

Individualized Education Program (IEP) Guidebook

DIRECTIONS FOR COMPLETING THE RHODE ISLAND IEP FORM

**Secondary
Transition**

State of Rhode Island and Providence Plantations

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This Guidebook refers to relevant sections (§) of the *Rhode Island Board of Regents for Elementary and Secondary Education Regulations Governing the Education of Children with Disabilities* dated July 2008.

INTRODUCTION

This guidebook has been developed to provide districts and families with directions on how to complete the Rhode Island IEP form for secondary transition. This form must be completed for students 14 years of age or older.

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/Grade Span Expectations or standards of the general 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(s) of the student; not less than one regular education teacher of the student; not less than one special education teacher of the student; and the school district representative. Since postsecondary goals for the student and transition services to assist the student in reaching those goals will be considered, the student **must** be invited. In order to afford the parents 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. For students 14 years of age or older a representative of

any participating agency that is likely to be responsible for providing or paying for transition services must be invited to attend (§300.321).

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, self determination checklists, etc. All team members should contribute to the development of strengths and needs, especially parents and the student (§300.324).

For students 14 years of age or older, the various assessments, particularly those related to transition planning, are used to inform the student's development of post-school goals. These goals will be in the areas of education and training, employment, and, where appropriate, independent living skills (300.320).

The information from 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. For a student 14 years of age or older, the IEP team is guided by the student's post-school goals in the areas of education and training, employment, and if appropriate, independent living. 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, AAGSEs and the district's Proficiency Based Graduation Requirements). 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 non-academic 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.

In the description of the present levels of 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).

For students 14 years of age or older, the IEP team must consider the transition services that will be needed to assist the student in attaining his/her post-school goals. Transition services include instruction, related services, community experiences, the development of employment, and other post-school adult living objectives, as well as, if appropriate, acquisition of daily living skills, and the provision of a functional vocational evaluation (§300.43).

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 each student's expected performance

within 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 a 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* form must be completed and attached to the IEP (§300.320).

* The secondary transition form must be used for all students 14 years of age or older. If a purpose of the IEP meeting for a student of any age is 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 form.

DIRECTIONS FOR COMPLETING THE SECONDARY TRANSITION IEP FORM

1) Header

- **Meeting Date(s):** Print 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 this 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 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: 09/15/1994.*
- **Age:** Print the student's chronological age at time IEP is written. *Example: 17.*
- **Gender:** Print M for male or F for female.
- **SASID:** Print the student's State Assigned Student Identification Number. *Example: 000000000.*
- **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 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 Email:** Print the school email address of the school contact person.

- **Is the student an English Language Learner?:** 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 that 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(s)?:** This information is usually collected on the Home Language Survey when the student enrolls in the district.

3) Family Contact Information

- **Student:** Provide the student's contact information.

First Name: Print student's first name.

Middle Name: Print student's middle name.

Last Name: Print student's last name.

Home Phone: Print home telephone number of student if different from parent/legal guardian.

Address: Print student's complete street address if different from parent/legal guardian.

City: Print city of student if different from parent/legal guardian.

State: Print state of student if different from parent/legal guardian.

Zip Code: Print zip code of student if different from parent/legal guardian.

Cell Phone: Print student's cell phone number.

Email: Print student's email address.

Home Native Language(s): This information is usually collected on the Home Language Survey when the student enrolls in the district.

If interpreter is needed, what language?: Does student require an interpreter at the IEP meeting? If so, please indicate the language needed for an interpreter.

Work Phone: If appropriate, print student's work phone number.

- **Parent/Guardian**

First Name: Print first name of student's parent/legal guardian.

Last Name: Print last name of 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 of parent/legal guardian.

State: Print state of parent/legal guardian.

Zip Code: Print zip code of parent/legal guardian.

Cell Phone: Print cell phone number of parent/legal guardian.

Email: Print email address of parent/legal guardian.

