

RUBRIC for DETERMINING IN-PERSON SERVICES

Snohomish School District – August 2020

Student Name:	Grade: <u>2</u>	School: <u>RV</u>
Date of Review	What is the student's current LRE? 0-39% 40-79% <u>80-100%</u>	
Reviewer(s) completing form (sign your name and your role):		
<u>M. Brackett, ERS teacher</u>		
Date of Parent Contact:		

A student may require in-person services if data establishes that the student cannot gain meaningful educational benefit through online or other home instruction in one or more IEP goal areas.

During the Covid19 closure in the spring of 2020, did the parent report any problems with technology or connectivity? If so please describe the problem and whether it was resolved.

not documented

During the Covid19 closure in spring of 2020, the student participated in online instruction

0-25% of opportunities	26-50% of opportunities	51-75% of opportunities	76-100% of opportunities
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not documented

If the student did not participate over 75% of opportunities, please explain why (this information might be in a PWN):

"due to limited time, instruction, & engagement"

PROGRESS

1. For each goal area, enter the progress code(s) from the June, 2020, progress report. If the X is in the highlighted (IP or NI) column, please summarize the comments from the report.

M = Mastery SP = Sufficient Progress ES = Emerging Skill IP = Insufficient Progress NI = No Instruction (can't be instructed online) NI other = (Explain below) New = Recent IEP

	M	SP	ES	IP	NI	other	SE (New)	Comment
Reading <i>Adaptive</i>							X	
Writing <i>Adaptive</i>							X	
Math <i>Adaptive</i>							X	
Cognitive								
Adaptive							X	
Social Skills <i>SEB</i>							X	
Behavior								
Communication							X	
Motor <i>OT</i>							X	
Other: <i>PT</i>							X	
Other:								

2. Review the last progress report created prior to the Covid19 school closure (for most students this will be the January report). For any area in which the X is in a highlighted column, note above if there was any progress between January and June.

IEP written 5/2020

5/2019 IEP: SP & ES ratings

3. Describe any other known or reported factors relevant to the student's learning in spring, 2020 (e.g. technology issues, family or student non-responsiveness, withdrawal from services per parent request, requests for paper rather than online resources, parent input about spring programming and learning).

not documented

ENGAGEMENT

For each question below, circle the box that relates to the student's engagement *in comparison to the student's online classroom special education peer group*. If the student's engagement varies by content, circle more than one and indicate to which areas that rating pertains.

4. What is the student's level of engagement with technology for personal or entertainment use at home?

4. Independent Engages with little or no support. Manages self and device independently	3. Minimal Support Occasional reminders or prompts are needed to remain engaged	2. Significant Support Requires frequent prompts to initiate and sustain engagement	1. Continuous Support Only initiates or sustains engagement with continuous prompting	0. No meaningful Engagement Explain:
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5. What is/was the student's level of engagement with technology for personal or entertainment use at school?

4. Independent Engages with little or no support. Manages self and device independently	3. Minimal Support Occasional reminders or prompts are needed to remain engaged	2. Significant Support Requires frequent prompts to initiate and sustain engagement	1. Continuous Support Only initiates or sustains engagement with continuous prompting	0. No meaningful Engagement Explain:
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6. What is/was the student's level of engagement with live (synchronous) learning?

4. Independent Engages with little or no support. Manages self and device independently	3. Minimal Support Occasional reminders or prompts are needed to remain engaged	2. Significant Support Requires frequent prompts to initiate and sustain engagement	1. Continuous Support Only initiates or sustains engagement with continuous prompting	0. No meaningful Engagement Explain:
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7. What is/was the student's level of engagement with asynchronous online learning (e.g. watching educational videos)?

4. Independent Engages with little or no support. Manages self and device independently	3. Minimal Support Occasional reminders or prompts are needed to remain engaged	2. Significant Support Requires frequent prompts to initiate and sustain engagement	1. Continuous Support Only initiates or sustains engagement with continuous prompting	0. No meaningful Engagement Explain:
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8. What is/was the student's level engagement with computer-based learning games and programs?

4. Independent Engages with little or no support. Manages self and device independently	3. Minimal Support Occasional reminders or prompts are needed to remain engaged	2. Significant Support Requires frequent prompts to initiate and sustain engagement	1. Continuous Support Only initiates or sustains engagement with continuous prompting	0. No meaningful Engagement Explain:
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9. What is/was the student's level of engagement with paper and/or hands on materials?

