

ssment

Josh

Josh is a ten-year-old boy in the 5th grade. With a strong work ethic and determination to get his schoolwork accomplished, Josh is a delight to have in class when his behaviors are appropriate. Josh has been identified with behavioral, social emotional issues that impact his learning. When frustrated or overwhelmed, Josh greatly benefits from talking with an adult he trusts. Josh's native language is English at home and at school. He is a very bright math student, and is on grade level in all of his subjects. Josh is engaged and eager to participate, sharing ideas aloud in class. He works well in small groups and with a partner. Josh's 2009 NECAP scores were proficient in both Math and Reading. Josh reads with adequate fluency and comprehension according to the Flynt-Cooter on November 4, 2010.

Unfortunately, Josh does not have a supportive home life. The biggest challenge in functional performance is difficulty finishing his homework, which can lead him to become non-responsive, such as, refusing to talk, hiding his face, or throwing himself to the ground. Josh needs to have a set time frame to get his work done with beginning and end times. Josh also needs the opportunity to take a break outside the classroom in order to ease his frustrations. Academically, Josh gets frustrated and overwhelmed with multi-step word problems in Math. Communicating through writing is also a struggle, such as, needing to produce a well-organized paragraph. Based upon this information, Josh needs an IEP in the areas of Social and Emotional Behavior, Math, and Writing.

Charles County School District
INDIVIDUALIZED EDUCATION PROGRAM
FOR STUDENTS AGE 3 THRU 13

Student Last Name First Name Middle Initial Josh	Date of Birth 08/04/2000	Age: 10 years, 3 months	Gender: Male	SASID
Home School	Current Grade Fifth Grade	Current School Charles Middle School		
School Contact Person's Name	School Contact Phone Number		School Contact E-mail	
Is the student an English Language Learner? <u>No</u>	If yes, what is the student's home/native language?			

Family Contact Information

Parent/Guardian				
First Name	Last Name			Home Phone
Address	City	State	Zip Code	Cell Phone
Email	Home Native Language	If interpreter needed, what language?		Work Phone
Parent/Guardian				
First Name	Last Name			Home Phone
Address	City	State	Zip Code	Cell Phone
Email	Home Native Language	If interpreter needed, what language?		Work Phone
Educational Surrogate				
First Name	Last Name			Work Phone
Address	City	State	Zip Code	

**IEP Team Meeting
Purpose of This Meeting**

___ Initial IEP ___ Annual Review ___x___ Reevaluation

Most recent evaluation date: 11/10/2010 Next evaluation date: 11/10/2013

**IEP Team Meeting Participants
Today's date: 11/10/2010**

Role/Name (please print)	Signature showing attendance at meeting	Role/Name (please print)	Signature showing attendance at meeting
Student: Josh			
Parent(s)			
Parent(s)			
Regular Education Teacher			
Special Education Teacher			
Local Educational Agency Rep			

**Present Levels of Academic Achievement and Functional Performance
What Can This Student Do Now?**

Present Levels of Functional Performance	
Strengths	Needs
<p>Josh has adjusted well transitioning into the middle school setting with new routines. Josh has shown that he is capable of handling the responsibility of changing classes. Josh spends all day in Grade 5 classrooms. Josh works well independently as well as in small group settings or with a partner. Josh participates well in class and tries to complete all his work. Josh is working on appropriately asking for breaks outside the classroom to help control frustrations. Josh has shown that discussing problems with an adult helps to relieve frustration and leads to a more productive and successful day. Josh works hard to complete all assignments or tasks given to him. Currently, a personal behavior plan is being implemented to establish positive reinforcement.</p>	<p>Josh demonstrates more success in a structured classroom environment with clear rules and behavioral expectations. Josh needs to be given clear beginning and ending times in order to successfully complete an assignment and stay on task. Josh needs to receive positive feedback throughout the school day to help him maintain motivation and reduce overwhelming frustrations. Frequently, Josh can become frustrated with class-work and needs a break. Allowing him to take a walk outside of the classroom provides time needed to ease frustrations. Josh also benefits by talking with a trusting adult during frustrating times.</p>

