

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

<b>Indicators</b>	<b>Evidence</b>	<b>Below Standard</b>	<b>Approaches Standard</b>	<b>Meets Standard</b>	<b>Exceeds Standard</b>
<p><b>INTRODUCTION</b>  <b>RIBTS 3.2:</b>            Design instruction that meets the current cognitive, social, and personal needs of their students.</p> <p><b>CEC Standard #4:</b>            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, and throughout the IEP.</p>	<p>Introduction is missing or inadequate, and/or            -violates confidentiality, and/or            - fails significantly to meet the requirements of professional language.</p>	<p>Introduction lacks clarity, and/or            -violates student confidentiality, and/or            - 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><b>IEP</b>  <b>RIBTS 9.2:</b>            Use a variety of assessment strategies and instruments that are aligned with instructional content and methodology.</p> <p><b>CEC Standard 8:</b>            Assessment  <b>RIBTS 9.1:</b>            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 Suzanne Ward-Smith

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Indicators	Evidence	Below Standard	Approaches Standard	Meets Standard	Exceeds Standard
<p><b>IEP</b> CEC Standard 7: Instructional Planning</p> <p><b>RIBTS 9.4:</b> 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 – 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>	<p>PLAAFPs are described ambiguously without a clear reference to GLEs, GSEs, or AGSEs -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><b>RIBTS 9.2:</b> Use a variety of assessment strategies</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>some what</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>CEC Standard 7: <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 Suzanne Ward-Smith

Evaluation: Below Standard            Approaches Standard            Meets Standard            Exceeds Standard            ✓

SPED 440/438/662/664/665 Instructor's Signature: Ellen Fingert

Date: Oct 20, 2018

## Individualized Education Program Entry

### I. Introduction

Joey Smith\* (pseudonym) is a new student in the Rhode Island Public School System. He moved this past summer to Rhode Island and was placed in the 4<sup>th</sup> grade general education setting. Previously, Joey attended catholic school in a neighboring town in Rhode Island, and from his records and from current teacher observations, Joey has had some learning difficulties. As the general education teacher, it is my job to make sure that Joey's needs are being met so that he can achieve success. Therefore, I felt it was appropriate to bring him up for a TEAM evaluation. We (classroom teacher, special education teacher, school psychologist, principal, speech/language pathologist, and Joey's father and grandmother) met on Friday, October 1, 2010, to discuss what interventions had been tried in the classroom thus far in the school year as well as what we can all do to support his learning needs. It was also essential to learn what we could do to ensure work completion both at school and at home.

#### A. Student

Joey is currently a ten year-old male who lives at home with his father and grandparents in a town in Rhode Island. Joey's father has full custody of him, and Joey has some monthly visitation rights from his biological mother. Joey's grandparents serve as very active members of his family. They assist Joey with his homework in the evening, discipline him, and take on much of the responsibility of parenting. Joey's grandparents are both immigrants from Portugal and have very limited English. Therefore, at home, Joey speaks Portuguese with his grandparents frequently. Very seldom does Joey use English as his means of communicating with his grandparents; however, Joseph's dominant language is English, and this is what he uses when speaking with his father, teacher, and friends.

#### B. Student Strengths

Joey is new to this district and has acclimated well to the educational community. Joey has many friends and seems to get along well with his peers and his teachers (the special education teacher and me). As mentioned at the TEAM meeting, Joey is extremely likeable and has a very friendly and respectful demeanor. He consistently uses his manners and tries to adhere to classroom rules and responsibilities. Joey is very interested in participating in classroom activities orally. He also enjoys playing video games at home, playing outside, and spending time with his younger sister. He enjoys his responsibility of being a "big brother." As far as academics are concerned, Joseph does well when he is allowed to verbally give his responses to an activity. He likes working with peers and enjoys the interaction with adults.

Joey's current instructional level in reading, as seen from his performance on the DRA, is currently at the late third grade level (level 36). Therefore, he is not significantly behind his peers in terms of oral reading and comprehension. More specifically, Joey's performance on measures of word identification, word attack, and reading fluency were all age-appropriate, falling well within grade level expectations. Joey's primary area of vulnerability in reading is comprehension, which is delayed for his current grade placement. In particular, Joey demonstrated much difficulty when making inferences to the text and finding supporting details to support his answers. Thus, his comprehension of third grade level text was within the frustration range, despite strong accuracy and fluency. During reading, Joey enjoys participating in classroom discussions and teacher-directed questions related to a text, but struggles when having to complete written assignments. He can complete a written assignment if a teacher is continually prompting him or if he is working in a small group/one-on-one setting with minimal distractions.