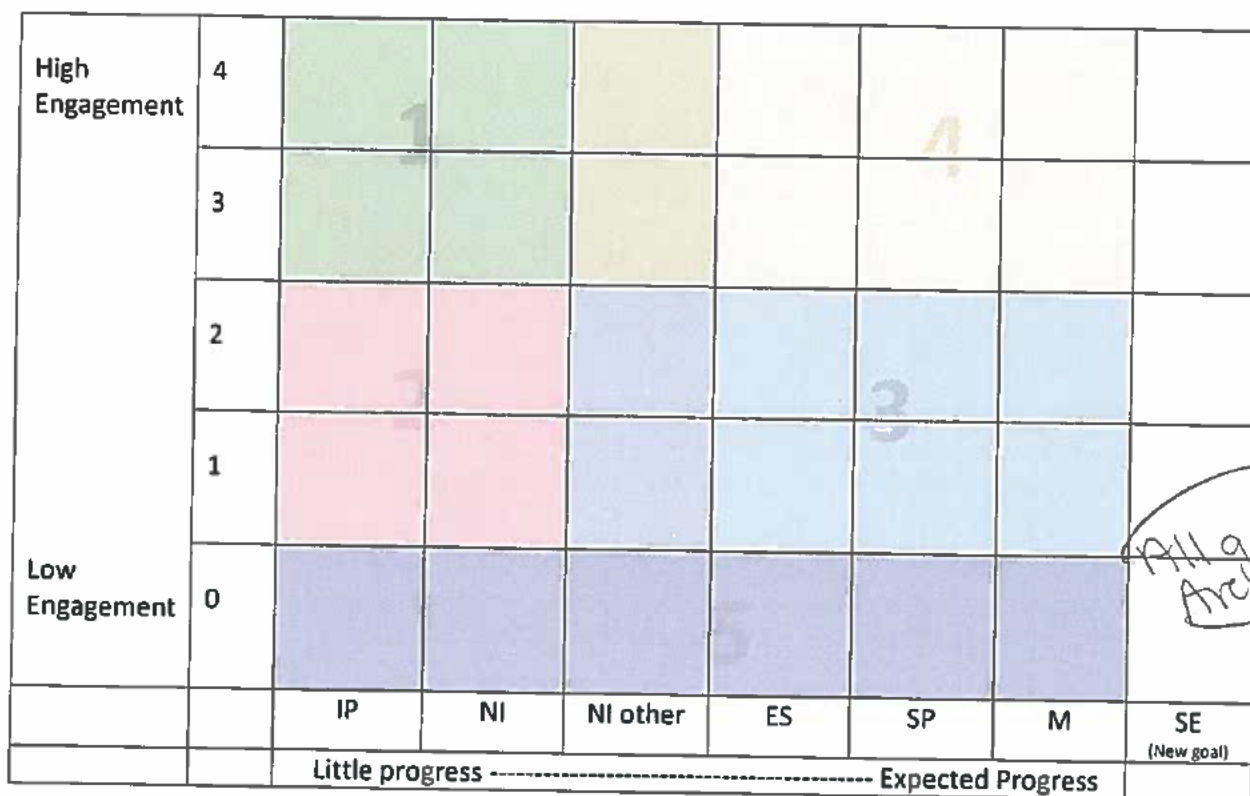
4. Independent Engages with little or no support. Manages self and device independently	3. Minimal Support Occasional reminders or prompts are needed to remain engaged	2. Significant Support Requires frequent prompts to initiate and sustain engagement	1. Continuous Support Only initiates or sustains engagement with continuous prompting	0. No meaningful Engagement Explain:
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10. Total number of points from items 4-9: 9 Average point value (total ÷ 6): 1

11. Summarize any notes in the student's spring service logs relevant to engagement in online or at-home learning. Use quotes where appropriate.

"limited time & engagement"

12. Place a goal area initial (e.g. "R" for reading) on the graph at the intersection of engagement (use the average in #7 above or separate scores if performance varies by goal area) and progress for each goal area (#9 above). Consider progress reporting scores and any other information that is relevant.



1	A student's pattern of high engagement and low progress indicates that remote learning may not be an effective model for the student and she/he may need in-person services in key areas.
2	If student places in the low engagement and low progress quadrant, consider whether the low engagement directly related to the student's disability. If so, the student may need in-person services. If not, the team should create a plan to address student's low engagement, and revisit the student's progress within 4-6 weeks of the start of school.
3	If the student places in the low engagement and adequate progress quadrant, a plan should be developed to enhance and support student engagement, which may include additional accommodations and modifications
4	If the student places in the high engagement and adequate progress quadrant, the student should be successful with remote instruction and the team should make sure accommodations and modifications are provided if needed to support continued learning success.
5	If the student cannot meaningfully engage in instruction using computerized formats (in general, or for any particular goal area), consider whether there is another at-home learning modality that can be effectively utilized. If not, the student may need in-person services.
SE (New Goal)	Review progress in the prior IEP

