

Individualized Education Program (IEP)  
Guidebook:  
Directions for Completing the  
Rhode Island IEP Form  
Age 3 thru 13

Rhode Island Department of Education  
Office for Diverse Learners  
and the  
Rhode Island Technical Assistance Project

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State of Rhode Island and Providence Plantations

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**This guidebook has been developed to provide districts and families with directions on how to complete the Rhode Island IEP form Age 3 thru 13.**

## **Introduction**

The state of Rhode Island is committed to providing educational opportunities for all students to achieve high standards. For students with disabilities, this means that the student must be provided with a free, appropriate, public education designed to meet his or her needs and to provide the student with access and opportunity to attain those high standards. Their education must also be provided in the least restrictive environment, which for most students is the regular classroom. The foundation of the program for the student with a disability is the Individualized Education Program (IEP) developed by the IEP team. In developing the IEP, the team should keep as its focal point the RI or nationally defined Grade Level/Span Expectations or standards of the general education curriculum that all students, including students with disabilities, are required to meet (see Appendix).

The IEP must be developed by a team of individuals which minimally includes the parent of the student, not less than one regular education teacher of the student, not less than one special education teacher of the student, the school district representative, and the student, if appropriate. If transition goals are to be discussed, the student **must** be invited. In order to afford the opportunity to participate, schools must notify parents ten (10) school days prior to the meeting and schedule at a mutually agreed upon time and place. At least one of the individuals on the IEP team must be someone who can interpret the instructional implications of evaluation results. In addition, at the discretion of the parent or the school district, other individuals who have knowledge or special expertise regarding the student may be invited.

In developing the IEP, the team must consider the strengths of the student, his or her academic, functional and developmental needs, and the concerns of the parents for enhancing the education of their child. This information serves as the foundation of the IEP and much of it is generated from the results of evaluations. These evaluations can be formal, such as the results of testing using curriculum based measurements, or informal, such as the results of observations, analysis of day to day work samples, interest inventories etc. All team members should contribute to the development of strengths and needs, especially parents and the student (§300.324). The information from the various evaluations is used by the IEP team to develop the student's present levels of performance. The present levels of performance are a comprehensive description of the student's academic achievement and functional performance and must include information on how the student's disability affects the student's involvement and progress in the general curriculum.

In the area of academic achievement, the team describes what the student can do in the academic areas of reading, writing and mathematics and other areas as appropriate. In describing what the student can do in the academic areas, the IEP team will use as its reference point the academic expectations from the general education curriculum for the student's age appropriate grade (Grade Level Expectations, Grade Span Expectations and AAGSEs). For preschool age youngsters, the focus is on the child's participation in appropriate activities for children aged 3-5 and the Early Learning Standards. If a student is an English Language Learner, meaning another language is his/her first language and the student is learning the English of communication and academics, the IEP team should also consider the student's performance level in terms of the World-Class Instructional Design and Assessment (WIDA) English Language Proficiency (ELP) standards

In the area of functional performance, the team will describe what the student can do in the nonacademic areas of everyday life, such as communication, interpersonal skills, behavior, organizational skills, etc. In describing what the student can do in the functional areas the team will use as its reference point the functional expectations for a typically performing student at the student's age level. For preschool age youngsters, the focus is on the child's participation in appropriate activities for children aged 3-5 and the Early Learning Standards.

In the description of the present levels of academic achievement and functional performance, the IEP team must be certain to provide clear, measurable levels of performance. These measurable levels are used as baselines for the development of the measurable annual goals (§300.320).

From the present levels of performance, the IEP team determines those areas of need that require specially designed instruction. Using the measurable data or baseline provided for each area of need in the present level of performance the IEP team will develop measurable annual goals in those areas requiring specially designed instruction. For most students the measurable annual goal will be based upon the student's expected performance in a twelve month period of time. The expected performance is usually determined by one of a number of methods, such as end of the year benchmarks or proficiency levels for the student's grade or research based rate of improvement norms. The expected performance will be stated in measurable terms. This measurability enables the team to objectively evaluate, using the data gathered, whether the goal has been met.

For each annual goal, the IEP team determines how progress toward the goal will be measured, such as weekly frequency counts, and how often that progress will be reported to parents. The IEP team will also specify the interim steps (i.e. short term objectives or benchmarks) toward attaining the annual goal. Next the IEP team will describe the special education and related services, accommodations and program modifications, and support for school personnel

that are required to assist the student in achieving his/her goals and that will be necessary to enable the student to be educated in the least restrictive environment (§300.320).

The IEP team will describe the student's involvement in state and district-wide assessments. The IEP team decides if the student will take the assessments without accommodations, with accommodations or whether the student will participate in the state's/district's Alternate Assessment. If the student requires accommodations the IEP team determines the specific accommodations for each assessment. If the student will participate in RI Alternate Assessment, the Participation Criteria for the RI Alternate Assessment System form must be completed and attached to the IEP (§300.320).

\*If the student is 13 years of age or younger at the time of the IEP meeting, complete the IEP form Age 3 thru 13. However, if a purpose of the IEP meeting will be the consideration of the post-school goals for the student and the transition services needed to assist the student in reaching those goals, please complete the Secondary Transition IEP form and refer to the Individualized Education Program Guidebook: Directions for Completing the IEP Form for Secondary Transition.

## **Directions for Completing the IEP Form Age 3 thru 13**

### **1) Header**

- **Meeting Date(s):** Print the month, day and year of all meetings held to develop the IEP. Some students may require several meetings to complete the IEP document..
- **IEP Effective From \_\_\_ to \_\_\_:** Print month, day, and year the IEP begins and when it ends. No IEP can be written for more than a twelve month time frame.
- **Student Last Name, First Name:** Print the student's last and first name. This is important information to have on each page in case the pages get separated.
- **Page \_\_ of \_\_\_:** Sequentially number the pages. For example, the first page might be page 1 of 10.

### **2) Identifying Information**

- **Student Last Name:** Print student's last name.
- **Student First Name:** Print student's first name.
- **Middle Initial:** Print student's middle initial.
- **Date of Birth:** Print the Month, Day, Year (mm/dd/yyyy). Example: 09/15/2000.
- **Age:** Print student's chronological age at time IEP is written. Example: 7.
- **Gender:** Print M for male or F for female.

- **SASID:** Print the student's State Assigned Student Identification Number. Example: 0000000000.
- **Home School:** Print name of student's neighborhood school
- **Current Grade:** Print grade student is in at time of IEP meeting. All students should have a grade designation.
- **Current School:** Print name of school student attends at the time of the IEP meeting.
- **School Contact Person's Name:** Each student should be assigned an individual whom the student and/or family can contact if they have questions regarding the IEP or its implementation.
- **School Contact Phone number:** Print the phone number the student, family, or other IEP service providers can use to get in touch with the contact person.
- **School Contact E-mail:** Print the school e-mail address of the contact person.
- **Is the student an English Language Learner (ELL)?** It is important to note whether or not the student is an English Language Learner at the start of the development of the IEP so that the IEP team can be sure to consider the student's language needs when developing the IEP. The Home Language Survey, W-APT (WIDA-ACCESS Placement Test), and ACCESS scores on file in the general records would indicate if the student is an ELL. Please consult with the building/district ELL Coordinator for identification information. Best practice suggests if a student is an ELL, the building/district ELL Coordinator or ELL teacher must be present at the meeting.
- **If yes, what is the student's home/native language?** This information is usually collected on the Home Language Survey when the student enrolls in the district.