### C. Student Needs

Since the beginning of the school year, the classroom teacher as well as the special education teacher have noticed some areas of concern with Joey. First, Joey was diagnosed with ADHD three years ago and was tried on a variety of medications to assist with his inattention.

Although initially effective, all of these agents ultimately caused paradoxical reactions with subsequent dosage adjustments. Therefore, currently Joey is not taking any medications to assist him with his attention and hyperactivity. Because of his inability to focus in class on assignments, Joey is not able to complete his work during the designated class periods. He often has to take his class work home to finish, in addition to his current homework. Therefore, Joey is demonstrating difficulty completing his work in an efficient manner. Likewise, Joey is very distracted and requires constant reminders to stay on task. I would like to see him be able to work more independently on assignments, without requiring as much assistance from the teachers. He is very capable of learning and completing a task, but often does want to work independently. He would like a one-on-one with him at all times; however, with twenty-eight students in the classroom, he is not receiving as much support as he would like.

Certainly, he could do most of the work on his own, but his lack of independence and inattention make it difficult for him to do his work effectively and efficiently.

As most frequently observed, Joey shows many signs of solid intellectual potential whose strong thinking and problem solving skills can be undermined by his difficulties with regulation/attention, precision, working memory, and slowness in terms of integrating complex material. Joey's problems with attention and regulation cause him to miss important information, respond at inappropriate times, have difficulty keeping material in mind, and lose track of his goal. Likewise, Joey also demonstrates difficulties with working memory, or the ability to hold and manipulate information in mind over time, which can also contribute to poor academic performance and limit his solid problem solving skills. Also, because he

came from her school, Joey is missing some important background knowledge that many students who attended our public schools have been exposed to in the past. Therefore, we are trying to catch Joey up to the other students with the curriculum, but at the same time, introducing many new concepts, which may seem overwhelming for him.

In mathematics, Joey's level of achievement is very much delayed for grade placement, with skills and understandings demonstrated that are like those of an early third grade student. In math, Joey is distracted and impulsive throughout class time. He needs close monitoring, cues, structure, and continual encouragement to persist when he is presented with more complex problem-solving endeavors. His basic facts in addition, subtraction, and multiplication are not grade appropriate, which makes it difficult for him to learn higher-level concepts. Joey benefits from working with manipulatives and with a number line to assist his addition/subtraction and multiplication.

#### **D. Need for Goals/Objectives**

Given Joey's needs in reading comprehension, written expression, and mathematic understanding of concepts and problem-solving, the TEAM at City Elementary School \*(pseudonym) determined that it would be best to pursue further testing on Joseph to determine if he qualifies for an Individualized Educational Plan (IEP). We all agreed that there are goals/objectives that need to be identified in order to help Joey achieve success in 4<sup>th</sup> grade. Therefore, an IEP will be developed to support Joey in the general education classroom. Overall, Joey will benefit from an educational setting where strategies and accommodations will be provided to him so that he will feel comfortable learning. Joey will benefit from a structured, organized and predictable setting, where his written language challenges will be supported and where he is the beneficiary of close monitoring and support. Having specific strategies in place to support Joey's learning will make the climate of the classroom run more smoothly, as well as help Joey make academic progress. The City Elementary TEAM would like to see Joey as a successful grade level student, who gains better understanding of reading and math, and increase his ability to express himself in writing.

Polk District  
**INDIVIDUALIZED EDUCATION PROGRAM**  
**FOR STUDENTS AGE 3 THRU 13**

Student Last Name	First Name	Middle Initial	Date of Birth	Age	Gender	SASID
*Joey Smith			07/19/2000	10 years, 3 months	Male	
Home School	*City Elementary School		Current Grade	Current School	*City Elementary School	
School Contact Person's Name			School Contact Phone Number	School Contact E-mail		
Special Educator						
Is the student an English Language Learner?			If yes, what is the student's home/native language?			
Yes			No			

