Consideration for high contrast markings on stairs, curbs and slopes in the indoor and outdoor school environment	<a href="http://iep.albinism.org/Home/example-iep/ieps/000099">http://iep.albinism.org/Home/example-iep/ieps/000099</a>
IEP	Virginia	Preschool Age 3	3	20/125	Long-term Goal	When responding t verbal interaction from a play partner or an adult, student will orient her body towards the speaker, looking towards their face on three out of four opportunities measured quarterly	<a href="http://iep.albinism.org/Home/example-iep/ieps/000098">http://iep.albinism.org/Home/example-iep/ieps/000098</a>
IEP	Virginia	Preschool Age 3	3	20/125	Accommodations	Preferential seating	<a href="http://iep.albinism.org/Home/example-iep/ieps/000098">http://iep.albinism.org/Home/example-iep/ieps/000098</a>
IEP	Virginia	Preschool Age 3	3	20/125	Long-term Goal	Student will use a phrase to self advocate for her needs on three out of four opportunities measured quarterly	<a href="http://iep.albinism.org/Home/example-iep/ieps/000098">http://iep.albinism.org/Home/example-iep/ieps/000098</a>
IEP	Virginia	Preschool Age 3	3	20/125	Short-term objectives/benchmarks	Student will use a phrase to request assistance for vision support in a large group setting (it's too small, to far, I can't see that) with fading prompts on 3/4 opportunities as measured quarterly	<a href="http://iep.albinism.org/Home/example-iep/ieps/000098">http://iep.albinism.org/Home/example-iep/ieps/000098</a>
IEP	Virginia	Preschool Age 3	3	20/125	Short-term objectives/benchmarks	Student will respond appropriately when she does not know the answer to a question (I don't know, I need help) on 3/4 opportunities as measured quarterly	<a href="http://iep.albinism.org/Home/example-iep/ieps/000098">http://iep.albinism.org/Home/example-iep/ieps/000098</a>
IEP	Virginia	Preschool Age 3	3	20/125	Identified Need	Student could benefit from a slant board	<a href="http://iep.albinism.org/Home/example-iep/ieps/000098">http://iep.albinism.org/Home/example-iep/ieps/000098</a>
IEP	Virginia	Preschool Age 3	3	20/125	Identified Need	Classroom staff should be mindful of text and picture size/quality	<a href="http://iep.albinism.org/Home/example-iep/ieps/000098">http://iep.albinism.org/Home/example-iep/ieps/000098</a>
IEP	Virginia	Preschool Age 3	3	20/125	Identified Need	Student could benefit from the use of a dark writing utensil	<a href="http://iep.albinism.org/Home/example-iep/ieps/000098">http://iep.albinism.org/Home/example-iep/ieps/000098</a>
IEP	Virginia	Preschool Age 3	3	20/125	Identified Need	Student should be able to be no more than 5 feet away when viewing items at a distance	<a href="http://iep.albinism.org/Home/example-iep/ieps/000098">http://iep.albinism.org/Home/example-iep/ieps/000098</a>
IEP	Virginia	Preschool Age 3	3	20/125	Services/Frequency	Vision Services in Special Educational Setting - 2.5 hours per month	<a href="http://iep.albinism.org/Home/example-iep/ieps/000098">http://iep.albinism.org/Home/example-iep/ieps/000098</a>
IEP	Virginia	Preschool Age 3	3	20/125	Services/Frequency	Vision Services - 2 hours per month	<a href="http://iep.albinism.org/Home/example-iep/ieps/000098">http://iep.albinism.org/Home/example-iep/ieps/000098</a>

Document Type	State	Grade	Age	Visual Acuity	Category	Description	Actual IEP
IEP	Virginia	Preschool Age 3	3	20/125	Services/Frequency	Preschool Resource Program - 1 hour per week	<a href="http://iep.albinism.org/Home/example-iep/ieps/000098">http://iep.albinism.org/Home/example-iep/ieps/000098</a>
504	Kansas	Seventh	13	20/200	Short-term objectives/benchmarks	Rewrite illegible answers to be aligned with grade level expectations	<a href="http://iep.albinism.org/Home/example-iep/ieps/000102">http://iep.albinism.org/Home/example-iep/ieps/000102</a>
504	Kansas	Seventh	13	20/200	Accommodations	Reduce the amount of reading when large amounts are required	<a href="http://iep.albinism.org/Home/example-iep/ieps/000102">http://iep.albinism.org/Home/example-iep/ieps/000102</a>
504	Kansas	Seventh	13	20/200	Identified Need	Use verbal cues and check for understanding for task completion	<a href="http://iep.albinism.org/Home/example-iep/ieps/000102">http://iep.albinism.org/Home/example-iep/ieps/000102</a>