Present Levels of Academic Achievement	
Strengths	Needs
<p>Josh demonstrates strength in generating topic ideas for written assignments. Josh can brainstorm ideas on a specified topic before beginning his writing. Josh can produce a paragraph of 5-7 sentences with good topic ideas. Josh will add more details to his writing and edit his work with prompting from the teacher. Josh demonstrates confidence when writing independently, and enjoys sharing his ideas.</p> <p>Mathematics is a strong area for Josh, with the exception of comprehending key vocabulary words. Josh has shown that he can easily add, subtract and multiply large numbers (including operations with regrouping and decimals). Josh demonstrates a strong understanding of mathematical computations.</p>	<p>Based on the Fall 2010 NWEA, Josh scored in the overall low range with 165 in the area of Language Usage. The average score at this point in the year for fifth graders is a 207. Josh struggles to develop a structured and detailed paragraph on a given topic. Although his writing shows good ideas, the text lacks a logical sequence of beginning, middle and end. Josh needs to add more detail to his writing with less teacher support. Josh also needs to improve the conventions of his writing by self-correcting grammar, spelling, and sentence structure, before handing in an assignment.</p> <p>Based on the Fall 2010 NWEA, Joshua scored a 179 in the area of Mathematics. The average score at this point in the year for fifth graders is a 212. Joshua becomes overwhelmed when presented with a word problem and needs to talk about it before producing a written response to the word problem. It is helpful for Joshua to utilize math vocabulary in order to complete a grade level written response.</p>

Areas to be Addressed During the Timeframe of This IEP

Academic: Writing
Mathematics (Problem Solving)

Functional: Behavioral/Social Emotional (Responding to Frustration)

Academic Standards Student's Program Will Address

- RI Early Learning Standards
- Grade Level Expectations
- Grade Span Expectations
- WIDA English Language Proficiency Standards
- Alternate Assessment Grade Span Expectations (attach the completed Participation Criteria for the RI AA to the IEP)
- Other, Please specify _____

Measurable Annual Academic or Functional Goal(s)

Area of Need Writing	Baseline: What student can do now. (You may attach a chart or graph.) According to the Grade 5 Writing Rubric, Josh consistently scores a 3 out of 4 with maximum prompting from the teacher 95% of the time. ✓		
Goal #	What student can do by the end of this IEP.	How student's progress will be measured.	When progress will be reported to parents.
1	Josh will consistently receive a 3 on the Grade 5 Writing Rubric and demonstrate command of paragraph structure 85% of the time with no prompting from the teacher.	Written Samples Writing Rubric Portfolio	Trimester

Measurable Short Term Objectives or Benchmarks

These are the measurable steps along the way to help student to achieve this goal.

By December, Josh will consistently receive a 3 on the Grade 5 Writing Rubric and demonstrate command of paragraph structure 85% of the time with some prompting from the teacher.
By March, Josh will consistently receive a 3 on the Grade 5 Writing Rubric and demonstrate command of paragraph structure 85% of the time with minimal prompting from the teacher.
By June, Josh will consistently receive a 3 on the Grade 5 Writing Rubric and demonstrate command of paragraph structure 85% of the time with no prompting from the teacher. ✓

Measurable Annual Academic or Functional Goal(s)

Area of Need Math	Baseline: What student can do now. (You may attach a chart or graph.) Based on Everyday Math Open Response Rubric, Josh scores a 2 out of 4 on fifth grade level written communication 80% of the time. ✓		
Goal #	What student can do by the end of this IEP.	How student's progress will be measured.	When progress will be reported to parents.
2	When given a Grade 5 Open Response prompt, Josh will identify and communicate in writing the necessary steps to solve the problem scoring a 3 on the rubric 90% of the time.	Everyday Math Open Response Rubric	Trimester

Measurable Short Term Objectives or Benchmarks

These are the measurable steps along the way to help student to achieve this goal. ✓

By December, when given a Grade 5 Open Response prompt, Josh will identify and communicate in writing the necessary steps to solve the problem scoring a 3 on the rubric 70% of the time.
By March, when given a Grade 5 Open Response prompt, Josh will identify and communicate in writing the necessary steps to solve the problem scoring a 3 on the rubric 80% of the time.
By June, when given a Grade 5 Open Response prompt, Josh will identify and communicate in writing the necessary steps to solve the problem scoring at least a 3 on the rubric 90% of the time.

Measurable Annual Academic or Functional Goal(s)

Area of Need Behavioral/Social Emotional	Baseline: What student can do now. (You may attach a chart or graph.) According to classroom observations, Josh can appropriately follow directions and communicate his needs for a break 1 out of 5 times per day.		
Goal #	What student can do by the end of this IEP.	How student's progress will be measured.	When progress will be reported to parents.
3	Josh will demonstrate self-awareness and control by following directions, and communicating his needs for a break at least 4 out of 5 times per day.	Behavior System Classroom Observation	Trimester

Measurable Short Term Objectives or Benchmarks

These are the measurable steps along the way to help student to achieve this goal.