13. Have parents/guardians specifically requested in-person services? How and why?

Parent requested
in-person services

14. Has a teacher or other staff member specifically requested in-person services for this student? How and why?

not documented

15. Based on the information collected above, identify which goal areas would be recommended to be delivered in-person:

PT	Social/Emotional Behavior
OT	Adaptive
Adaptive: R, W, M	
Communication	

16. Describe any health or safety concerns (for students or staff) if the student comes to school for in-person services.

not documented

17. Student learning needs:

	In-Person at School	Remote Learning At Home
Services (SDI)	PT & OT Adaptive: M, R, W Communication Social/Emotional Behavior Adaptive	
Supports	EA all day Transportation	

Special Education and Related Services

Meeting Date: 05/22/2020

PURPOSE: The information on this page is a summary of the student's program/services, including when services will begin, where they will be provided, who will be responsible for providing them, and when they will end.

Services 05/22/2020 - 05/21/2021

Concurrent	Service(s)	Service Provider for Delivering Service	Monitor	Frequency	Location (setting)	Start Date	End Date
Related							
No	Physical Therapy	PT	PT	20 Minutes / 1 Times Weekly	General Education	05/22/2020	05/21/2021
No	Occupational Therapy	OT	OT	20 Minutes / 2 Times Weekly	Special Education	05/22/2020	05/21/2021
Special Education							
No	Adaptive: functional reading	Special Ed Teacher	Special Ed Teacher	20 Minutes / 4 Times Weekly	Special Education	05/22/2020	05/21/2021
No	Adaptive: functional written language	Special Ed Teacher	Special Ed Teacher	10 Minutes / 4 Times Weekly	Special Education	05/22/2020	05/21/2021
No	Adaptive: functional math	Paraeducator	Special Ed Teacher	20 Minutes / 4 Times Weekly	Special Education	05/22/2020	05/21/2021
No	Adaptive: functional math	Paraeducator	Special Ed Teacher	15 Minutes / 5 Times Weekly	General Education	05/22/2020	05/21/2021
No	Adaptive: functional reading	Paraeducator	Special Ed Teacher	15 Minutes / 5 Times Weekly	General Education	05/22/2020	05/21/2021
No	Adaptive: functional written language	Paraeducator	Special Ed Teacher	15 Minutes / 5 Times Weekly	General Education	05/22/2020	05/21/2021
No	Communication	SLP	SLP	20 Minutes / 2 Times Weekly	Special Education	05/22/2020	05/21/2021
No	Adaptive	Paraeducator	Special Ed Teacher	20 Minutes / 5 Times Weekly	General Education	05/22/2020	05/21/2021
No	Social Emotional/Behavior	Paraeducator	Special Ed Teacher	20 Minutes / 5 Times Weekly	General Education	05/22/2020	05/21/2021

Total minutes per week student spends in school:

1780 minutes per week

Total minutes per week student is served in a special education setting:

280 minutes per week

Percent of time in general education setting:

84.27% in General Education Setting

Supplementary Aids and Services:

Concurrent	Service(s)	Service Provider for Delivering Service	Monitor	Frequency	Location (setting)	Start Date	End Date
No	EA assistance	Paraeducator	Special Ed Teacher	365 Minutes / 5 Times Weekly	General Education	05/22/2020	05/21/2021

Special Education and Related Services

PURPOSE: The purpose of this page is to document the extent to which the student will be involved and progress in the general curriculum, participate in extracurricular and nonacademic activities and be educated and participate with other special education students and non-disabled students. Other education-related factors that may impact the student should also be considered.

Least Restrictive Environment (LRE):

When discussing least restrictive environment and placement options, the following must be considered:

- To the maximum extent appropriate, the student is educated with children without disabilities.
- The placement should provide a reasonably high probability of assisting the student in attaining the annual goals.
- Special classes, separate schooling, or other removal of the student from the regular educational environment occurs only if the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.
- The student's placement should be as close as possible to the child's home and unless the IEP of the student with a disability requires some other arrangement, the student is educated in the school that he or she would attend if he or she did not have a disability.
- In selecting the LRE, consideration is given to any potential harmful effect on the student or on the quality of services that he/she needs.
- The student with a disability is not removed from education in age-appropriate regular classrooms solely because of needed modifications in the general curriculum.