**Family Contact Information**

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

X Initial IEP

Annual Review

Reevaluation

**IEP Team Meeting**  
**Purpose of this Meeting**

Most recent evaluation date: \_\_\_\_\_ Next evaluation date: \_\_\_\_\_

**IEP Team Meeting Participants**  
Today's date: \_\_\_/\_\_\_/\_\_\_

Role/Name (please print)	Signature showing attendance at meeting	Role/Name (please print)	Signature showing attendance at meeting
Student			
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>When provided individualized instruction, prompts and monitoring, Joey can stay on task, particularly if the task involves a hands-on activity, as opposed to auditory listening.</p>	<p>Joey's attention problems sometimes result in failure to follow teacher's directions, talking out of turn, and responding inappropriately during group activities.</p>
<p>When assignments are broken down into smaller steps, Joey is able to complete the assigned task effectively with support from the teacher.</p>	<p>During independent work, Joey requires a great deal of assistance, clarification, and redirection to complete the work that he is given in the classroom. Joey often seeks the help of the teacher or the instructional aide to complete the work that he is given. He frequently does not initiate tasks unless individually directed to do so.</p>
<p>Joey is extremely social and frequently initiates interactions with both staff and peers.</p>	<p>Joey has difficulty following multi-step instructions and if he does not comprehend the task at hand, he will shut down and most often will be unable to complete the assignment due to frustration.</p> <p>Joseph presents with impulsivity and attention-seeking behavior that, at times, interfere with his ability to display socially appropriate behavior. Joey can display behavioral overreactions if his needs are not immediately met.</p>



**Present Levels of Academic Achievement**

<b>Strengths</b>	<b>Needs</b>
<p>Joey continues to read fluently from grade-appropriate texts with few decoding miscues. Joey has improved his ability to analyze elements of plot, character, and setting when given specific questions and strategies while responding to a text in small group instruction.</p> <p>Joey has many great ideas in writing and he is able to share them very well when done verbally. Joey benefits from using a graphic organizer to assist him in his writing. He requires much teacher support to fill out his graphic organizer and formulate his thoughts, but he is able to orally formulate his ideas on his web into complete sentences.</p> <p>On a structured writing task, after completing a graphic organizer, and with teacher monitoring for organization, Joey can write a 50-100 word story with an average sentence length of 8 words. He uses mainly simple sentences, but does occasionally include compound and/or complex sentences.</p> <p>Joey is able to solve some single/double digit addition, subtraction, and basic multiplication problems with much support and the use of math manipulatives. He is quite proud and confident in the facts he knows. Likewise, he is able to tell time to the minute, identify forms of symmetry and congruence in two and three-dimensional shapes with teacher assistance. With visual prompts and supports, Joey has improved his ability to solve in different ways to word problems.</p>	<p>When reading, Joey has difficulty recalling specific details, making inferences, and drawing conclusions and therefore, lacks sufficient supporting details to give him a better grade on his work. He rarely goes beyond basic identification of what the title and pictures show when working independently. For this reason, Joey is typically scoring at a level 1/2 (Not Meeting/Approaching the Standard/Lacks Detail) on the class rubric for open-response answers on comprehension answers.</p> <p>Joey has difficulty organizing his ideas when it comes to written work. Currently, he can edit his work with teacher support. Joey applies some phonics rules when spelling in context, but he often has trouble with correct sentences structure and grammar, appropriate use of capital letters and punctuation, and applying spaces between his words. Because of this, Joey is typically receiving a 1/2 on the class writing rubric (Not Meeting/Approaching the Standard/Lacks Detail).</p> <p>Joey continues to require support while varying his word choice and elaborating upon his thoughts. Joey's writing difficulties with expression of his thoughts and ideas make it difficult for him to complete assignments on time and express his thoughts meaningfully on written assignments. Because of this, Joey is typically receiving a 1/2 on the class writing rubric (Not Meeting/Approaching the Standard/Lacks Detail) and needs to work on adding more detail to support his ideas.</p> <p>Joey demonstrates difficulty when solving multi-step word problems and when asked to explain his mathematical thinking in open-response form. Verbally, Joey knows some of the steps to solve the problem and can explain his thinking; however, when asked to put his ideas down on paper, he has difficulty expressing his mathematical thinking. For this reason, Joey is typically receiving a 2 on the class math rubric (Approaching the Standard/Lacks Detail) and needs to work on adding more detail to support his ideas.</p>

**Areas to be Addressed During the Timeframe of This IEP**

<b>Academic</b>	<b>Functional</b>
Reading Comprehension	Social Skills
Writing	Organization
Mathematical (Concepts and Expression)	