Home Native Language(s) of Parent/Guardian: Print parent/legal guardian's home/native language(s). This information should be based on the self report of parent/legal 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/Guardian:** If both parents/legal guardians attend the IEP meeting, provide contact information for each party. Where the information is the same for both parents, write *same*.
- **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 services.
- **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 what evaluations are necessary to determine continued eligibility.
- **Anticipated date I will graduate or reach age 21:** Print the date it is anticipated that the student will graduate or reach age 21, whichever comes first.
- **Summary of Performance Date:** If the student will graduate or reach 21 during the time frame of this IEP, the summary of performance must be completed on or before that date. Print the date the summary will take place.

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 who must be at the meeting are actually present.

Required participants include:

- Student
- 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 agency (school district) who:
 - a)** is qualified to provide or supervise specially designed instruction;
 - b)** is knowledgeable about the general education curriculum; and
 - c)** is knowledgeable about the availability of resources of the district and has the authority to commit those resources
- An agency representative (such as an Office of Rehabilitation Services counselor):
the school district must invite a representative of any public agency that is likely to be responsible for providing or paying for transition services
- An individual who can interpret the instructional implications of evaluation results (this could be someone already named)
- At the discretion of parents or the district, other individuals who have knowledge or special expertise regarding the child, including related service providers as appropriate (§300.321)

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

The district must invite a student with a disability to attend the student's IEP meeting if a purpose of the meeting will be a consideration of the post-school goals for the student and the transition services needed to assist the student in reaching these goals. In RI that would be any student 14 years of age or older. An IEP team could do transition planning for a student younger than 14 if the IEP team deems it appropriate. In any case, the student must be invited to the meeting if post-school goals will be considered.

- If the student does not attend the IEP meeting, the IEP team must document how the student's preferences, interests, and goals were obtained (§300.321).

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 an IEP member is excused (§300.321(e)(1),(e)(2)).

6) Transition Assessments: My Measurable Post-School Goals Are Based Upon The Following Assessments (§300.320)

Section 300.320 (b)(1) requires the IEP team to base appropriate post-school goals on age appropriate transition assessments related to education and training, employment, and, where appropriate, independent living skills. In this section the IEP team will:

- Print the date(s) each assessments was given.
- Print the name of each assessment.
- Check the areas assessed by each assessment, i.e., post-school education/training, employment, and independent living.

Examples of Transition Assessments

- *Transition Planning Inventory*
- *Ten Sigma-Rubrics for Transition*
- *Future Planning Inventory*
- *Self-Determination and Self-Advocacy Skills Questionnaire*
- *Vocational Evaluation*
- *Situational Assessment (on the job assessment)*
- *Brigance Inventory of Essential Skills*

7) My Measurable Post-School Goals (§300.320)

In this section the student states his/her post-school goals in the areas of education and training, employment, and where appropriate, independent living skills. The goals must be measurable.

Examples of Measurable Post-School Goals in Education and Training

- *I plan to attend college to study to be an accountant.*
- *I plan to attend CCRI to study to be a certified nursing assistant.*
- *I plan to attend hairdressing school so I can be a hairdresser.*
- *I plan to be trained to be a gardener.*
- *I don't know what I want to do after graduation.*
- *I plan to do something with computers, but I am not exactly sure what yet.*
- *I plan to attend college to be a dentist.*

Examples of Measurable Post-School Goals in Employment

- *I plan to be a veterinarian's assistant.*
- *I plan to work as a mechanic.*
- *I plan to be a hairdresser.*

Examples of Measurable Post-School Goals in Independent Living

- *I plan to live in my own apartment with some other roommates.*
- *I plan to have a license and have my own car.*
- *I plan to have a checking account so I can pay my own bills.*

8) 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, initial or most recent evaluations of the student, data from previous interventions and progress monitoring, classroom/school/district/state assessments, portfolios, vocational evaluations, 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 nondisabled 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 students 14 or older, the IEP team should consider the student's strengths, needs, preferences, and interests in the areas of instruction, related services, community experiences, employment and other post-school adult living objectives and, if appropriate, acquisition of daily living skills and the provision of functional vocational evaluation (§300.43).