Placement Options:

Setting 1: 05/22/2020 - 05/21/2021

Placement Options for LRE	SELECTION		OR...REASONS REJECTED		
	Considered	Selected (only 1)	Academic benefit cannot be satisfactorily achieved	Non-academic benefit cannot be satisfactorily achieved	Effect student will have on teacher and other students
80%-100% in Regular Class	X	X			
40%-79% in Regular Class					
0-39% in Regular Class					
Public/private separate day school					
Public/Private residential					
Correctional Facility					
Private/Home School Placement by Parents					
Homebound/Hospital					

An explanation of the extent, if any, to which the student will not participate with nondisabled students in the general education classroom, and in nonacademic and extracurricular activities:

██████████ will be participating in a general education classroom with her peers. She will be receiving specially designed instruction in adaptive functional academics (reading, math, and written language). ██████████ requires access to a para educator for her entire day for cognitive, social emotional/behavior and adaptive needs.

Transportation: ☐ Regular ☒ Special
General PE: ☒ Yes ☐ No

Parent Notification Procedures:

The district has a procedure for notifying parents regarding the use of restraint or isolation. A copy of the district's procedure is attached to this IEP.

Other Considerations:

Extended School Year: ☐ Yes ☒ No If Yes, must complete ESY form.

Special Education and Related Services

Emergency Response Protocol: ☐ Yes ☒ No

Progress Report

Meeting Date: 05/07/2019

PURPOSE: IEPs must include a statement of measurable annual goals, including academic and functional goals, designed to meet each of the student's educational needs that result from the student's disability to enable the student to be involved and make progress in the general education curriculum. In order to be measurable, the goal should include a baseline ("from"), a target ("to"), and a unit of measure.

Progress will be reported using the following codes.

ES - Emerging Skill demonstrated but may not achieve annual goal within duration of IEP.

IP - Insufficient Progress demonstrated to meet this annual goal and may not achieve annual goal within duration of IEP.

M - Mastered this annual goal.

NI - Not been provided Instruction on this goal.

SE - Skill Emerging - Not enough time to demonstrate significant growth due to recent IEP date.

SP - Sufficient Progress being made to achieve annual goal within duration of IEP.

Standard: Non CCSS Goals**Annual Goal:** Communication**Skill:** Expressive Language

By 05/12/2020, when given pictures and objects, [REDACTED] will verbally respond to questions about the item's function, shape, color, improving Expressive Language Skills from 2/10 opportunities with 2 multiple choice options to 7/10 opportunities with 2 multiple choice options, as measured by SLP data over one-month period.

How will progress toward this goal be reported?

☒ Copy of Goal Page☐ Written in Report Card☐ Written Progress Report☐ Other**Report of Student Progress:**Semester

Progress of Goals:	1	2	3	4	5	6	7	8
Date of Review:	06/10/2019	02/07/2020						
Progress:	SE	SP						

Comments:

6/10/19 Leslie Doyle SLP: Although this is a brand new goal, it is fun to watch [REDACTED] wheels turning as she works hard to answer questions. Great work, [REDACTED]
 02/07/2020 - Given a choice of 2, [REDACTED] identifies an object given the function (ie. what do we use to color?) with 58% accuracy. She is working hard, and so fun to have in group.

Standard: Non CCSS Goals**Annual Goal:** Communication**Skill:** Language/Intelligibility

By 05/12/2020, when given descriptive pictures (e.g., Verb Cards), [REDACTED] will a) describe pictures using 3-4 word present progressive phrases (girl is walking, horse eating grass), and b) follow models to accurately produce sounds/syllables, improving Expressive Language, Vocabulary, and Speech Intelligibility from 2/10 accurate and intelligible phrases with scaffolding/modeling to 6/10 accurate and intelligible phrases with scaffolding/modeling as measured by SLP and classroom teacher data over a one-month period.

How will progress toward this goal be reported?

☒ Copy of Goal Page☐ Written in Report Card☐ Written Progress Report☐ Other

Progress Report

Report of Student Progress:Semester

Progress of Goals:	1	2	3	4	5	6	7	8
Date of Review:	06/10/2019	02/07/2020						
Progress:	SE	ES						

Comments:

02/07/2020 - [REDACTED] uses primarily 1-2 word phrases. She imitates 2-word phrases with 71% accuracy. Without modeling, [REDACTED] describes a picture using a 2-word phrases (person verbing) with 33% accuracy. We have been working on pacing words, 1 syllable at a time. [REDACTED] works really hard imitating each syllable, even when they are difficult. We are working on putting 2 syllables together after being able to articulate them separately.

Standard: Non CCSS Goals

Annual Goal: Adaptive

Skill: Transitions

By 05/12/2020, when given an opportunity to transition successfully from activity to activity [REDACTED] will be able to transition successfully improving ability to follow routine and instructions from needing prompts to transition from activity to activity (ex. circle time to work places or circle time to lining up for lunch) in 25% of opportunities to performing as above with no more than 1 prompt/redirection for the routines, in 100% of opportunities across 5 data collection days as measured by classroom data logs.