**Areas to be Addressed During the Timeframe of This IEP  
For Preschool Student**

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**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)**

<p><b>Area of Need</b> <b>ELA/Reading</b> <b>(Comprehension)</b></p>	<p>Baseline: What student can do now. (You may attach a chart or graph.) Joey continues to read instructionally at a DRA level 36, however he does not meet the time requirement and continues to have difficulty with comprehension.</p>	
<p><b>Goal #</b></p>	<p>What student can do by the end of this IEP.</p>	<p>How student's progress will be measured.</p>
<p><b>1</b></p> <p>Given a grade-level passage, Joey will identify story elements, sequence the main events, and retell/answer literal and inferential questions with increased independence, demonstrating proficiency by earning a 3 on the grading rubric.</p> <p><b>GLE:</b> R-4-4</p> <p>Demonstrate initial understanding of elements of literary texts by...</p> <ul style="list-style-type: none"> <li>• R-4-4.1 Identifying or describing character(s), setting, problem/ solution, major events, or plot, as appropriate to text; or identifying any significant changes in character(s) over time</li> <li>• R-4-4.2 Paraphrasing or summarizing key ideas/plot, with major events sequence, as appropriate to text</li> <li>• R-4-4.3 Generating questions before, during, and after reading to enhance recall, expand understanding and/or gain new information</li> <li>• R-4-5.3 Making inferences about problem, conflict, or solution</li> </ul>	<p>Formal and Informal Assessments Teacher Observations</p>	<p>When progress will be reported to parents.</p> <p>Progress reports will be sent to parents monthly. Student work samples from reading are sent home each week</p>

**Measurable Short Term Objectives or Benchmarks**

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

<p>Joey will be able to identify, locate, and increase his reading vocabulary and key words in comprehension with teacher prompting, demonstrating proficiency by earning a 3 on the grading rubric.</p>
<p>Joey will be able to identify the main idea and provide supporting details with decreased teacher prompting, demonstrating proficiency by earning a 3 on the grading rubric.</p>
<p>Joey will be able to identify the elements of plot and sequence events that are stated or inferred with minimal teacher prompting, demonstrating proficiency by earning a 3 on the grading rubric.</p>
<p>Joey will be able to answer literal and inferential story element questions, identify the main idea, sequence events, and summarize events of rising action, demonstrating proficiency by earning a 3 on the grading rubric.</p>

**Measurable Annual Academic or Functional Goal(s)**

<p><b>Area of Need</b> <b>ELA/Writing</b></p>	<p>Baseline: What student can do now. (You may attach a chart or graph.) Joey can write a simplistic paragraph, but continues to require support while varying his word choice, elaborating upon his thoughts, and editing. Joey continues to benefit from having visual models, graphic organizers, editing checklists, and rereading for meaning while writing.</p>	
<p><b>Goal #</b></p>	<p>What student can do by the end of this IEP.</p>	<p>How student's progress will be measured.</p>
<p><b>2</b></p> <p>With graphic organizers, Joey will increase his writing and editing skills within a variety of well-organized compositions that consist of a clear introduction, at least 4 supporting details, and clincher sentences in a meaningful sequence with proper contextual conventions, earning 14 out of 20 points on a rubric.</p> <p><b>GLE:</b></p>	<p>Formal and Informal Assessments Teacher Observations</p>	<p>When progress will be reported to parents.</p> <p>Progress reports will be sent to parents monthly. Graded writing samples will be sent home every 3 weeks.</p>

<p>W-4-1 students use pre-writing, drafting, revising, editing, and critiquing to produce final drafts of written products.</p> <p>W-4-1 Students demonstrate command of the structures of sentences, paragraphs, and text by...</p> <p>W-4-4</p> <ul style="list-style-type: none"> <li>W-4-1.2 Using the paragraph form: indenting, main idea, supporting details</li> </ul> <p>In written narratives, students organize and relate a story line/plot/series of events by...</p> <ul style="list-style-type: none"> <li>W-4-4.1 Creating a clear, understandable story/line with a beginning, middle, and end</li> </ul> <p>W-4-5 Students demonstrate use of narrative strategies by...</p> <ul style="list-style-type: none"> <li>W-4-5.1 Using relevant and descriptive details (State)</li> </ul> <p>W-4-9 In independent writing, students demonstrate command of appropriate English conventions by...</p> <ul style="list-style-type: none"> <li>W-4-9.1 Identifying grammatical errors, when given examples (State)</li> </ul>		
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**Measurable Short Term Objectives or Benchmarks**