9) Present Levels 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 tone of voice, tolerating frustration, curbing aggression); attention (e.g., attending to task, sustaining attention); self advocacy skills/self determination (e.g., articulating needs and wants, stating goals, identifying accommodations); organizational skills (e.g., bringing materials to class, completing homework, managing time); and environmental access/mobility (e.g., going from one classroom to another). The focus should be on those functional areas that are connected to his/her post-school goals.

- **Post-School Area:** Print the post-school area, education and training, employment, or independent living that is addressed in the various statements of strengths and needs.
- **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 area. In describing what the student can do, the IEP team should use as a 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.

10) 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 that are related to the student's post-school goals.

- **Post-School Area:** Print the post-school area (education and training, employment, or independent living) that is addressed in the various statements of strengths and needs.
- **Strengths:** Describe what the student can currently do in regards to the academic expectations from the general education curriculum for the student's age appropriate grade level and considering the student's post-school goals (e.g., Grade Level Expectations, 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 and considering the student's post-school goals, describe the student's needs and how the 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.

11) 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 and to meet the student's post-school goals. The ones checked will be addressed with measurable annual goal statements.

12) Transition Services I Need to Help Me Reach My Post-School Goals (§300.320, §300.43)

Beginning at age 14 (or younger if deemed appropriate by the IEP team), and updated annually there-after, the IEP must include a statement of transition services. Transition services are a coordinated set of activities and are intended to focus the student, family, and team on what the student will do after leaving school and what needs to happen to prepare for these outcomes. The team must take into account the student's strengths, preferences and interests. They should include instruction, related services, community experiences, the development of employment and other post-school, adult living objectives and, when appropriate, acquisition of daily living skills and functional vocational evaluation (§300.43). As a member of the IEP team, the student is expected to be fully involved in all aspects of planning, development and implementation.

For each post-school area (i.e., education and training, employment, and independent living) identify the following:

- **Services:** In the chart identify the services needed to help the student reach his/her post-school goals, including but not limited to instruction, related services, community experiences, acquisition of daily living skills, and functional vocational evaluation.
- **Who Will Help With This:** Identify the person's role (e.g., guidance counselor, math teacher, English teacher, special educator, job coach, behavior specialist, physical therapist) or agency (e.g., Office of Rehabilitation Services) responsible for ensuring the student participates in the services in the appropriate column: school (regular education or special education), other agency (name agency), family or student.
- **When It Will Start:** Print the start date of the service.
- **When It Will End:** Print the projected completion date of the service.

13) Program of Study (§300.320)

Beginning at age 14, a student's course of study should be selected to support his/her post-school goals. Although a specific decision in each transition area may not be determined at 14, courses and program of study should assist the student in reaching his/her measurable post-school goals.

- **Program of Study I Will Take to Help Me Reach My Post-School Goals:** Print the program of study or, if appropriate, specific courses that will help the student reach his/her post-school goals. Examples: college prep, a vocational program in auto mechanics, travel and tourism academy, several technology courses, two years of a foreign language.

14) Assurance of Transition Services

- Has the student been provided information about transition planning in the areas of education and training, employment and independent living? Check "yes" or "no."
- Does the student agree that his/her measurable post-school goals are based upon age appropriate transition assessments that will reasonably enable the student to reach his/her goals after completing high school? Check "yes" or "no."

If the IEP team cannot check "yes" for each statement, the team needs to consider how this assurance will be met.

15) Academic Standards My 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, Career and Tech Industry Standards, please check "other," and specify the ones that will be used.

16) My 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:

- 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, employment, etc.
 - **Baseline (What I can do now):** This is not a comprehensive description in the area of need. That description would have been included in the Present Levels of Academic Achievement and Functional Performance. However, the baseline should have been included within the Present Levels of Academic Achievement and Functional Performance. It is a brief, specific, quantitative, measurable statement that defines what the student can currently do in the area of need.

For example: 1 out of 10 problems; level 2 of writing rubric; 140 words read correctly per minute on ninth grade level passages; attends to task 50 percent of the time.

The baseline is used as the starting point for determining where the student 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 I can do by the end of this IEP:** The annual goal provides a statement of where the student should be in a year's period of time in the area of need. The 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.