### 3) Family Contact Information.

- **Parent Guardian**
  - **First Name:** Print first name of the student's parent/legal guardian.
  - **Last Name:** Print last name of the student's parent/legal guardian.
  - **Home Phone:** Print home telephone number of parent/legal guardian.
  - **Address:** Print complete street address of parent/legal guardian.
  - **City:** Print city address of parent/legal guardian.
  - **State:** Print state address of parent/legal guardian.
  - **Zip Code:** Print zip code of parent/legal guardian.
  - **Cell Phone:** Print cell phone number of parent/legal guardian.
  - **E-mail:** Print e-mail address of parent/legal guardian
  - **Home/Native Language(s) of Parent/Legal Guardian:** Print parent/guardian's home/native language(s). This information should be based on the self report of parent/guardian.

- **If interpreter is needed, what language:** Does parent/legal guardian require an interpreter at the IEP meeting? If so, please indicate the language needed for an interpreter.
- **Work Phone:** Print work telephone number of parent/legal guardian
- **Parent/Legal Guardian:** If both parents/legal guardians attend the IEP meeting, provide contact information for each party. If information is the same for both, so note.
- **Educational Surrogate:** If the student has been assigned an Educational Surrogate by the state, provide contact information.
  - **First Name:** Print the Educational Surrogate's first name.
  - **Last Name:** Print the Educational Surrogate's last name
  - **Work Phone:** Print work telephone number of Educational Surrogate.
  - **Address:** Print mailing address of the Educational Surrogate.

#### 4) IEP Team Meeting

- **Purpose of This Meeting:** Check the line which best describes the purpose of this IEP meeting
  - **Initial IEP:** Check if this IEP is the student's first IEP.
  - **Annual Review:** Check if this IEP is being developed as part of the annual (or more frequent) review process
  - **Reevaluation:** Check if this IEP is being developed as a result of a reevaluation.
- **Most recent evaluation date:** Print the date the IEP team met to review the student's evaluations and determine that the student was eligible as a student with a disability and in need of specially designed instruction. This could be either the date of the meeting to determine the student's initial eligibility or the date the IEP team met to review the student's most recent reevaluation(s) and to determine if the student continued to be eligible as a student with a disability and in need of special education and related service.
- **Next evaluation date:** Print the date that the student's next reevaluation is expected. This must be done at least once every three years. If the reevaluation date will take place during the time frame of this IEP, the IEP Team must review the data necessary to conduct the reevaluation, including which evaluations are necessary to determine continued eligibility.

#### 5) IEP Team Meeting Participants (§300.321)

- **Today's Date:** Print the date of this IEP meeting. The signatures of the participants named indicate that they participated in the meeting held on this date
- **Meeting Participants:** Print the name of the individuals attending the IEP meeting. Each individual must sign this section of the IEP to document

attendance. It should be emphasized that signing does not indicate agreement with the content of the IEP at this time. Signatures at this point document that the participants are actually present.

Required participants include:

- student (when appropriate)
- parent(s) of the student
- not less than one regular education teacher of the student (if the student is, or may be, participating in the regular education environment)
- not less than one special education teacher of the student, or where appropriate, not less than one special education provider of the student
- a representative of the school district who: (a) is qualified to provide or supervise the provision of specially designed instruction; (b) is knowledgeable about the general education curriculum; (c) is knowledgeable about the availability of resources of the district and has the authority to commit those resources
- an individual who can interpret the instructional implications of evaluation results (this could be someone already named)
- At the discretion of parent or the district other individuals who have knowledge or special expertise regarding the student, including related service providers as appropriate (§300.321).
- In the case of a child who was previously served under Part C of the ACT, an invitation to the initial IEP team meeting must, at the request of the parent, be sent to the Part C service coordinator or other representative of Part C. (§300.321 (f) ).

If a person is listed next to “other”, identify the person’s role/position as it pertains to the development of this IEP.

Only individuals actually present at the IEP meeting should sign attendance.

Note: Please refer to your district’s procedures to document whether the attendance of an IEP member is not necessary or if an IEP member can be excused (§300.321 (e)(1), (e)(2) ).

## **6) Present levels of Academic Achievement and Functional Performance (§300.320)**

In this section, the IEP team should provide a comprehensive description of the student’s strengths and needs in accessing and achieving at age appropriate grade expectations in the general curriculum. This section serves as the foundation for the rest of the IEP. In completing this section the IEP team must consider the student’s performance in both **functional and academic areas**.

The information for this section should come from a variety of sources (e.g., student's outcomes on previous IEP goals, results of the initial or most recent evaluations of the student, data from previous interventions and progress monitoring, classroom/school/district/state assessments, portfolios, work products, observations, test results, etc.) provided by the family member, the student, the classroom teacher and other professionals (§300.324). **Embedded within this section should be quantitative, baseline data which can be used to develop measurable annual goals in areas needing specially designed instruction.** The content of this section should reflect:

- A. How the student's disability affects involvement and progress in the general curriculum, i.e. the same curriculum as for non-disabled students (§300.320).
- B. The strengths of the student and the concerns of the parents for enhancing the education of their child (§300.324).
- C. Modifications and accommodations which are effective in assisting the student to be involved and make progress in the general curriculum, including state and district assessment accommodations (§300.320; §300.323).
- D. For preschool children, the IEP team should describe how the disability affects the child's participation in appropriate activities (§300.320). "Appropriate" usually refers to activities that are suitable or fitting for a particular person, condition, occasion, or place (Federal Register, 5, Vol. 71 #156, Monday, August 14, 2006, p. 46661).

## **7) Present Level of Functional Performance**

Functional is generally understood to refer to skills or activities that are not considered academic and often used in the context of routine activities of everyday living (Federal Register, Vol. 71 #156, Monday, August 14, 2006, p. 46661). In this section the IEP team considers the student's performance in areas such as, communication with peers or adults (e.g., turn taking, asking for help, complimenting one another), activities of daily living (e.g., eating, grooming), sensory self regulation (e.g., utilizing a stress ball, taking quiet time, walking away from the classroom), social emotional behavior (e.g., using appropriate voice tones, tolerating frustration, curbing aggression), attention (e.g. attending to task, sustaining attention), organizational skills (e.g. bringing materials to class, completing homework, time management), and environmental access/mobility (e.g. going from one classroom to another).

- **Strengths:** Describe the student's strengths in functional areas. This should **not be a bulleted list**, but rather should be a statement describing what the student can do in the functional areas. In describing what the student can do the IEP team should use as its reference point the functional expectations for a typically performing student at the student's age level? If

the student is performing at age expectation in this area the IEP team should note in the section on strengths. A statement must be made, however, to ensure that the IEP team has considered the student's functional needs and how his/her disability impacts his/her involvement and progress in the general education curriculum (§300.324).

- **Needs:** Describe the student's functional needs and how the student's disability affects the student's involvement and progress in the general education curriculum. This should **not be a bulleted list**, but rather a statement describing those needs requiring specially designed instruction (§300.324). The statement should include clear, measurable levels of performance. These measurable levels will be used as baselines in the development of measurable annual goals.