By December, Josh will demonstrate self-awareness and control by following directions, and communicating his needs for a break at least 2 out of 5 times per day.
By March, Josh will demonstrate self-awareness and control by following directions, and communicating his needs for a break at least 3 out of 5 times per day.
By June, Josh will demonstrate self-awareness and control by following directions, and communicating his needs for a break at least 4 out of 5 times per day.

Considerations

In developing the IEP, did the IEP Team consider: (a) The strengths of the student? (b) The concerns of the parents for enhancing the education of their student? (c) The results of the initial or most recent evaluation of the student? (d) The academic, developmental and functional needs of the student?	Yes	If the IEP team cannot answer yes to each of these questions a-d, the team must review that factor and consider the impact of the general factor when developing this IEP.
Does the student's behavior impede his/her learning or that of others?	Yes	If yes, the IEP Team must consider the use of positive behavioral interventions and supports and other strategies to address the behavior.
Is the student an English Language Learner?	No	If yes, the IEP Team must consider the language needs that relate to this IEP.
Is the student blind or visually impaired? If yes, does the student need instruction in Braille or the use of Braille?	No	
Does the student have communication needs that could impede his/her learning?	No	If yes, the IEP Team must address communication needs.
Is the student deaf or hard of hearing?	No	If yes, the IEP Team must consider the student's language and communication needs, opportunities for direct communications with peers and professional personnel in the student's language and communication mode, academic level, and full range of needs, including opportunities for direct instruction in the student's language and communication mode.
Did the IEP Team consider whether the student needs assistive technology device(s) and service(s)?	No	If no, the IEP Team must consider whether the student needs assistive technology device(s) and service(s).
Does this student have a Personal Literacy Plan (PLP)?	No	If yes, the short term objectives must be aligned with the student's PLP, where applicable.

Extended School Year Services

Does the Student require Extended School Year (ESY) services?

Yes ESY services will be provided for this student and are described in the special education programs and services, related services, supplementary aids and services, program modification and supports for school personnel sections of this IEP.

No

Supplementary Aids and Services/Program Modifications/Supports for School Personnel

Goal #	Supplementary Aids and Services/Program Modifications/Supports for School Personnel	Frequency	Beginning Date	Duration	Location	
					Regular Education	Other
1	Josh will use graphic organizers when developing writing pieces. Writing tasks are broken up into smaller chunks to allow Josh to focus on one concept or paragraph at a time to help ease frustration and allow time to complete a specific task.	Daily	11/23/2010	06/21/2010	X	
1	Josh will use graphic organizers when developing writing pieces. Writing tasks are broken up into smaller chunks to allow Josh to focus on one concept or paragraph at a time to help ease frustration and allow time to complete a specific task.	Daily	09/01/2011	11/22/2011	X	
2	Josh will use graphic organizers when developing written explanations in math. Writing tasks are broken up into smaller chunks to allow Josh to focus on one concept or paragraph at a time to help ease frustration and allow time to complete a specific task.	Daily	11/23/2010	06/21/2010	X	
2	Josh will use graphic organizers when developing written explanations in math. Writing tasks are broken up into smaller chunks to allow Josh to focus on one concept or paragraph at a time to help ease frustration and allow time to complete a specific task.	Daily	09/01/2011	11/22/2011	X	
3	Josh will receive praise and motivation throughout the school day to help him stay focused on the completion of tasks. Josh has the schedule for each day in his planner so that the daily routine is predictable. Josh is able to take a break outside the classroom as necessary to allow him to calm his frustrations. It is extremely helpful for Josh to talk with an adult with whom he has developed a relationship with in order to ease frustration.	Daily	11/23/2010	06/21/2010	X	
3	Josh will receive praise and motivation throughout the school day to help him stay focused on the completion of tasks. Josh has the schedule for each day in his planner so that the daily routine is predictable. Josh is able to take a break outside the classroom as necessary to allow him to calm his frustrations. It is extremely helpful for Josh to talk with an adult with whom he has developed a relationship with in order to ease frustration.	Daily	09/01/2011	11/22/2011	X	

Educational Environments

The educational environment for this student

If the student will turn 6 years of age during the timeframe of this IEP, please complete both this section and the Early Childhood Environments section.


 inside regular class 80% or more of the time inside regular class 79%-40% of the time inside regular class less than 40% of the time