Annual Academic Goal Formula

Annual Academic Goal = learner + GLE/GSE/AAGSE + *individual learner's target performance* + *measurability*.

Annual Academic Goal Examples

- **Leon** will add coins together to a value no greater than \$1.00. He will make purchases at his school store *correctly using the right amount of money 3 out of 5 times*. (Number and Operation (6-8) 1.2c; Data, Statistic and Probability (6-8) 4.1)
- When problem solving, **Matt** 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 a level 3 of the problem solving rubric*. (Number and Operations 7-1; Number and Operations 7-3; Number and Operations 7-4)
- **José** will use the writing process to *write a cohesive, logical, organized essay, with correct mechanics at level 3 of the state's writing rubric*. (W 12-9.1; W 12-10; W 12-14.3)

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

Annual Academic Goal Incorporating WIDA Standards for English Language Learners Formula

Annual Academic Goal = learner + WIDA English Language Proficiency Standard + GLE/GSE/AAGSE + *individual's target performance* + *measurability*.

Annual Academic Goal Incorporating WIDA Standards for English Language Learners Example

- **Maria** will apply *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 SRI Read 180 assessment to a Level 600 on SRI Read 180 assessment*. (R12-4.2; R12-12.1; R12-5.1) (WIDA Std2: Domain Reading, Level 3)

Annual Functional Goal Formula

Annual Functional Goal = **learner** + *individual learner's target performance* + **measurability**.

Alignment to standards is not required in functional goal statement.

Annual Functional Goal Examples

- **Mary** will *attend to task* **50% of the time**.
- **Sam** will *balance his checkbook* **correctly at least twice out of the next three months**.
- **Seymour** will *increase his independence in following an 11-step morning routine decreasing the level of prompting from partial physical to verbal gestural* **with 75% accuracy**.
- **José** will *improve his group participation behavior* **by scoring at least 80% on the group participation checklist 3 out of 4 times**.

How my progress will be measured

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

Examples: Weekly duration recordings; Maze-CBM using 8th grade passages administered twice a week; daily frequency counts; writing rubric applied to a piece selected from the writing portfolio monthly.

When progress will be reported to my parents and me:

How often will the student's progress toward meeting the annual goal be reported to the student and to his/her 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.

17) Measurable Short Term Objectives or Benchmarks (§300.320)

The measurable short term objectives 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 130 words correctly per minute using 7th grade level passages*, the short term objectives might specify the specific sub-areas of reading fluency that must be addressed within the student'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 130 words per minute, such as:

- *By November, given a passage written at the 7th grade level, the student will read 95 words correctly per minute.*
- *By January, given a passage written at the 7th grade level, the student will read 105 words correctly per minute.*
- *By April, given a passage written at the 7th grade level, the student will read 120 words correctly per minute.*
- *By June, given a passage written at the 7th grade level, the student will read 130 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 student 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*

Where applicable, the short term objectives should be aligned to the student's personal literacy plan (PLP) and/or individual learning plan (ILP). There should be a minimum of two objectives per goal.

18) 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.)

19) 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, and meet the RI Department of Education extended school year standards. Every student with an IEP 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. 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.

20) 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 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 are 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.

Examples of Special Education

- *An 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 focusing on the stages of the writing process with specific skill instruction in the development of English language vocabulary, using graphic organizers, editing, and proofreading.*
- *Matthew will receive individualized supervision at a work site focusing on strategies for staying on task.*
- *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 the 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 professionals, 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 .50 hours), the team should indicate an average per day/week/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 the "other" column.

21) 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: 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: 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 (free appropriate public education) 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.

21) *continued*

- **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.

Examples of Related Services

- *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 homeroom block.*
- *A speech therapist will provide explicit instruction on Jamiel's augmentative communication system during English class.*
- *Rosa will receive small group explicit instruction in social skills training by the school social worker during history class.*
- *José will receive weekly group counseling sessions by the school psychologist on dealing with conflict and frustration during his free period.*
- *Barbara will participate in a weekly swimming recreation program during physical education period at the local YMCA.*
- *Josh will receive occupational therapy consultation to improve his work efficiency and stamina in his community-based job settings.*
- *Sandra will receive small group and individualized instruction in utilizing the public transit system.*
- **Provider:** Identify the role of the appropriately certified/licensed or otherwise qualified individual 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/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 the “other” column.