How will progress toward this goal be reported?

- ☒ Copy of Goal Page
 ☐ Written in Report Card
 ☐ Written Progress Report
 ☐ Other

Report of Student Progress:Semester

Progress of Goals:	1	2	3	4	5	6	7	8
Date of Review:	06/18/2019	02/07/2020						
Progress:	SE	SP						

Comments:

6/14/19 IEP was recently developed and there has not been enough time to show adequate growth. L. Hyatt
2/7/2020 - [REDACTED] is doing a great job at transitioning with minimal adult prompting.

Standard: Non CCSS Goals

Annual Goal: Adaptive

Skill: Participation

By 05/12/2020, when given an opportunity to collaborate with a peer (turn and talk, or group work [REDACTED] will collaborate with (a) peer(s) improving appropriate participation skills from turning her body to face the peer and remain in interactive learning for 0 minutes to turning her body to face the peer and remain in interactive learning for 10 minutes in 3/4 observable trials across 5 data collection days as measured by classroom data logs, observations.

How will progress toward this goal be reported?

- ☒ Copy of Goal Page
 ☐ Written in Report Card
 ☐ Written Progress Report
 ☐ Other

Report of Student Progress:Semester

Progress Report

Progress of Goals:	1	2	3	4	5	6	7	8
Date of Review:	06/18/2019	02/07/2020						
Progress:	SE	ES						

Comments:

6/14/19 IEP was recently developed and there has not been enough time to show adequate growth. L. Hyatt
2/7/2020 - [REDACTED] is able to collaborate with a peer with adult support.

Standard: Non CCSS Goals**Annual Goal:** Social Emotional/Behavior**Skill:** Interactive Play with peers

By 05/12/2020, when given classroom and playground free play opportunities with peers, [REDACTED] will use words to join/initiate play with peers, and maintain interactive play for 10 minutes improving social interactions skills from responding to peer invitations to play, needing adult cues and/or modeling to use words to initiate play in 50% of opportunities, to performing as above with one adult cue/redirection in 100% of opportunities across 5 data days as measured by classroom data logs.

How will progress toward this goal be reported?

☒ Copy of Goal Page☐ Written in Report Card☐ Written Progress Report☐ Other**Report of Student Progress:**Semester

Progress of Goals:	1	2	3	4	5	6	7	8
Date of Review:	06/18/2019	02/07/2020						
Progress:	SE	SP						

Comments:

6/14/19 IEP was recently developed and there has not been enough time to show adequate growth. L. Hyatt
2/7/2020 - [REDACTED] is able to engage with peers at recess and often asks to join or is invited to play with friends.

Standard: Non CCSS Goals**Annual Goal:** Social Emotional/Behavior**Skill:** Responding to others during conflict

By 05/12/2020, when given a situation with a conflict with an adult or peer during non-instructional time, [REDACTED] will respond by using appropriate words improving social skills from pushing others away or grabbing what she wants in 75% of opportunities to using her words and asking for something she wants in 100% of opportunities across 5 data collection days as measured by classroom data logs.

How will progress toward this goal be reported?

☒ Copy of Goal Page☐ Written in Report Card☐ Written Progress Report☐ Other**Report of Student Progress:**Semester

Progress of Goals:	1	2	3	4	5	6	7	8
Date of Review:	06/18/2019	02/07/2020						
Progress:	SE	SP						

Progress Report

Comments:

6/14/19 IEP was recently developed and there has not been enough time to show adequate growth. L. Hyatt
2/7/2020 - [REDACTED] is able to say "no" when she does not want something. She no longer pushes or grabs.

Standard: Non CCSS Goals

Annual Goal: Cognition

Skill: Geometry

By 05/12/2020, when given an opportunity to build or draw a shape with or without manipulatives [REDACTED] will be able to distinguish between defining attributes improving geometric identification skills from being able to determine attributes such as round, number of sides, number of angles with 0% accuracy to being able to determine listed attributes with 50% accuracy in 3/5 trials across 5 data collection days as measured by classroom data logs.

How will progress toward this goal be reported?

☒ Copy of Goal Page

☐ Written in Report Card

☐ Written Progress Report

☐ Other

Report of Student Progress:Semester

Progress of Goals:	1	2	3	4	5	6	7	8
Date of Review:	06/18/2019	02/07/2020						
Progress:	SE	ES						

Comments:

6/14/19 IEP was recently developed and there has not been enough time to show adequate growth. L. Hyatt
2/7/2020 - [REDACTED] is able to trace shapes, but unable to draw them independently. She is able to identify a circle and a square.