504	Kansas	Seventh	13	20/200	Equipment	Allow access to Bookshare on iPad	<a href="http://iep.albinism.org/Home/example-iep/ieps/000102">http://iep.albinism.org/Home/example-iep/ieps/000102</a>
504	Kansas	Seventh	13	20/200	Accommodations	Provide alternate PE activity when unable to participate (Ping-Pong, badminton). Allow to work in library if alternate activity is not available.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000102">http://iep.albinism.org/Home/example-iep/ieps/000102</a>
504	Kansas	Seventh	13	20/200	Equipment	Allow use of computer, iPad and headphones for assignments, schoolwork and planner. Allow use of apps that support learning.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000102">http://iep.albinism.org/Home/example-iep/ieps/000102</a>
504	Kansas	Seventh	13	20/200	Accommodations	Allow extended time due to visual fatigue. Allow up to two school days for assignments and up to two time the regular allotted time for tests. Limit work time to 45 minute segments.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000102">http://iep.albinism.org/Home/example-iep/ieps/000102</a>
504	Kansas	Seventh	13	20/200	Identified Need	Redirect student if not using visual devices consistently and appropriately.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000102">http://iep.albinism.org/Home/example-iep/ieps/000102</a>
504	Kansas	Seventh	13	20/200	Equipment	Provide access to PowerPoint presentations, class notes and PDF documents. Allow student to complete assignments using the Notability app and return via email to teacher.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000102">http://iep.albinism.org/Home/example-iep/ieps/000102</a>
504	Kansas	Seventh	13	20/200	Equipment	Supply enlarged material, large print spiral notebooks and enlarged notebook paper for student's daily work and assessments. (vision dept.)	<a href="http://iep.albinism.org/Home/example-iep/ieps/000102">http://iep.albinism.org/Home/example-iep/ieps/000102</a>
504	Kansas	Seventh	13	20/200	Accommodations	Have teachers communicate in type or by large print. Use high contrast ink color which will stand out from the page color, text color and student's writing ink.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000102">http://iep.albinism.org/Home/example-iep/ieps/000102</a>
504	Kansas	Seventh	13	20/200	Accommodations	Chunk assignments and test into smaller pieces to assist with pacing of work and to reduce visual strain.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000102">http://iep.albinism.org/Home/example-iep/ieps/000102</a>
504	Kansas	Seventh	13	20/200	Accommodations	Allow assistive devices such as Visio Book, magnifiers, monoculars, monocular specs and iPad.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000102">http://iep.albinism.org/Home/example-iep/ieps/000102</a>
504	Kansas	Seventh	13	20/200	Accommodations	Offer frequent breaks during classroom activities and during lengthy tests.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000102">http://iep.albinism.org/Home/example-iep/ieps/000102</a>
504	Kansas	Seventh	13	20/200	Accommodations	Allow student to take all district and state standardized assessments in a small group setting with a large computer monitor and magnifier. Offer breaks due to eye fatigue. Proctor will answer questions regarding charts, maps and graphs according to testing guidelines. Large print paper-pencil tests will be used for standardized assessments when available.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000102">http://iep.albinism.org/Home/example-iep/ieps/000102</a>
504	Kansas	Seventh	13	20/200	Accommodations	Allow student to sit in the front at assemblies or programs with a peer.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000102">http://iep.albinism.org/Home/example-iep/ieps/000102</a>
504	Kansas	Seventh	13	20/200	Accommodations	Seat student near the front of the room near teacher instruction and avoid glare from the windows.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000102">http://iep.albinism.org/Home/example-iep/ieps/000102</a>