22) Supplementary Aids and Services/Program Modifications/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 supplementary 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–list accessible alternate format versions of printed textbooks, etc.;

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 supplementary aid and service, program modification or supports for school personnel support? Print the number of the goal.
- **Supplementary Aids and Services/Program Modifications/Supports for School Personnel:** Describe the supplementary aids and services, program modifications, and supports for school personnel that will be provided. Examples are provided below.

Examples of Supplementary Aids and Services, Program Modifications and Supports for School Personnel

- *During the writing process, John will use a word processor for each stage, e.g., brainstorming, 1st draft, editing/proofreading.*
- *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, facts, and details.*
- *Diego will check in with the special education teacher at dismissal each day. He will show her his completed planner and the books and materials needed to complete his homework that night.*
- *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.*
- *Picture exchange boards will be used throughout the day to facilitate the development of receptive and expressive*

language skills.

- *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 processing program.*
- *Evan will be provided content-relevant text at a lower reading level.*
- *During school functions, such as field trips, dances, etc., an aide will be available to assist Andre with his personal care needs.*
- *Using a red card Jane will signal her teacher when she needs a break from the class routine. Upon receiving a nod from the teacher, she will be allowed to leave the 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 will 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 the 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 47 minute English 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 supports for school personnel for this goal will end. If the supplementary aid and service, program modification, and/or supports for school personnel 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 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 supports for school personnel for this goal will be provided. If the supplementary aid and service,

program modification, and/or supports 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 supports 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 the “other” column. If the supplementary aid and service, program modification, or supports for school personnel is provided in both a regular education and special education setting, check both.

23) 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 outside 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).

See the examples on the next page.

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 shown here, 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 spends 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:

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

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.

24) 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 full time 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.

25) Continuum of Special Education Placement (§300.115(A))

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.

26) 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. Refer to the *New England Common Assessment Program: Accommodations, Guidelines, and Procedures: Administrator Training Guide* for additional information. (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.

- **The student will participate in Rhode Island Alternate Assessment:** 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 RIAA that their child’s achievement will be based on 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 child’s education resulting from taking an alternate assessment based on 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, that is the portfolio that is in effect on the day the IEP is written.

27) Transfer of Rights (§300.520, §300.320)

- If the student is 17 or will turn 17 years of age during the time frame of this IEP, check “yes;” otherwise check “no”. If yes, the student and parents must be informed that the student’s rights will transfer from the parents to the student upon reaching the age of majority. In RI the age of majority is 18.
- If the student is 17 or will turn 17 years of age during the time frame of this IEP, he/she must be given a copy of the procedural safeguards. Check either “yes” or “no.”

28) Parental Consent for Initial Provision of Special Education and Related Services (§300.300)

If this is 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(s) 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.

29) 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 and 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 for 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

www.ride.ri.gov

www.ride.ri.gov/instruction/gle.aspx

www.ride.ri.gov/instruction/frameworks

www.wida.us/standards/elp.aspx

Please note. As with many website addresses, those referenced in this guidebook may change after our final print. If you experience any difficulty with the RIDE addresses, please go to www.ride.ri.gov and search for the item.

Some Web Sites for Evidence-Based Instructional Strategies:

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

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

Intervention Central has numerous resources to assist teachers who are using CBM.

iris.peabody.vanderbilt.edu

This site has modules/case studies on RTI, classroom management, strategy instruction, teaching algebra, and more.

www.centeroninstruction.org

This site has many resources on effective strategies in reading, math and science.

www.fcrr.org

The Florida Center for Reading Research provides reviews of literacy programs.

reading.uoregon.edu

The University of Oregon Reading Research Center

www.texasreading.org/utcrla

The University of Texas Reading Research Center

www.ciera.org

The Center for Improvement of Early Reading Achievement