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

<p>Joey will generate and organize his ideas on a given topic, with no more than 3 teacher prompts</p>		
<p>Joey will formulate a topic paragraph of 4-5 sentences with no more than 1 teacher prompt</p>		
<p>Joey will formulate three supporting detail paragraphs related to his topic that contains 5-7 sentences each, with no more than 3 teacher prompts.</p>		
<p>Joey will formulate a concluding paragraph related to his topic, that contains at least 3-4 supportive sentences with no more than 1 teacher prompt.</p>		
<p>Joey will edit his own work, noting the need for capitals, spelling corrections, and proper punctuation, with the use of technology and other resources to complete most of the corrections independently, needing no more than 6 teacher assisted corrections.</p>		

**Measurable Annual Academic or Functional Goal(s)**

Baseline: What student can do now. (You may attach a chart or graph.)

<p><b>Area of Need Mathematics (Expression)</b></p>	<p>Joey is able to solve some single/double digit addition, subtraction, and basic multiplication problems with supports from the teacher.</p>
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<p><b>Goal # 3</b></p> <p>Given coursework, Joey will increase and maintain his mathematical foundation in grade level computation skills, multi-step problem solving skills, and elaborate the representation of his responses, demonstrating proficiency by earning a 3 on the grading rubric.</p> <p><b>GLE:</b></p> <p>M(N&amp;O)-4-3</p> <ul style="list-style-type: none"> <li>Demonstrates conceptual understanding of mathematical operations by describing or illustrating the relationship between repeated subtraction and division (no remainders); the inverse relationship between multiplication and division of whole numbers; or the addition or subtraction of positive fractional numbers with like denominators using models, number lines, or explanations.</li> </ul> <p>M(N&amp;O)-4-4</p> <ul style="list-style-type: none"> <li>Accurately solves problems involving multiple operations on whole numbers or the use of the properties of factors and multiples; and addition or subtraction of</li> </ul>	<p>How student's progress will be measured.</p> <p>Formal &amp; Informal Assessments Teacher Observations</p>	<p>When progress will be reported to parents.</p> <p>Progress reports will be sent to parents monthly. Work samples will be sent home in the students folder each week.</p>
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<p>Decimals and positive proper fractions with like denominators. (Multiplication limited to 2 digits by 2 digits, and division limited to 1 digit divisors.)</p> <p>M(G&amp;M)–4–7</p> <ul style="list-style-type: none"> <li>Measures and uses units of measures appropriately and consistently, and makes conversions within systems when solving problems across the content strands.</li> </ul> <p>M(G&amp;M)–4–1</p> <ul style="list-style-type: none"> <li>Uses properties or attributes of angles (number of angles) or sides (number of sides, length of sides, parallelism, or perpendicularity) to identify, describe, or distinguish among triangles, squares, rectangles, rhombi, trapezoids, hexagons, or octagons; or classify angles relative to 90° as more than, less than, or equal to.</li> </ul> <p>M(G&amp;M)–4–3</p> <ul style="list-style-type: none"> <li>Uses properties or attributes (shape of bases or number of lateral faces) to identify, compare, or describe three-dimensional shapes (rectangular prisms, triangular prisms, cylinders, or spheres).</li> </ul> <p>M(DSP)–4–1</p> <ul style="list-style-type: none"> <li>Interprets a given representation (line plots, tables, bar graphs, pictographs, or circle graphs) to answer questions related to the data, to analyze the data to formulate or justify conclusions, to make predictions, or to solve problems.</li> </ul> <p>M(PP)–5–1</p> <p>Students will use problem-solving strategies to investigate and understand increasingly complex mathematical content and be able to:</p> <ul style="list-style-type: none"> <li>Determine the reasonableness of solutions to real-world problems.</li> <li>Generalize solutions and apply strategies to new problem situations.</li> <li>Add to the repertoire of problem-solving strategies (e.g., looking for similar problems) and use those strategies in more sophisticated ways.</li> <li>Solve problems with multiple solutions; recognize when a problem has no solution, and recognize problems where more information is needed.</li> <li>Translate results of a computation into solutions that fit the real-world problem (e.g., when a computation shows that one needs 3.2 gallons of paint to paint a room, how much paint do you buy?).</li> </ul>		
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**Measurable Short Term Objectives or Benchmarks**