<b>Examples of Present Levels of Functional Performance for a Variety of Students</b> (Each row is just one example from a student's present level of functional performance statement)	
<b>Student's Strengths</b>	<b>Student's Needs</b>
When provided individual instruction, prompts and monitoring, Joey can stay on task, particularly if the task involves a hands-on activity, as opposed to listening.	Based on time sampling, when working independently, Joey can attend to a task for 15 minutes, while a typical classmate can attend for 30 minutes. It helps Joey to stay on task if the tasks are broken into smaller steps and if the teacher frequently checks to make sure he understands.
Sean is an interested and motivated learner in both art and music classes.	Sean's parents are concerned because he does not display this same interest in his literacy and math classes.
Sarah interacts well with peers and authority figures. She participates well in class and tries to complete her work. Her behavior is appropriate for a second grader. Her oral language skills are appropriate.	None expressed.
Henry enjoys playing with toys that he can take apart.	Henry has difficulty sharing and playing with peers. He prefers to play alone. In observations on the playground and in the classroom during center time using duration sampling, Henry's interaction with his peers was 0%, whereas a typical peer interacted with others 70% of the time.
Barbara can follow 2-3 step oral directions. She enjoys listening to	Listening to a story in a group and responding appropriately to related

<p>stories that have pictures. She can identify objects in her classroom by name and she calls her peers by their names.</p>	<p>questions are difficult for Barbara. Typically one and two word utterances are used in conjunction with pointing and gesturing in her spontaneous verbal exchanges with peers and adults. She asks questions infrequently, voicing them with inflection. "Mommy work?" Two word utterances are generally intelligible when the context of the communication is known. Her typically performing peers utter simple and complex sentences. Barbara needs to improve her ability to express herself in a way that can be understood by others.</p>
<p>Diego enjoys being in groups and wants to participate in group activities.</p>	<p>The teacher observed Diego during group time using the group participation checklist. She noted that in group activities Diego has a tendency to talk over others when they are talking and he doesn't let others have a turn. His group participation was 40%. The other members of his group averaged 80%. It helps if the teacher gives everyone a microphone and Diego can only talk when he has it. The microphone is a visual reminder for Diego of when he can talk and when he can't.</p>

## 8) Present Levels of Academic Achievement

In the area of academic achievement, the IEP team should describe the student's strengths and needs in areas such as reading, writing, math, and other relevant subjects.

- Strengths: Describe what the student can currently do in regards to the academic expectations from the general curriculum for the student's age appropriate grade level** (e.g., Early Learning Standards, Grade Level Expectation, Grade Span Expectations, or Alternate Assessment Grade Span Expectations). For English Language Learners, the IEP team should also describe the student's performance on the World-Class Instructional Design and Assessment (WIDA) English Language Proficiency (ELP) Standards. This should **not be a bulleted list**, but rather should be a statement describing what the student can do in the academic area. If the student is performing at an appropriate level in an academic area, the IEP team should make note of that performance in the section on strengths (§300.324).

- Needs:** Given the academic expectations for the student's age appropriate grade level describe the student's academic needs and how the student's disability affects the student's involvement and progress in the general education curriculum. This should **not be a bulleted** list, but rather should be a statement describing those needs requiring specially designed instruction (§300.324). This statement should include clear, measurable levels of performance. These measurable levels will be used as baselines in the development of measurable annual goals.

<b>Examples of Present Levels of Academic Achievement for a Variety of Students</b> <b>(Each row is just one example from a student's present level of academic achievement statement)</b>	
<b>Strengths</b>	<b>Needs</b>
<p>Caroline demonstrates strength in the area of concepts of print. She can identify the cover of the book, the cover page, and she points to the text from left to right as the teacher reads to her.</p>	<p>At the kindergarten level, students on average can identify 14 letters when they first enter kindergarten. Currently Caroline is able to identify one letter "a," and the sound associated with it.</p>
<p>Sarah is able to spell consonant-vowel-consonant (cvc) words with vowel sound /a/ (e.g., cat). She can tell a wonderful story orally. Her story has characters, setting, problem, action and conclusion.</p>	<p>At second grade, children are expected to spell cvc words (e.g., cat, pin) and cvce words (e.g., cake, ride) with all vowel sounds (a, e, i, o, u). On her Curriculum Based Measurement (CBM) spelling test Sarah could spell 26 correct letter sequences. The expectation in the fall for second grade students is 49 correct letter sequences.</p>
<p>Mathematics is a strong area for Carlos with the exception of higher level and multi-step problem solving. His computational skills are strong. He can easily add, subtract, multiply and divide even large numbers (including operations involving regrouping, renaming and long division), is adept with a calculator, and has a strong understanding of fractions and decimals. He can do simple algebraic equations and is motivated to continue learning more algebra.</p>	<p>When Carlos encounters word problems or multi-step problems he is not sure how to figure out what the problem is asking and becomes frustrated when he must devise and follow through on a plan to solve such problems. For this reason, his NECAP math scores were below standard. Currently he is scoring at a level 1 on the math problem solving rubric, a score of 4 is proficient.</p>

<p>Jose usually comes up with good ideas for his writing. He has a notebook and any time he gets an idea about something to write about he jots it down in his notebook. He usually gets 2s on his rubrics for personal narratives and memoirs. Graphic organizers have been useful to him in helping him to organize his writing.</p>	<p>Jose has trouble writing informational pieces like reports and persuasive essays. On the state writing assessment he received a score of 1 on the rubric. A score of 4 is proficient. Based on reviews of his writing in the classroom, he needs support in organizing his thoughts, adding details, anticipating others points of view, grammar mechanics, and enriching his vocabulary.</p>
<p>Sean has an extensive oral vocabulary and a strong fund of general knowledge which enables him to connect new information to previously learned material on an auditory/oral level.</p>	<p>Sean is currently reading at a DRA level 16 which is an end of first grade level. The DRA level for his grade (4) is level 34. He needs to strengthen his word recognition skills for both sight vocabulary and phonetic and structural analysis skills. He currently reads 30 words per minute when the expectation for the fall of fourth grade is 99 words per minute. His understanding of consonants (e.g., t, v, g), vowels (e.g., a, e, i, o, u), digraphs (e.g., th, sh, ee, ai) and diphthongs (e.g., oy, ou, aw) is good. He needs instruction in words with phonetic irregularities (e.g., kn, ight) and open (e.g., ba in baby) and closed syllables (e.g., mon in monkey). He knows 150 of the 220 Dolch high frequency sight words. It is expected that all 220 of the Dolch words would be known by the end of 3<sup>rd</sup> grade.</p>

**9) Areas to be Addressed During the Timeframe of this IEP:**

Based on needs identified in the student’s present level of academic achievement and functional performance, identify the functional and academic areas that need to be addressed to enable the student to be involved in and make progress in the general curriculum. The ones identified will be addressed with measurable annual goal statements. For example, areas listed under functional performance could be items such as communication, behavior, social skills, organization, mobility, or activities of daily living. Areas listed under the academic column could be items such as reading, writing, spelling, or math.