504	Kansas	Seventh	13	20/200	Equipment	Allow student to use a mobile cart to carry supplies from room to room and from school to home.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000102">http://iep.albinism.org/Home/example-iep/ieps/000102</a>
504	Kansas	Seventh	13	20/200	Accommodations	Allow student to leave a few minutes early to go to lunch. His cart will be kept in the counseling office during lunch.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000102">http://iep.albinism.org/Home/example-iep/ieps/000102</a>
504	Kansas	Seventh	13	20/200	Accommodations	Use verbal cueing for visual in lunchroom, assemblies, hallways and classrooms.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000102">http://iep.albinism.org/Home/example-iep/ieps/000102</a>
504	Kansas	Seventh	13	20/200	Accommodations	Limit the glare of bright lighting by closing blinds, tilting blinds upward, dimming classroom lights and standing away from windows while teaching.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000102">http://iep.albinism.org/Home/example-iep/ieps/000102</a>
504	Kansas	Seventh	13	20/200	Accommodations	Keep student close to the teacher and at the front of the line in emergency situations. During planned fire drills, student will be escorted out of the building by an adult in advance.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000102">http://iep.albinism.org/Home/example-iep/ieps/000102</a>
504	Kansas	Seventh	13	20/200	Accommodations	Use large printed labels in the cafeteria to identify food choices.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000102">http://iep.albinism.org/Home/example-iep/ieps/000102</a>
504	Kansas	Seventh	13	20/200	Accommodations	Allow student several minutes to adjust to changes in lighting before traveling independently outside. Consider his surroundings for easy mobility.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000102">http://iep.albinism.org/Home/example-iep/ieps/000102</a>
504	Kansas	Seventh	13	20/200	Transition Services	Have a meeting at the end of the school year to determine school supplies, textbooks and support materials needed for the upcoming school year.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000102">http://iep.albinism.org/Home/example-iep/ieps/000102</a>
504	Kansas	Seventh	13	20/200	Accommodations	Provide discrete reminders of appropriate social behaviors at the time of incident.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000102">http://iep.albinism.org/Home/example-iep/ieps/000102</a>
504	Kansas	Seventh	13	20/200	Accommodations	Provide school planner in PDF format	<a href="http://iep.albinism.org/Home/example-iep/ieps/000102">http://iep.albinism.org/Home/example-iep/ieps/000102</a>
504	Kansas	Seventh	13	20/200	Accommodations	Assign locker on end so student has room to maneuver cart. Use directional combination lock or key lock to PE and school locker.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000102">http://iep.albinism.org/Home/example-iep/ieps/000102</a>
504	Kansas	Seventh	13	20/200	Identified Need	Consult with teacher of the visually impaired, adapted PE teacher and other resource personnel to address students individual needs.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000102">http://iep.albinism.org/Home/example-iep/ieps/000102</a>
504	Kansas	Seventh	13	20/200	Accommodations	Encourage student to wear sunscreen, hat and sunglasses when outside for long periods of time. These items are stored in cart.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000102">http://iep.albinism.org/Home/example-iep/ieps/000102</a>
504	Kansas	Seventh	13	20/200	Accommodations	Provide and orientation prior to the beginning of each school year so student is able to locate classrooms, restrooms and other key areas.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000102">http://iep.albinism.org/Home/example-iep/ieps/000102</a>
504	Kansas	Seventh	13	20/200	Accommodations	Provide support with organization by encouraging student to record assignments in planner, check grades online and keep materials neatly stored in locker and cart.	<a href="http://iep.albinism.org/Home/example-iep/ieps/000102">http://iep.albinism.org/Home/example-iep/ieps/000102</a>