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

<p>Joey will collect, organize data, and represent the probability of outcomes, demonstrating proficiency by earning a 3 on the grading rubric.</p> <p>Joey will demonstrate number sense through his knowledge of multiplication facts and related division facts using numbers, words, and/or pictures, with or without variables, demonstrating proficiency by earning a 3 on the grading rubric.</p> <p>Joey will demonstrate grade appropriate skills with measurement skills involving area, perimeter, and converting English and metric units, demonstrating proficiency by earning a 3 on the grading rubric.</p> <p>Joey will demonstrate grade appropriate geometry skills involved ordered pairs/graphing, angles, lines, and geometric shapes, demonstrating proficiency by earning a 3 on the grading rubric.</p> <p>Joey will demonstrate grade appropriate skills with fractions, decimals, improper fractions, and mixed numbers, demonstrating proficiency by earning a 3 on the grading rubric.</p> <p>Joey will solve single and multiple step word problems, demonstrating proficiency by earning a 3 on the grading rubric.</p>
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**Measurable Annual Academic or Functional Goal(s)**

<p>Area of Need</p> <p><b>Social/Emotional</b></p>	<p>Baseline: What student can do now. (You may attach a chart or graph.)</p> <p>At times, Joey presents with impulsivity and attention-seeking behavior that, at times, interfere with his ability to display socially appropriate behavior.</p>	<p>What student can do by the end of this IEP.</p> <p>How student's progress will be measured.</p>	<p>When progress will be reported to parents.</p>
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<p><b>4</b>      <b>1</b>      will display age-appropriate social skills with 80% accuracy.</p> <p><b>GLE:</b> OC-4-1</p> <p>In oral communication, students demonstrate interactive listening by ...</p> <ul style="list-style-type: none"> <li>• OC-4-1.1 Following verbal instructions to answer questions, to perform tasks, or to solve problems</li> <li>• OC-4-1.4 Participating in large and small group discussions to show understanding how other group members think</li> <li>• OC-4-1.5b Attending to speaker and waiting for appropriate turn to speak</li> <li>• OC-4-2.2 Identifying how different verbal and nonverbal choices alter the meanings conveyed to others</li> <li>• OC-4-2.4 Providing effective and appropriate feedback to audience</li> </ul>	<p>Classroom Observations</p> <p>Informal assessments within the social group sessions with the School Adjustment Counselor</p>	<p>Progress reports will be sent to parents monthly.</p>
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**Measurable Short Term Objectives or Benchmarks**  
These are the measurable steps along the way to help student to achieve this goal.

- Joey will participate in social skills and pragmatic language lessons with 80% accuracy.
- Joey will learn and apply age appropriate techniques to initiate and maintain productive social and working relationships with adults and peers with 80% accuracy.
- Joey will demonstrate knowledge of these techniques in social skills and pragmatic language sessions with 80% accuracy.
- Joey will demonstrate knowledge of these techniques in the classroom with 80% accuracy.
- Joey will learn techniques to transition from one task to another without verbal complaint with 80% accuracy.

**Measurable Annual Academic or Functional Goal(s)**

<p><b>Area of Need</b> <b>Organization</b></p>	<p>Baseline: What student can do now. (You may attach a chart or graph.) Joey struggles with organizing his materials and requires assistance focusing when completing independent activities in class. Joey requires frequent prompts to require him to stay on task and needs redirection at times.</p>	<p>How student's progress will be measured.</p>
<p><b>Goal #</b> <b>5</b></p>	<p>Joey will independently improve his organizational and work completion skills, initiating participation in the classroom 80% of the time.</p>	<p>When progress will be reported to parents.</p> <p>Progress reports will be sent to parents monthly.</p>

**Measurable Short Term Objectives or Benchmarks**  
These are the measurable steps along the way to help student to achieve this goal.

- Joey will independently follow multi-step directions 80% of the time.
- Joey will independently initiate, complete, and pass in assignments to the teacher when they are due 80% of the time
- Joey will independently organize his daily assignments and homework 80% of the time.
- Joey will independently organize his classroom materials so that he can readily and easily access what is needed for each academic subject 80% of the time.