**10) Academic Standards Student’s Program will Address:**

Check the age appropriate standards that will be addressed to determine the student’s present level of academic achievement, measurable annual goals, and

short term objectives/benchmarks. If standards other than the ones listed are used, such as RI Health Standards, please check “other,” and specify the ones that will be used.

## **11) Measurable Annual Academic or Functional Goal(s) (§300.320)**

Goals should lead to the student being involved and making progress in the general education curriculum. There should be a direct alignment between a goal statement and the needs identified in the present levels of academic achievement and functional performance statement. A goal should be measurable and describe what the student can reasonably attain in a 12-month period (although it can be written for less than 12 months). The focus of academic goals should be on district level benchmarks or state level expectations in age appropriate curriculum areas:

- Early Learning Standards (ELS)
  - Grade Level Expectations (GLEs)
  - Grade Span Expectations (GSEs)
  - Alternate Assessment Grade Span Expectations (AAGSEs)
  - World-Class Instructional Design and Assessment (WIDA) English Language Proficiency (ELP) Standards For students who are English Language Learners.
- **Area of Need:** Print the area addressed by the goal, e.g., reading, writing, mathematics, behavior, communication, etc.
  - **Baseline (What The Student Can Do Now):** This is not a comprehensive description in the area of need. That description would have been included in the Present Level of Academic Achievement and Functional Performance. However, the baseline should have been included within the Present Level of Academic Achievement and Functional Performance. It is a brief, specific, quantitative, measurable statement that defines what the student can currently do in area of need.

*For example, 1 out of 10 problems, level 2 of writing rubric, 50 words read correctly per minute on second grade level passages, attends to task 50 per cent of the time.*

The baseline is used as the starting point for determining where the child should be in a year’s period of time. If a chart or graph is available documenting the student’s baseline, it may be attached.

- **Goal # (Number):** Number each goal sequentially.
- **What Student Can Do by the End of this IEP:** The annual goal provides a statement of where the child should be in a year’s period of time in the area of need. This expected performance level is usually determined by

one of a number of methods, such as end of the year benchmarks for the student's grade or research based rate of improvement norms.

<b>Annual Academic Goal Formula</b>
Annual academic goal = learner + <b>ELS/GLE/GSE/AAGSE</b> + <b>individual learner's target performance</b> + <b>measurability</b> .
<b>Annual Academic Goal Examples</b>
1: Maria will read <b>80 words correctly per minute using 2nd grade level text</b> with <b>95% accuracy</b> (R-2-11.1; R-2-11.2.)
2: Leon will <b>add coins together to a value no greater than \$1.00</b> . He will <b>make purchases at his school store correctly using the right amount of money 3 out of 5 times</b> (Number and Operation (6-8) 1.2c; Data, Statistic and Probability (6-8) 4.1).
3: When problem solving, Matt <b>will independently use a variety of strategies to represent and organize relevant information in order to solve the problem and be able to communicate his process orally and in writing at level 3 of the problem solving rubric</b> (Number and Operations 6-3; Number and Operations 6-4; Number and Operations 6-6).
4: Annette will use <b>process writing to complete one cohesive paragraph with less than 5 errors</b> and a <b>beginning, middle, and end</b> (W-2-10; W-2-1.1).

For English Language Learners, the annual academic goal should include the WIDA English Language Proficiency Standard as well as the appropriate academic content standard. The annual academic goal formula for English Language Learners is:

<b>Annual Goal Incorporating WIDA Standards for English Language Learners Formula</b>
Annual Academic Goal = learner + <b>WIDA English Language Proficiency Standard</b> + <b>ELS/GLE/GSE/AAGSE</b> + <b>individual's target performance</b> + <b>measurability</b> .
<b>Annual Goal Incorporating WIDA Standards for English Language Learners Example</b>
1: Maria will apply <b>strategies for self-monitoring reading comprehension, such as using graphic organizers, in areas of identification of ideas, supporting details and summarizing information to increase from a level 400 on the SRA Read 180 assessment to a Level 600 on SRA Read 180 assessment</b> . (R12-4.2; R12-12.1; R12-5.1)(WIDA Std2: Domain Reading, Level 3)

<b>Annual Functional Goal Formula</b>
Annual functional goal = learner + <b>the individual learner's target performance</b> + <b>measurability</b> . Alignment to standards is not required in functional goal statement. For many functional goals for preschoolers there will be an alignment to the ELS. The formula for functional goals aligned to ELS will be: Annual functional goal = learner + <b>ELS</b> + <b>the individual learner's target performance</b> + <b>the measurability</b> .

<b>Annual Functional Goal Examples</b>
1: Mary will attend to task 50% of the time.
2: Seymour will increase his independence in following an 11 step morning routine decreasing the level of prompting from partial physical to verbal cue with 75% accuracy.
3: Jose will improve his group participation behavior by scoring at least 80% on the group participation checklist 3 out of 4 times.
4. Andy will use well ordered simple sentences up to 5 words long to express and to communicate wants and needs and information clearly enough to be understood by unfamiliar listeners (RI Early Learning Standards Language Development and Communication: 3).

### **How Student's Progress Will Be Measured**

In this section describe how the student's progress toward the annual goal will be measured. What kind of data will be collected? How often will data be collected?

*Examples: Weekly duration recordings; Reading CBM using 2nd grade passages administered once a week; daily frequency counts; writing rubric applied to a piece selected from the writing portfolio monthly.*

### **When Progress Will Be Reported to Parents**

How often will the child's progress toward meeting the annual goal be reported to parents? This could be through the use of quarterly or other periodic reports concurrent with the issuance of report cards or more frequently as determined by the IEP Team.

*Examples: Parents will receive quarterly reports; Progress reports will be sent to parents monthly.*

## **12) Measurable Short Term Objectives/Benchmarks (§300.320)**

The measurable short term objectives and/or benchmarks should be directly related to the measurable annual goal. They can represent either sub-skills or components of the annual goal or specific targets along the way toward achievement of the annual goal. For example, if the goal was related to a general outcome measure, such as reads 120 words correctly per minute using 4th grade level passages, the short term objectives might specify the specific subareas of reading fluency that must be addressed within the child's interventions, such as sight word recognition and phonic skills. A different approach might be for the team to choose specific points along the way toward 120 words per minute, such as:

- *By November, given a passage written at the 4<sup>th</sup> grade level the student will read 90 WRC/minute;*

- *By January, given a passage written at the 4<sup>th</sup> grade level the student will read 100 words correctly per minute;*
- *By April, given a passage written at the 4<sup>th</sup> grade level the student will read 110 words correctly per minute*
- *By June, given a passage written at the 4<sup>th</sup> grade level the student will read 120 words correctly per minute.*

Since either the short term objectives or the benchmarks indicate intermediate steps between the present level of performance and the annual goal, there should be more than one benchmark or objective written for each goal statement. They should be written in terms of the child and should contain the following components:

*Condition: Given word problems*

*Learner: Student*

*Behavior: will use models to demonstrate conceptual understanding of decimals and fractions*

*Criteria: at 75% accuracy.*

The short term objectives should be aligned to the student's personal literacy and/or individual learning plan where applicable.