Standard: Non CCSS Goals

Annual Goal: Cognition

Skill: Count & Tell to 10

By 05/12/2020, when given a set of up to 10 objects and asked "how many?" [REDACTED] will use 1:1 correspondence to accurately count the set and tell how many there are, improving early math skills from [REDACTED] 1,2,3, 4 to counting 1-10 in 4/5 trials across 5 data collection days as measured by classroom data logs.

How will progress toward this goal be reported?

☒ Copy of Goal Page

☐ Written in Report Card

☐ Written Progress Report

☐ Other

Report of Student Progress:Semester

Progress of Goals:	1	2	3	4	5	6	7	8
Date of Review:	06/18/2019	02/07/2020						
Progress:	SE	ES						

Comments:

6/14/19 IEP was recently developed and there has not been enough time to show adequate growth. L. Hyatt
2/7/2020 - [REDACTED] is able to count to 3, but then just repeats "1, 2, 3" if there are more than three objects.

Progress Report

Standard: Non CCSS Goals**Annual Goal:** Cognition**Skill:** Letter recognition

By 05/12/2020, when given an opportunity to recognize and say letters [REDACTED] will identify and say 16-20 letters improving early reading skills from naming letters in her name ([REDACTED] and the letter O with 100% accuracy to a) identifying (pointing to) b) naming 16-20 more letters with 60% accuracy across 5 data collection days as measured by classroom data logs.

How will progress toward this goal be reported?

☒ Copy of Goal Page☐ Written in Report Card☐ Written Progress Report☐ Other**Report of Student Progress:**Semester

Progress of Goals:	1	2	3	4	5	6	7	8
Date of Review:	06/18/2019	02/07/2020						
Progress:	SE	ES						

Comments:

6/14/19 IEP [REDACTED] recently developed and there has not been enough time to show adequate growth. L. Hyatt
2/7/2020 - [REDACTED] is able to consistently identify between 6 and 9 letters, but they are often a different 6-9 letters each time. Over five trials, she was able to identify the following letters: A (3/5), B (3/5), C (4/5), D (1/5), E (1/5), I (1/5), M (2/5), O (5/5), P (1/5), Q (4/5), S (2/5), T (1/5), V (1/5), W (2/5), Y (1/5), Z (3/5).

Standard: Non CCSS Goals**Annual Goal:** Occupational Therapy**Skill:** Writing

By 05/12/2020, when given a model and prompting [REDACTED] will write name improving independence in writing skills from writing 3/3 recognizable letters of name in 0/4 opportunities, over 4 data collection days to writing 3/3 recognizable letters of name in 3/4 opportunities, over 4 data collection days as measured by work samples, OT/teacher data

How will progress toward this goal be reported?

☒ Copy of Goal Page☐ Written in Report Card☐ Written Progress Report☐ Other**Report of Student Progress:**Semester

Progress of Goals:	1	2	3	4	5	6	7	8
Date of Review:	06/10/2019	01/27/2020						
Progress:	SE	ES						

Comments:

January 2020: [REDACTED] is consistently able to produce an [REDACTED] independently, but when asked to produce the [REDACTED] and [REDACTED] she makes more [REDACTED]. She can trace it independently, but isn't yet producing independent letters. She will continue to practice the [REDACTED] and [REDACTED] to complete her name!
~Erin Matthews, MS, OTR/L

June 2019: [REDACTED] has been able to demonstrate independence in writing an " [REDACTED]" but is still working on writing [REDACTED] and Y. She is able to trace her name with 100% consistency. She often writes an [REDACTED] but will respond to "line down, now, 1, 2, 3, STOP!" for an appropriate [REDACTED]. [REDACTED] will continue to make progress with this in the next school year as she will get many opportunities to write her name in first grade! ~Erin Matthews, MS, OTR/L

Progress Report

Standard: Non CCSS Goals**Annual Goal:** Occupational Therapy**Skill:** Drawing

By 05/12/2020, when given modeling and prompting [REDACTED] will draw independently improving fine motor precision from drawing a person with a head and body, and 10 or more recognizable details (arms, legs, feet, hands, fingers, eyes, nose, mouth, ears, hair) in 0/4 trials, over 4 data collection days to drawing a person with a head and body, and 10 or more recognizable details (arms, legs, feet, hands, fingers, eyes, nose, mouth, ears, hair) in 2/4 trials, over 4 data collection days as measured by work samples and OT data

How will progress toward this goal be reported?