**Conse<sup>n</sup>ations**

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 <u>Yes</u> No	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 <u>Yes</u> No	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?		Yes No <u>No</u>	If yes, the IEP Team must consider the language needs that relate to this IEP.
Is the student blind or visually impaired?		Yes No <u>No</u>	
If yes, does the student need instruction in Braille or the use of Braille?		Yes No <u>No</u>	
Does the student have communication needs that could impede his/her learning?		Yes No <u>No</u>	If yes, the IEP Team must address communication needs.
Is the student deaf or hard of hearing?		Yes No <u>No</u>	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)?		Yes <u>Yes</u> 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)?		Yes No <u>No</u>	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.  
X No

Special Education

Goal #	Special Education	Provider	Frequency			Beginning Date	Duration	Location	
			hrs/day	days/week	weeks/month			Regular Education	Other
1	Joey will be provided with the use of active reading strategies to maintain his attention while engaged in independent reading tasks, such as highlighting important concepts, keeping a list of unfamiliar vocabulary, or establishing an initial set of questions to be answered to guide his reading..	Special Education Teacher	1 hr	5 days/week	4 weeks	1/3/11	6/24/11	X	
2	Small group and evidence-based individualized instruction will be provided focusing on the stages of the writing process with specific skill instruction in the development of English language vocabulary, using graphic organizers, and editing and proofreading.	Special Education Teacher	.75 hrs	5 days/week	4 weeks	1/3/11	6/24/11	X	
3	Joey will be provided with small group, evidence-based, explicit instruction on specific math skills and concepts. In particular, Joey will receive supports with written expression in the area of math.	Special Education Teacher	1 hr	5 days/week	4 weeks	1/3/11	6/24/11	X	
5	Joey will be provided with supports to assist him in learning how to approach complex tasks in an efficient and organized manner. In this regard, Joey requires the specific teaching of learning-to-learn strategies. Suggested areas of focus would include, for example, studying for tests, planning and allotting time for assignments, creating outlines and graphic organizers, breaking down complex assignments into manageable steps, and self-monitoring his progress.	Special Education Teacher	.5	3 days/week	4 weeks	1/3/11	6/24/11		X



**Related Service(s)**

Goal #	Related Service	Description of Related Service	Provider	Frequency			Beginning Date	Duration	Location	
				hrs/day	days/week	weeks/month			Regular Education	Other
4	Counseling Services/ Social Skills	Joey will be involved in an insight-oriented social skills group in which other group members are peers whose intellectual and social functioning are generally matched with Joey. Joey will be provided with opportunities in which facilitate age-appropriate peer relationships that promote both his interests/strengths and group involvement.	School Adjustment Counselor	.5 hrs	1 day/week	4 weeks	1/3/11	6/24/11		X

**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
2	Joey can use a word processor or computer when doing compositional writing; in addition to reducing fine-motor demands, this will also allow Joey to more fluidly correct and edit his work.	*As Needed	1/3/11	6/24/11	X	
5	Joey will keep an organized agenda book which should follow him to and from school each day. This agenda book will allow Joey to record his homework in a designated location that is easily accessible. At the end of the school day, Joey should meet with the instructional aide or the classroom teacher to go over his agenda book and to ensure he has written all of his assignments and has collected all of the materials he needs to take home that day.	5 days/week	1/3/11	6/24/11	X	
1-3	Joey will be provided with brief teacher check-ins to ensure he has read instructions correctly and is proceeding in his assignments as expected, as well as to review new information presented in daily lessons as needed.	5 days/week	1/3/11	6/24/11	X	
5	Joey will be provided with organizational checklists to be used when working on in-class and homework assignments to increase his awareness of inattentive errors.	5 days/week	1/3/11	6/24/11	X	
4	The school adjustment counselor will consult with Joey's parents and teachers on a monthly basis to review Joey's behavior in dealing with conflict and frustration and to provide strategies for coping.	1 day/month	1/3/11	6/24/11		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**

**Explanation of Nonparticipation in Regular Class, Extracurricular and Nonacademic Areas**

Provide an explanation of the extent, if any, to which the student will not participate with nondisabled students in the regular class and in extracurricular and other nonacademic activities.