### **13) Considerations (§300.324)**

In this section the IEP team is assuring that it has considered general and special factors. The general factors are related to the development of this IEP and include:

- a) the strengths of the student,
- b) the concerns of the parents for enhancing the education of their child,
- c) the results of initial or most recent evaluations, and
- d) the academic, developmental, and functional needs of the student.

The IEP team must be able to check "yes" for each of these general factors. If the team cannot check "yes" to each of these factors, the team must review that factor and consider the impact of the general factor on present levels of academic achievement and functional performance, annual goals, special education and related services, supplementary aids and services, program modifications and supports for school personnel and revise the relevant areas. The team would then return to the considerations section and respond "yes."

In addition to the general factors, the IEP team is also considering special factors. Certainly not all the special factors listed will be relevant for every student. By checking off "no," the IEP team is documenting that it considered the factor and determined that, in this student's case, it is not relevant. If a factor is relevant to the student, then the IEP team should check off "yes," and information on the factor should be found elsewhere in the IEP (e.g., within the present level

of performance, in an annual goal or on the supplementary aids and services page.)

#### **14) Extended School Year Services (§300.106)**

The term Extended School Year (ESY) services refers to special education and related services that are provided to a student with a disability beyond the normal school year in accordance with the student's IEP, at no cost to the parents of the student and meet the RI Department of Education extended school year standards. Every student with a disability under IDEA must be considered for ESY services. At the time the IEP is developed, the IEP team will determine if this student requires extended school year services and if so these services should be reflected in the **Special Education, Related Services, and Supplementary Aids and Services/Program Modifications/Supports for School Personnel** charts provided in the next section of the IEP.

#### **15) Special Education (§300.156, §300.39, §300.320)**

Special education refers to specially designed instruction that will meet the unique needs of the student with a disability and enable the student to meet the goals defined on his/her IEP. Specially designed instruction means instruction that has been adapted in its content (curriculum), methodology (instructional strategies), or delivery (how will the content and instruction be delivered). This instruction is specially designed to address the unique needs of the student that result from the student's disability so that the student can be involved and make progress in the general education curriculum, can participate in extracurricular and other nonacademic activities, and can be educated and participate with other children with disabilities and with nondisabled children. It includes instruction conducted in the classroom, in the home, in hospitals and institutions, and in other settings. Also included within the definition of specially designed instruction is instruction in physical education, speech language pathology services for children through the age of 8 (up to the student's ninth birthday), travel training, and vocational education. Special education services provided to the student with a disability should be based on peer-reviewed research to the extent practicable. A list of some web sites providing information on programs or instructional strategies that are based on peer reviewed research is provided in the appendix.

- **Goal # (Number):** Each annual goal should have been numbered and the number designated on the goal page. These goal numbers are then listed in this section as appropriate.
- **Special Education:** Describe the specially designed instruction (special education) that will be provided to the student to enable the student to attain his/her IEP goals.

<b>Examples of Special Education</b>
Sarah will receive 45 minutes per day of supplemental reading/spelling instruction using an evidence based, phonetic based, multisensory reading/writing program.
Evidence-based reading program will be provided to Maria in individual and in small group stations focusing on silent reading, teacher guided reading, and computer assisted instruction.
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.
Aidan will be provided with small group evidence-based, explicit instruction on specific math skills and concepts.
Sam will participate in a structured, small class program, which will have explicit rules for behavior and will provide immediate reinforcement and consequences as needed, but minimally at the end of each class period.
Barbara will be provided explicit instruction in appropriate behavior to be used in groups.

- **Provider:** List the role of the individual who will be providing the service. Special education services can only be provided by appropriately certified or licensed professional, i.e., the special educator, a teacher of the blind and visually impaired, a teacher of the deaf and hard of hearing, an adaptive physical education teacher, or a speech and language therapist for speech language pathology services for children up to the student's ninth birthday.
- **Frequency:** The IEP team should define how much special education support is needed to achieve this goal and define it by: hours/day, days/week, and weeks/month. If the time varies (for example, one day the service is provided for .25 hours, and another day it is provided for .5 hours), the team should indicate an average per day/week/or month.
- **Beginning Date:** Print the starting date that the specially designed instruction for this goal will begin.
- **Duration:** Print the projected date the specially designed instruction for this goal will end. If services will not be provided in the summer, two separate beginning and ending dates may need to be provided for this goal. For example if this IEP was written in March, the first beginning date for the service would be in March and the ending date would be in June. The second entry for the service would have a September beginning date and an ending date in March.
- **Location:** Location refers to the point on the continuum of special education services where the specially designed instruction for this goal

will be provided. If the specially designed instruction for this goal will be provided in a regular education setting, place an “x” in the regular education column. Regular education settings refer to classroom, school or community settings that a student would attend if not disabled. If the specially designed instruction for this goal will be provided in another setting (special class, special school, home, hospital, residential setting) place an “x” in this column.

## **16) Related Services (§300.34, §300.320)**

Related services mean transportation and such developmental, corrective, and other supportive services that are required to assist the student with a disability to benefit from special education, to advance appropriately toward attaining the annual goals, to be involved in and make progress in the general education curriculum, to participate in extracurricular and other nonacademic activities, and to be educated and participate with other children with disabilities and with nondisabled children. Related services provided to the student with disabilities should be based on peer-reviewed research to the extent practicable.

Related services include:

***Audiology:*** Identification of children with hearing loss; determination of the range, nature and degree of hearing loss, including referral for medical or other professional attention for the habilitation of hearing; provision of rehabilitative activities, such as language habilitation, auditory training, speech reading, lip reading, hearing evaluation, and speech conservation; creation and administration of programs for prevention of hearing loss; counseling and guidance of children, parents, and teachers regarding hearing loss; and determination of children’s needs for group and individual amplification, selecting and fitting an appropriate aid, and evaluating the effectiveness of amplification.

***Counseling Services:*** services provided by qualified social workers, psychologists, guidance counselors, or other qualified personnel.

***Early Identification and Assessment of Disabilities in Children*** means the implementation of a formal plan for identifying a disability as early as possible in a child’s life.

***Interpreting Services:*** includes the following when used with respect to children who are deaf or hard of hearing: oral transliteration services; cued language transliteration services; sign language transliteration and interpreting services; and transcription services, such as communication access real-time translation (CART), C-Print, and TypeWell; and special interpreting services for children who are deaf-blind.

***Medical Services:*** services provided by a licensed physician to determine a child’s medically related disability that results in the child’s need for special education and related services.

***Occupational Therapy:*** services provided by a qualified occupational therapist and/or services provided by a certified occupational therapist assistant under the supervision of a certified occupational therapist. This includes: improving, developing, or restoring functions impaired or lost through illness, injury or

deprivation; improving ability to perform tasks for independent functioning if functions are impaired or lost; and preventing initial or further impairment or loss of function through early intervention.

**Orientation and Mobility:** services provided to blind or visually impaired children by qualified personnel to enable those students to attain systematic orientation to and safe movement within their environments in school, home, and community; and includes teaching children the following, as appropriate: spatial and environmental concepts and use of information received by the senses (such as sound, temperature and vibrations) to establish, maintain, or regain orientation and line of travel (e.g., using sound at a traffic light to cross the street); to use the long cane to supplement visual travel skills or as a tool for safely negotiating the environment for children with no available travel vision; to understand and use remaining vision and distance low vision aids; and other concepts, techniques, and tools.