Placement

<p>The services described within this IEP place this student (age 3 through 5) in the following category on the continuum of special education placement and services:</p>	<p>The services described within this IEP place this student (age 6 or older) in the following category on the continuum of special education placement and services:</p>
<ul style="list-style-type: none"> <input type="checkbox"/> Temporary placement in any educational setting (as described in RI regulations) for a period of no more than thirty (30) days <input type="checkbox"/> Placement in a general early childhood setting with on site consultation by an early childhood special educator and /or provider(s) of related services to the general education teacher and/or the family and when indicated direct intervention with the student <input type="checkbox"/> Placement in an integrated preschool class designed primarily for students with disabilities and including children without disabilities that is located in a public school building. Class size maximum of 15 children with less than 50% being children with disabilities <input type="checkbox"/> Home-based special education and related services provided to the child together with the parents or primary care provider <input type="checkbox"/> Placement at home or in a general early childhood setting with supplementary placement in an early childhood special education setting for a portion of the school day or week <input type="checkbox"/> Full time placement in an early childhood special education setting located in a public school or building or other community based early childhood facility <input type="checkbox"/> Placement in a special education day school <input type="checkbox"/> Placement in a residential special education school 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> General education class with special education consultation, supplementary aides and services or part time services in a special class <input type="checkbox"/> Special class integrated in a school district building <input type="checkbox"/> Home or hospitalized instruction <input type="checkbox"/> Special education day school program <input type="checkbox"/> Special education residential school in a separate public or non-public facility

State/District-wide Assessment Accommodations*

Assessment Accommodation	Reading	Writing	Math	Science	Other
Short, supervised breaks	X	X	X	X	
Time to complete a session extended beyond the scheduled administration time within the same day.	X	X	X	X	



Student will participate in RI Alternate Assessment. ____ Yes ___X___No If yes, attach the completed Participation Criteria for the RI AA to the IEP.

Current AAGSE(s) assessed _____

Please refer to the *NECAP: Accommodations, Guidelines, and Procedures: Administrator Training Guide

Parental Consent for Initial Provision of Special Education and Related Services

Informed written parental consent is required before the initial provision of special education services. If this is the first IEP to be in effect for a student with a disability, the informed parent consent for special education services was obtained on __/__/__.

Information for Parents

A copy of the procedural safeguards must be given to the parent(s):

- One time per school year
- Upon initial referral or parent request for evaluation
- Upon receipt of the first State complaint or due process complaint in a school year
- In accordance with discipline procedures
- Upon request by a parent

The school district must provide information for parents on the Local or Regional Advisory Committee on Special Education.

A parent's signature is not required for implementation of the IEP. The school district must provide written notice to the parent(s) 10 school days prior to implementation of the IEP.

Parents have the right to disagree with the IEP and, if necessary, request mediation or initiate a due process hearing as described in the procedural safeguards.