Joey will be able to participate within the general education classroom for the majority of his time throughout the week. The special educator will provide small group and individualized lessons for Joey within the classroom to assist him and benefit his learning style. During the pull out time periods, Joey will be working on social skills with the school adjustment counselor and will be applying the strategies he learns in the general education classroom. Likewise, during this time, Joey will also be working with other age-appropriate peers that are working on the same goals, which will help him (and the other students) learn appropriate behaviors and strategies for how to behave in school. Joey will also be working outside of the general education classroom with the special educator to learn helpful strategies and tools that will benefit him for when he is studying for tests, planning and allotting time for assignments, creating outlines and graphic organizers, breaking down complex assignments into manageable steps, and self-monitoring his progress. The individualized services will allow Joey to receive the instruction he needs to successfully complete his work within the general education setting.

**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> <ul style="list-style-type: none"> <li><input type="checkbox"/> Temporary placement in any educational setting (as described in RI regulations) for a period of no more than thirty (30) days</li> <li><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</li> <li><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</li> <li><input type="checkbox"/> Home-based special education and related services provided to the child together with the parents or primary care provider</li> <li><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</li> <li><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</li> <li><input type="checkbox"/> Placement in a special education day school</li> <li><input type="checkbox"/> Placement in a residential special education school</li> </ul>	<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"> <li><input type="checkbox"/> <b>General education class with special education consultation, supplementary aides and services or part time services in a special class</b></li> <li><input type="checkbox"/> Special class integrated in a school district building</li> <li><input type="checkbox"/> Home or hospitalized instruction</li> <li><input type="checkbox"/> Special education day school program</li> <li><input type="checkbox"/> Special education residential school in a separate public or non-public facility</li> </ul>
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**State/District-wide Assessment Accommodations\***

Assessment Accommodation	Reading	Writing	Math	Science	Other
Joey will take the statewide tests in a separate room to allow him to read instructions out loud to himself and minimize distractions.	X	X	X		
Joey will benefit from having someone ensure his comprehension of the instructions so that he is fully aware of what is being expected of him.	X	X	X		
A special education teacher should periodically check Joey's placement of answers so that a careless error does not negatively impact his overall performance.	X	X	X		
Joey will have access to a graphic organizer, checklist, individualized math reference sheet, or abacus.	X	X	X		
Joey uses a place marker for tracking.	X	X	X		

Student will participate in RI Alternate Assessment. Yes  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 10 / 8 / 10.

**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.

Required Early Childhood Data Collection. Please complete or update at every IEP meeting.

**EARLY CHILDHOOD ENVIRONMENTS:**

A Regular Early Childhood Program is defined as a program that includes 51% or more non-disabled children.

An Early Childhood Special Education Program is defined as a program that includes special education and related services provided in settings with 50% or less non-disabled children.

Please Report Child in only 1 Category, either a, b or c.

a Does This Child Attend a Regular Early Childhood Setting?  No, please skip to section b  Yes, please complete this section only

⇒ Total Hours Per Week in Regular Early Childhood Program: \_\_\_\_\_ (hours reflect both parentally placed and placed by LEA)

Please indicate type of Regular Early Childhood Program:

- Head Start     Kindergarten     Private Preschool     Early Care and Education Center     Integrated Preschool within School District

b Does This Child Attend an Early Childhood Special Education Program?  No, please skip to section c  Yes, please complete this section only

Please indicate type of Early Childhood Special Education Program:  Separate Class     Separate School     Residential Facility

Separate class includes classes in regular school buildings, trailers outside of regular school buildings, childcare facilities, hospital facilities on an outpatient basis and other community-based settings

c This Child Does Not Attend Either a Regular Early Childhood Setting or an Early Childhood Special Education Program.

Please indicate *where* the child receives some or all of their special education services:  Home     Service Provider Location

**EARLY CHILDHOOD TRANSITION: (Complete at Initial IEP only)**

Did this child ever receive Early Intervention Services?  No     Yes, and is being transitioned from EI     Yes, but exited prior to referral to Part B

Date the IEP Team met to write the original IEP \_\_\_\_\_ Effective date of the child's original IEP (date first service began)

**FOR EARLY INTERVENTION TRANSITION ONLY:** If the effective date of the child's original IEP (date first service began) was not on or before the child's 3rd birthday, why?

- Late referral (less than 90 days before 3<sup>rd</sup> birthday)
- Parent Choice
- Child turns three during a period of school closing such as summer or vacation (and child is not eligible for ESSY during that period).
- Other (Must specify reason)

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

<b>Strengths</b>	<b>Needs</b>