**Parent Counseling and Training:** assisting parents in understanding the special needs of their child; providing parents with information about child development; and helping parents to acquire the necessary skills that will allow them to support the implementation of their child's IEP or IFSP.

**Physical Therapy:** services provided by a qualified physical therapist or by a qualified physical therapy assistant under the supervision of a qualified physical therapist.

**Psychological Services:** includes the administering of psychological and educational tests and other assessment procedures; interpreting assessment results; obtaining, integrating, and interpreting information about child behavior and conditions relating to learning; consulting with other staff members in planning school programs to meet the special educational needs of children as indicated by psychological tests, interviews, and behavioral evaluations; planning and managing a program of psychological services, including psychological counseling for children and parents; and assisting in developing positive behavioral intervention strategies.

**Recreation:** assessment of leisure function; therapeutic recreation services; recreation programs in schools and community agencies; and leisure education.

**Rehabilitation Counseling:** services provided by qualified personnel in individual or group sessions that focus specifically on career development, employment preparation, achieving independence, and integration in the workplace and community of a student with a disability. The term also includes vocational rehabilitation services provided to a student with a disability by vocational rehabilitation programs funded under the Rehabilitation Act of 1973 as amended.

**School Health Services and School Nurse Services:** health services that are designed to enable a child with a disability to receive (FAPE) as described in the child's IEP. School nurse services are services provided by a qualified school nurse. School health services are services that may be provided by either a qualified school nurse or other qualified person.

**Social Work Services:** preparing a social or developmental assessment on a child with a disability; group and individual counseling with the child and family;

working in partnership with parents and others on those problems in a child's living situation (home, school, and community) that affect the child's adjustment in school; mobilizing school and community resources to enable the child to learn as effectively as possible in his or her educational program; and assisting in developing positive behavioral intervention strategies.

**Speech and Language Pathology Services:** identification of children with speech or language impairments; diagnosis and appraisal of specific speech or language impairments; referral for medical or other professional attention necessary for the habilitation of speech or language impairments; provision of speech and language services for the habilitation or prevention of communicative impairments; and counseling and guidance of parents, children, and teachers regarding speech and language impairments.

**Transportation:** travel to and from school and between schools; travel in and around school buildings; travel to and from community and work-based instruction sites as determined by the IEP team; and specialized equipment (such as special or adapted buses, lifts, and ramps), if required to provide a special transportation for a child with a disability.

- **Goal # (Number):** Each annual goal should be numbered and the number designated on the goal page. These goal numbers are then listed in this section as appropriate.
- **Related Service:** Identify the related service to be provided from the list above.
- **Description of Related Service:** Describe the related service that will be provided to the student to enable the student to benefit from special education.

<b>Examples of Related Services</b>
John will be provided transportation in a wheelchair accessible van from his home to the school. An aide will be present to take John from the van to and from home/school and back again at the end of the day.
Terry will be provided individual instruction on sensory regulation by the occupational therapist during morning free reading block.
A speech therapist will provide explicit instruction on Jamiel's augmentative communication system during the language art block.
Rosa will receive small group explicit instruction in social skills training by the school social worker during class meeting block.
Jose will receive weekly group counseling sessions by the school psychologist on dealing with conflict and frustration during his social studies block.
Barbara will participate in a weekly swimming recreation program during physical education period at the local YMCA.

- **Provider:** Identify the role of the appropriately certified/licensed or otherwise qualified individuals who will be providing the related service

(e.g. school psychologist, occupational therapist, school nurse teacher) (§300.156). When the related service is transportation the provider is the school district.

- **Frequency:** The IEP team should define how much service is needed to enable the child to benefit from special education and define it by: hours/day, days/week, and weeks/month. If the time varies (for example, one day the service is provided for .25 hours, and another day it is provided for .5 hours), the team should indicate an average per day/week/or month.
- **Beginning Date:** Print the starting date that the related service for this goal will begin.
- **Duration:** Print the projected date the related service for this goal will end. If services will not be provided in the summer, two separate beginning and ending dates may need to be provided for this goal. For example if this IEP was written in March the first beginning date for a service would be in March and the ending date would be in June. The second entry for the service would have a September beginning date and an ending date in March.
- **Location:** Location refers to the point on the continuum of special education services where the related service for this goal will be provided. If the related service for this goal will be provided in a regular education setting, place an “x” in the regular education column. Regular education settings refer to classroom, school or community settings that a student would attend if not disabled. If the related service for this goal will be provided in another setting (special class, special school, home, hospital, residential setting) place an “x” in this column.

## **17) Supplementary Aids and Services, Program Modifications and Supports for School Personnel (§300.42, §300.320)**

In this section the IEP team will describe those supports that will be provided to the student or to those personnel who work with the student. The supports to the student or for the personnel working with the student are designed to assist the student in achieving his/her annual goals, while also enabling the student to be involved in and make progress in the general curriculum. These supports should also be designed to enable the student to participate in settings with students without disabilities to the maximum extent appropriate including in extracurricular and nonacademic settings. The supplemental aids and services provided to the student with disabilities should be based on peer-reviewed research to the extent practicable.

These supports can take the form of:

**Supplementary Aids and Services**, which includes accommodations, assistive technology, NIMAS (National Instructional Materials Accessibility Standard) –list accessible alternate format versions of printed textbooks;

**Program Modifications**, which includes modified curriculum or other modifications to the regular program including extracurricular and nonacademic activities;

**Supports for School Personnel**, which includes specialized training or consultation.

- **Goal # (Number):** What goal(s) will the specified supplemental aid and service, program modification or supports for school personnel support? Print the number of the goal.
- **Supplementary Aids and Services, Program Modifications and Supports for School Personnel:** Describe the supplementary aids, service, program modifications and supports for school personnel that will be provided. Examples are provided below.

<b>Examples of Supplementary Aids and Services, Program Modifications and Supports for School Personnel</b>
<i>During the writing process, John will use a word processor for each stage, e.g. brainstorming, 1st draft, editing/proofreading.</i>
<i>When presented with reading material above his instructional reading level in any subject area, Ian will be provided with books on tape (NIMAS materials), or a partner who can read the materials to him and an outline of the key ideas and facts and details.</i>
<i>Diego will check in with the resource teacher at dismissal each day. He will show her his completed planner and the books and materials needed to complete his homework that night.</i>
<i>Sophia will be allowed to answer questions on tests orally if the test is not assessing writing skills. If the test is assessing writing skills she will be given one grade for content and one grade for spelling. She will be allowed to use a spell checker.</i>
<i>Picture exchange boards will be used throughout the day to facilitate the development of receptive and expressive language skills.</i>
<i>When academic work requires Mary to respond in writing, the teacher will reduce the amount of writing Mary is required to do to simple words or phrases. If Mary is required to do more extensive writing she will be given extended time and the option to orally dictate her writing onto a speech-dictated word processor.</i>
<i>Evan will be provided content relevant text at a lower reading level.</i>
<i>During school functions, such as field trips, dances, etc., an aide will be available to assist Andre with personal care needs.</i>

*Using a red card Jane will signal her teacher when she needs a break from the class routine. Upon receiving a nod from teacher, she will be allowed to leave classroom for a 5-minute walk in the corridor. Jane will have a stop watch to time the walk.*