<i>Indicators</i>	<i>Evidence</i>	<i>Below Standard</i>	<i>Approaches Standard</i>	<i>Meets Standard</i>	<i>Exceeds Standard</i>
<p>IEP CEC Standard 7: Instructional Planning</p> <p><u>RIBTS 9.4:</u> Maintain records of student learning</p>	<p>Present Level of Academic Achievement and Functional Performance Statements (PLAAFPs) are written in two separate areas of academic and/or behavioral concern. Each PLAAFP must include –</p> <ul style="list-style-type: none"> -clearly stated specific behaviors, description of the measurement conditions, -levels of proficiency, are stated positively in parent friendly language. -Grade Level Expectations (GLEs), Grade Span Expectations (GSEs) or Alternative Grade Span Expectations (AGSEs) are referenced. 	<p>PLAAFPs are described ambiguously without a clear reference to GLEs, GSEs, or AGSEs</p> <p>-major components of the PLAAFPs format are missing or inaccurate, and/or one or both PLAAFPs are missing.</p>	<p>Both PLAAFPs are included; but one or both are insufficiently provided in terms of the required components and/or reference to GLEs, GSEs, or AGSEs.</p>	<p>Both PLAAFPs are included and all required components are included and are accurately written. GLEs, GSEs, or AGSEs are checked off.</p>	<p>Both PLAAFPs are included. PLS address important areas of need. All required components are included and are written clearly in objective and measurable terms. GLEs, GSEs, or AGSEs are accurately checked off.</p>
<p><u>RIBTS 9.2:</u> <u>Use a variety of assessment strategies</u></p> <p>CEC 8: Assessment</p>	<p>Two Annual Goals (AGs) are written and are consistent with the PLAAFPs for the IEP subject.</p>	<p>One, or both AGs are missing or do not correspond in an appropriate way to the subject's PLAAFPs. AGs are unclear (not observable or measurable) and/or unreasonable.</p>	<p>Both AGs are present but may not correspond in all ways to the subject's PLAAFPs. AGs are <i>somewhat</i> unclear (not observable or measurable) and/or unreasonable.</p>	<p>Both AGs are present and correspond appropriately to the subject's PLAAFPs. AGs are observable, measurable, and reasonable.</p>	<p>Both AGs are present and correspond in all ways to the subject's PLAAFPs. AGs are exceptionally written. They are observable, measurable, and reasonably address the learning needs of the student.</p>
<p><u>CEC Standard 7:</u> <u>Instructional Planning</u></p>	<p>Short Term Objectives (STOs) or Benchmarks are written in a manner that directly connects the PLAAFPs to the AGs. STOs are sequential and logical in content. A minimum of 4 (quarterly) STOs must be provided.</p>	<p>STOs are missing, and/ or -there is little, or no connection between the PLAAFPs and the AGs, and/or -fewer than 4 STOs are presented.</p>	<p>Fewer than 4 STOs are presented. Although there may be a connection between the PLAAFPs and AGs, the connection has weaknesses in content, sequence or logic.</p>	<p>STOs are written in a manner that generally connects the PLAAFPs to the AGs. STOs are sequential and logical in content. A minimum of 4 (quarterly) STOs are provided</p>	<p>STOs are written in a manner that specifically connects the PLAAFPs to the AGs. STOs have an evident content sequence and logic. A minimum of 4 (quarterly) STOs are provided</p>

Candidate's Name _____

Evaluation: Below

SPED 440/438/662/1

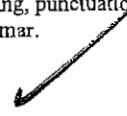
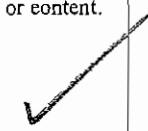
Meets Standard _____ Exceeds Standard

[Handwritten Signature]

Date: 12/9/10

Page 2 of 2

**Department of Special Education Exit Portfolio
Individualized Education Program (IEP) Rubric**

<i>Indicators</i>	<i>Evidence</i>	<i>Below Standard</i>	<i>Approaches Standard</i>	<i>Meets Standard</i>	<i>Exceeds Standard</i>
<p>INTRODUCTION <u>RIBTS 3.2:</u> Design instruction that meets the current cognitive, social, and personal needs of their students.</p> <p>CEC Standard #4: Instructional Strategies</p>	<p>A one page introduction to the IEP is provided that respects the confidentiality of the subject. Content summarizes relevant school history, cultural/ linguistic background, and current cognitive and personal/social needs of the subject. Student's strengths and needs are identified separately. Briefly states data sources. Professional language is used in terms of spelling, punctuation and grammar in this introduction, <u>and</u> throughout the IEP.</p>	<p>Introduction is missing or inadequate, and/or</p> <p>-violates confidentiality, and/or</p> <p>- fails significantly to meet the requirements of professional language.</p>	<p>Introduction lacks clarity, and/or</p> <p>-violates student confidentiality, and/or</p> <p>- contains more than two errors in spelling, punctuation or grammar.</p>	<p>The content of the introduction is professionally written, informative and demonstrates respect for the confidentiality of student. There are no more than three errors in spelling, punctuation or grammar.</p>	<p>The introduction is highly informative, clearly written, and succinctly summarizes all key student information. Introduction demonstrates respect for the student's confidentiality, and is free from stylistic errors in spelling, punctuation or grammar.</p> 
<p>IEP <u>RIBTS 9.2:</u> Use a variety of assessment strategies and instruments that are aligned with instructional content and methodology.</p> <p>CEC Standard 8: Assessment <u>RIBTS 9.1:</u> Gather information about their students</p>	<p>An appropriate Rhode Island Department of Education (RIDE) approved IEP form is used. All applicable components, including evaluation criteria, transition plans, special and related services are completed.</p>	<p>Student does not use an appropriate form, and /or major required components of the IEP are incomplete, and/or contain incorrect information or content elements.</p>	<p>Student uses an appropriate IEP form. Some minor components of the IEP are incomplete, and/or contain incorrect information or content elements.</p>	<p>An appropriate IEP form is used, and all required components of the IEP are completed and include correct information or content.</p> 	

Candidate's Name
2