☒ Copy of Goal Page☐ Written in Report Card☐ Written Progress Report☐ Other**Report of Student Progress:**Semester

Progress of Goals:	1	2	3	4	5	6	7	8
Date of Review:	06/10/2019	01/27/2020						
Progress:	SE	SP						

Comments:

January 2020: [REDACTED] works on drawing pictures and has improved greatly in her ability to produce recognizable pictures. When given an independent task, she can draw a person, but often forgets the torso. When given a model or verbal cues [REDACTED] draw a body and a head, and all of the details. She enjoys drawing pictures of her family and details such as flowers, trees, [REDACTED] When following step by step drawings, her lines and shapes are accurate! ~Erin Matthews, MS, OTR/L

June 2019: [REDACTED] enjoys drawing pictures! She has recently completed a drawing of Mom and Dad and herself with good detail. She requires some hand over hand assistance when she is not "in the mood" to draw according to the directions, but has demonstrated capability of adding appropriate details to pictures of people. She is able to add circular details to the faces, but requires prompting for most parts. She will continue to work on drawing basic shapes with connecting lines to improve her ability to draw pictures as well as write letters when she is ready. She will continue to make progress with adding more details to her pictures in the next school year! ~Erin Matthews, MS, OTR/L

Standard: Non CCSS Goals**Annual Goal:** Occupational Therapy**Skill:** Cutting

By 05/12/2020, when given scissors and cutting task [REDACTED] will independently turn paper improving bilateral coordination from cutting straight lined shapes (square, triangle, diamond, etc.) within 1/2" of line, 0/4 opportunities, over 4 data collection days to cutting straight lined shapes (square, triangle, diamond etc.) within 1/2" of line, 2/4 opportunities, over 4 data collection days as measured by OT data and work samples

How will progress toward this goal be reported?

☒ Copy of Goal Page☐ Written in Report Card☐ Written Progress Report☐ Other**Report of Student Progress:**Semester

Progress of Goals:	1	2	3	4	5	6	7	8
Date of Review:	06/10/2019	01/27/2020						
Progress:	SE	M						

Comments:

Progress Report

January 2020: [REDACTED] has mastered this goal! She is now cutting close to 1/4" accurately to the line with straight shapes. She is using her helper hand to appropriately turn the paper without assistance. At times, she will need assistance to maintain accuracy to the line, but that is mostly when she is not feeling like doing the task. When motivated, she has demonstrated mastery! We will continue to work on consistency, and introduce harder shapes to cut. ~Erin Matthews, MS, OTR/L

June 2019: [REDACTED] has had limited opportunities to work on straight lined shapes since her recent IEP. She has demonstrated most recently that she is not yet turning the paper independently, but requires assistance still. She is able to cut straight lines accurately when prompted to cut on the line. She cuts better when the lines are bold or thicker for her to be able to see them better. She will continue to work on this skill in the next school year and continue to make progress with her cutting skills! ~Erin Matthews, MS, OTR/L

Standard: Non CCSS Goals

Annual Goal: Physical Therapy

Skill: Curbs

By 05/12/2020, when given a curb [REDACTED] will independently step over the curb improving ability to access the playground at recess from 0/3 trials to 3/3 trials as measured by therapist data and EA/Teacher report over three data days

How will progress toward this goal be reported?

- ☒ Copy of Goal Page ☐ Written in Report Card ☐ Written Progress Report
☐ Other

Report of Student Progress:Semester

Progress of Goals:	1	2	3	4	5	6	7	8
Date of Review:	06/14/2019	01/27/2020						
Progress:	SE	SP						

Comments:

1/27/2020 [REDACTED] had mastered this goal earlier this year. With the change in her glasses, she seems to still be adjusting to using them for depth perception when stepping up onto an object and when stepping down. In the therapy room she wants to crawl on to the mini trampoline and then sit down and scoot off of it when she is done. She will step up and down with both hands held by an adult and lots of verbal encouragement, but this is still an emerging skill at this time. As a work around for her difficulty with depth perception, she has started to use the large wall mirror in the therapy room to see where she is in space. While this is a great (and smart) strategy, it's not functional long term as she will not have mirrors for most of her life. Emphasis has been on continued encouragement to look down rather than at the mirror to help her rely more on her functional vision. As she becomes more accustomed to her glasses, I'm hopeful that her functional vision will improve. [REDACTED] should be very proud of the progress she has made! Kelly Daniels, MPT

Standard: Non CCSS Goals

Annual Goal: Physical Therapy

Skill: Ball Skills

By 05/12/2020, when given a 6-8 inch ball in PE [REDACTED] will throw the ball 15 feet improving her ability to participate in ball games in PE from 0/5 trials to 5/5 trials as measured by PT data and EA/Teacher report over three data days

How will progress toward this goal be reported?