*The school psychologist will provide 10 hours of professional development to Henrietta's teachers on positive school supports.*

*Aria's teacher will receive 3 days of training on the specialized reading program and monthly check-ins by the literacy coach. The check-ins will be for 15 minutes, and take place before school.*

*The special education teacher will consult with the general education teachers at weekly team meetings for five minutes per week on using accommodations with Maria. The special education teacher will spend an average of 10 minutes per week modeling use of accommodations in Maria's general education classes.*

*A social worker will consult with Cindy's parents and teachers on a monthly basis to review Cindy's behavior in dealing with conflict and frustration and to provide strategies.*

- **Frequency:** The IEP team should define how often the supplementary aid and service, program modification and/or support for school personnel will be provided to enable the student to be educated with nondisabled peers to the maximum extent possible

*Examples: during the 2 hour literacy block; in all classes whenever writing is required; throughout the school day.*

- **Beginning Date:** Print the starting date that the supplementary aid and service, program modification, and support for school personnel for this goal will begin.
- **Duration:** Print the projected date the supplementary aid and service, program modification, and/or support for school personnel for this goal will end. If the supplementary aid and service, program modification and/or support for school personnel will not be provided in the summer, two separate beginning and ending dates may need to be provided. For example if this IEP was written in March the first beginning date would be in March and the ending date would be in June. The second entry would have a September beginning date and an ending date in March.
- **Location:** Location refers to the point on the continuum of special education services where the supplementary aid and service, program modification, and support for school personnel for this goal will be provided. If the supplementary aid and service, program modification, and/or support for school personnel for this goal will be provided in a regular education setting, place an "x" in the regular education column.

Regular education settings refer to classroom, school or community settings that a student would attend if not disabled. If the supplementary aid and service, program modification, and support for school personnel for this goal will be provided in another setting (e.g., a special class, special school, home, hospital, or residential setting) place an “x” in this column.

### 18) Educational Environments

Determine the amount of time the student will be in the regular class and check the appropriate box.

If the student is receiving all of his/her special education and related services in a regular education setting, check “inside regular class 80% or more of the time.”

If the student is receiving any special education or related services outside of the regular education setting, the IEP team must determine the percentage of time the student is inside the regular education setting.

In order to determine this, the IEP team must take the number of hours per day, the number of days per week, and the number of weeks per month for each special education or related service provided out side regular education, sum them, and divide by 110 hours or 50 hours (depending on whether the student is a half-day or full-day student).

Total hours per month for students in Kindergarten-grade 12 is 110 hours per month (5.5 hours per day \* 5 days per week \* 4 weeks per month = 110 hours).

Total hours per month for PreK is 50 hours per month (2.5 hours per day \* 5 days per week \* 4 weeks per month = 50 hours).

EXAMPLE for STUDENT A, who receives some services outside the regular education environment

Student A's Special Education								
Goal #	Special Education	Frequency			Beginning Date	Duration	Location	
		hrs/day	days/week	weeks/month			Reg Ed	Other
1	Supplemental instruction in evidence based, phonetic based, multisensory reading/writing program	.75 hrs/day	3 days/wk	4 weeks/month	9/10/07	6/14/08		X
1	Supplemental	.5 hrs	5 days /wk	4 weeks/	9/10/07	6/14/08	x	

	instruction in evidence based, phonetic based, multisensory reading/writing program	/day		month				
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Student A's Related Service								
Goal #	Related Service	Frequency			Beginning Date	Duration	Location	
		hrs/day	days/week	weeks/month			Reg Ed	Other
2	Small group social skills training	.5 hrs/day	2 days/week	2 weeks/month	9/10/07	6/14/07		x

In calculating the frequency you must only consider services beginning on the date consistent with the IEP effective date specified in the header. In the Student A example above, the effective date of services was 9/10/07. The only services included in the calculations described below would be services begun on that date. Any services having a beginning date after 9/10/07 would not be included in the calculation described below.

The student's total hours per month of special education outside the regular classroom would be:  
 $.75 \text{ hours per day} * 3 \text{ days per week} * 4 \text{ weeks per month} = 9 \text{ hours of special education outside the regular classroom per month.}$

The student's total hours per month of related services outside the regular classroom per month would be:  
 $.5 \text{ hours per day} * 2 \text{ days per week} * 2 \text{ weeks per month} = 2 \text{ hours of related services outside the regular classroom per month.}$

The total time of special education and related services outside the regular classroom per month would be:  $9 \text{ hours} + 2 \text{ hours} = 11 \text{ hours per month of special education and related services outside the regular classroom.}$

Then this number would be divided by the total hours in the student's school month (110).  $11/110 = .1 \text{ hours of special education and related services outside of the regular classroom per month.}$

To determine the student's time in regular education subtract the time the student spend outside the regular classroom for special education and related services

from 1.00 and multiply by 100. This provides the percentage of time the student is in the regular class. In the example above the equation would be:

$1.00 - .1 = .90 * 100 = 90\%$  of the time in the regular education classroom.

The IEP team would then check off the box “inside regular class 80% or more of the time.”

If the percentage was between 79% and 40%, the IEP team would check off “inside regular class 79% - 40% of the time.”

If the percentage was less than 40%, the IEP team would check off “inside regular class less than 40% of the time.”

**The IEP team should not include the frequency of supplementary aids and services, program modifications, and/or supports for school personnel in determining the percentage of time in regular class. The focus should be on the frequency of special education and related services.**

### **19) Explanation of Nonparticipation in Regular Class, Extracurricular and Nonacademic Areas (§300.320)**

IDEA 2004 Regulations Section §300.320(a5) requires an explanation of the extent, if any, to which the child will not participate with nondisabled children in the regular class and in extracurricular and other nonacademic activities. If the student will not participate fulltime with nondisabled peers in the regular class or in extracurricular or other nonacademic activities explain why full participation is not possible.

*Example: The student needs a quiet, small-group setting free of distraction to receive explicit instruction.*

### **20) Continuum of Special Education Placement (§300.115A)**

Check the box that represents the category on the continuum of special education placement described within the IEP for this student.

(1) Placement in a general education class with special education consultation, supplementary aids and services or part-time services in a special class. The special educator(s) shall consult with the student’s parent and general education teachers.

(2) Placement in a special class integrated in a school district building. Placement must be based on similarity of student strengths and needs for the purpose of ensuring academic achievement and functional performance. Such classes must be taught by a special education teacher, together with other

appropriately certified specialists providing related services. These professionals shall also consult with the child's parents.

(3) Home or hospital instruction provided by special education teachers, general education classroom teachers or regular education, subject-matter teachers, together with other appropriately certified specialists providing related services, as needed; to any child with a disability whose health status warrants home or hospital instruction.

(4) Special education day school placement in a separate public school or non-public facility whose special education program has been approved by the Rhode Island Commissioner of Elementary and Secondary Education.

(5) Special education residential school placement in a separate public or non-public facility whose special education program has been approved by the Rhode Island Commissioner of Elementary and Secondary Education.

### **Continuum of special education placements and services for Children Aged Three (3) through Five (5) (§300.115(B))**

Check the box that represents the category on the continuum of special education placement described within the IEP for this student.

(1) Temporary placement in any educational setting as described in this Section, for a period of no more than thirty (30) days, when necessary to aid in determining educational objectives and the appropriate placement for an eligible child with a disability. Prior to such placement, an interim individualized education program (IEP) or individualized family service plan (IFSP) shall be developed which specifies the conditions and timelines for the temporary placement. Upon the close of the interim period, an individualized education program (IEP) or individualized family service plan (IFSP) meeting shall be conducted to finalize the child's individualized education program (IEP) or individualized family service plan (IFSP).

(2) 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 to the family and, when indicated by the IEP or IFSP, direct intervention with the child. Early childhood settings include, but are not limited to: general kindergarten classes, public and non-public preschools, Head Start programs, early care and education centers, home/early childhood combinations, home/Head Start combinations, or home based child care, which meet federal or state requirements. In these settings, children receive all of their special education and related services in programs designed primarily for children without disabilities.

(3) Placement in an integrated preschool class designed primarily for preschool children with disabilities and including children without disabilities that is located in a public school building. The maximum class size shall be no more than fifteen

(15) children with less than fifty percent (50%) being children with disabilities. The staff shall include at a minimum, an early childhood special educator and teacher assistant with the provision of additional staff as indicated by the needs of the children and their IEPs or IFSPs.

(4) Home-based special education and, where appropriate, related services provided to the child together with his or her parent(s) or primary care provider. Home visits shall include instruction for the parent or primary care provider, demonstration of specific tasks and provision of developmental toys and materials for the parents or primary care provider to use with the child. A home-based program may supplement placement in another program option or, for pre-kindergarten-aged students be available as the primary placement, unless the child's needs, as determined by the evaluation process, can more appropriately be met in a group setting. When implemented as the primary placement, home visits shall be scheduled at least weekly and in accordance with the IEP or IFSP.

(5) 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.

(6) Full-time placement in an early childhood special education setting which is located in a public school building or other community based early childhood facility.

(7) Placement in a special education day school.

(8) Placement in a residential special education school.

## **21) State/District-wide Assessment Accommodations (§300.320)**

All students participate in state/district-wide assessments. The IEP team determines on an individual basis how a student with an IEP participates in state assessment. If the student requires accommodations in the state or district-wide assessments of student achievement, complete this section. These accommodations should be related to accommodations that are provided to the student in her/his daily instructional program and documented under Supplementary Aids and Services. IEP team decisions on accommodations cannot lead to invalid use of instruments. For example, an assessor cannot read the reading comprehension assessment to the student. A separate accommodation/participation decision is needed for each state/district-wide assessment instrument. Refer to the [New England Common Assessment Program: Accommodations, Guidelines, and Procedures: Administrator Training Guide](#) for additional information. ([www.ride.ri.gov/assessment/NECAP](http://www.ride.ri.gov/assessment/NECAP))

In this chart print the assessment accommodation(s) and put an "x" in the column for each state/district-wide assessment for which this accommodation would be used.

- If the IEP team determines that the general assessment, i.e., NECAP even with accommodations, may not be the most appropriate means of assessment the IEP team must discuss the participation criteria for alternate assessment. Please refer to the [Participation Criteria for the](#)

Rhode Island Alternate Assessment System (RIAA). If the student meets *all* of the criteria the IEP team should check “yes” to the question “Student will participate in RI Alternate Assessment.” The IEP team must complete the Participation Criteria for the Rhode Island Alternate Assessment System and attach the form to the IEP. The IEP team must inform parents of students who participate in the RIAA that their child’s achievement will be measured based upon alternate academic achievement standards. In addition the IEP team must inform parents of any implications, including any effects of state or local policies on the student’s education resulting from taking an alternate assessment based upon alternate achievement standards.

- Current AAGSE(s) assessed: The IEP team should specify the AAGSE(s) that are being assessed in the student’s current assessment portfolio i.e., the portfolio that is in effect on the date of this IEP.

## **22) Parental Consent for Initial Provision of Special Education and Related Services (§300.300)**

If this the first IEP to be in effect for a student with a disability, the district is required to obtain **informed written consent** from the parent before any special education and related services can be provided. To document that this informed written consent has been received, the IEP team should note the date the informed written consent was obtained from the parent.

The IEP team does not need to complete this section if this is not the first IEP to be in effect for the student.

## **23) 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 an upon receipt of the first due process complaint in a school year
- In accordance with discipline procedures
- Upon request by a parent (§300.504).

When a student is referred to special education, each school district or regional special education program shall provide the parents with notification of the existence of the Local or Regional Advisory Committee on Special Education. (§300.900)

**Written prior notice** must be provided to the parents of a student with a disability within a reasonable time (10 school days) before the school district

proposes to initiate, or change the identification, evaluation, or educational placement of the student or the provision of FAPE (Free Appropriate Public Education) to the student (§300.503). The IEP represents a provision of FAPE and therefore the school district must provide written prior notice to the parents of the student with a disability 10 school days prior to the implementation of the IEP.

A parent's signature is not required for implementation of the IEP. IEP teams are strongly encouraged to collaborate thoroughly in order to ensure the resolution of disagreements. Parents have the right to disagree with the IEP and can request mediation (§300.506) or initiate a due process hearing (§300.507; §300.508).

## Appendix

### Some Useful Web Sites

[www.ritap.org/iep](http://www.ritap.org/iep)

[www.ride.ri.gov/](http://www.ride.ri.gov/)

[www.ride.ri.gov/Instruction/gle](http://www.ride.ri.gov/Instruction/gle)

[www.Ride.ri.gov/els](http://www.Ride.ri.gov/els)

[www.wida.us/standards/elp](http://www.wida.us/standards/elp)

[www.ride.ri.gov/frameworks/](http://www.ride.ri.gov/frameworks/)

### Some Web Sites for Evidence-Based Instructional Strategies:

[www.K8accesscenter.org](http://www.K8accesscenter.org) The Access Center has numerous resources for research based strategy instruction in math, writing, science, reading, direct instruction, differentiated instruction etc.

[www.mainstep.org](http://www.mainstep.org). Project Mainstep. This site has 5 web based modules with video clips of research based interventions in math, reading, and challenging behavior. You will need to have Quick Time to access the videos.

<http://ies.ed.gov/ncee/wwc> What Works Clearinghouse has information on research based interventions. It reviews 5 programs in elementary math and also has reviews of middle school math programs.

[www.interventioncentral.com/](http://www.interventioncentral.com/) Intervention Central has numerous resources to assist teachers who are using CBM.

[iris.peabody.vanderbilt.edu/](http://iris.peabody.vanderbilt.edu/) This site has modules/case studies on RTI, classroom management, strategy instruction, teaching algebra, and more.

[www.centeroninstruction.org](http://www.centeroninstruction.org) This site has many resources on effective strategies in reading, math and science.

[www.fcrr.org](http://www.fcrr.org) The Florida Center for Reading Research provides reviews of literacy programs.

[reading.uoregon.edu](http://reading.uoregon.edu) The University of Oregon Reading Research Center

[www.texasreading.org/utcrcla/](http://www.texasreading.org/utcrcla/) The University of Texas Reading Research Center

[www.ciera.org](http://www.ciera.org) The center for Improvement of Early Reading Achievement