- ☒ Copy of Goal Page ☐ Written in Report Card ☐ Written Progress Report
☐ Other

Report of Student Progress:Semester

Progress of Goals:	1	2	3	4	5	6	7	8
Date of Review:	06/14/2019	01/27/2020						
Progress:	SE	SP						

Progress Report

Comments:

1/27/2020 [REDACTED] is making steady progress with this annual goal. She has been working on developing more of her upper extremity and core strength in combination with throwing. For example, [REDACTED] is highly motivated by the platform swing, and she has been working on laying prone (on her tummy), strengthening her arms to push and pull herself around to pick up a ball. She then lifts her upper torso, arm and head against gravity to throw to a hula hoop 6-8 feet away. She reverses this activity by leaning back (lowering her trunk to the floor with therapist support), reaching overhead to pick up a ball from therapist, sitting up and throwing to the hula hoop. [REDACTED] strength is steadily improving as her aim with a large target such as a hula hoop. [REDACTED] should be very proud of the progress she has made! Kelly Daniels, MPT

Standard: Non CCSS Goals

Annual Goal: Physical Therapy

Skill: Jumping

By 05/12/2020, when given a small object on the floor [REDACTED] will independently jump over a small object with one hand held assist from an adult improving her ability to participate in PE from 0/3 trials to 3/3 trials as measured by therapist and classroom data over 3 data days

How will progress toward this goal be reported?

☒ Copy of Goal Page
☐ Other

☐ Written in Report Card

☐ Written Progress Report

Report of Student Progress:Semester

Progress of Goals:	1	2	3	4	5	6	7	8
Date of Review: 06/14/2019	01/27/2020							
Progress: SE	SP							

Comments:

1/27/2020 Part of [REDACTED] therapy time is working on an obstacle course which gives her the opportunity to work on balance, leg strengthening and agility skills. She enjoys the obstacle course, but due to her depth perception, she continues to be timid in her approach to jumping over something. With the change in her glasses, she tends to need more support for jumping. She has primarily been jumping over an agility ladder whose rungs are bright yellow to make them easier to see. The rungs are approximately an 1/8th of an inch off the floor. [REDACTED] preference is to take one step over followed by the other rather than jumping. She will attempt to jump with adult support though. [REDACTED] should be very proud of the progress she has made! Kelly Daniels, MPT

Progress Report

Meeting Date: 05/22/2020

PURPOSE: IEPs must include a statement of measurable annual goals, including academic and functional goals, designed to meet each of the student's educational needs that result from the student's disability to enable the student to be involved and make progress in the general education curriculum. In order to be measurable, the goal should include a baseline ("from"), a target ("to"), and a unit of measure.

Progress will be reported using the following codes.

ES - Emerging Skill demonstrated but may not achieve annual goal within duration of IEP.

IP - Insufficient Progress demonstrated to meet this annual goal and may not achieve annual goal within duration of IEP.

M - Mastered this annual goal.

NI - Not been provided Instruction on this goal.

SE - Skill Emerging - Not enough time to demonstrate significant growth due to recent IEP date.

SP - Sufficient Progress being made to achieve annual goal within duration of IEP.

Standard: Non CCSS Goals**Annual Goal:** Adaptive

Skill: Walking in a Line

By 05/21/2021, when given an opportunity to transition to different locations at school [REDACTED] will be able to walk in line with the class improving ability to follow routine and instructions from walking at her own pace and not in line with the class to walking in line with the class with less than two prompts in 4/5 opportunities across 5 school days as measured by teacher-collected data/observation

How will progress toward this goal be reported?

☒ Copy of Goal Page☐ Written in Report Card☐ Written Progress Report☐ Other**Report of Student Progress:**Semester

Progress of Goals:	1	2	3	4	5	6	7	8
Date of Review:	06/19/2020							
Progress:	SE							

Comments:

6/19/2020 - [REDACTED] IEP was held on 5/22/2020, so there has not been enough time to show growth.

Standard: Non CCSS Goals**Annual Goal:** Adaptive

Skill: Stamina and Attention

By 05/21/2021, when given small group activities, lessons, or work [REDACTED] will maintain focus on the task improving stamina and attention skills from maintaining focus for 5 of 20 minutes without prompts to maintaining focus for 15 of 20 minutes with less than two prompts as measured by teacher-collected data/observation

How will progress toward this goal be reported?

☒ Copy of Goal Page☐ Written in Report Card☐ Written Progress Report☐ Other**Report of Student Progress:**Semester

Progress Report

Progress of Goals:	1	2	3	4	5	6	7	8
Date of Review: 06/19/2020								
Progress: SE								

Comments:

6/19/2020 - [REDACTED] IEP was held on 5/22/2020, so there has not been enough time to show growth.

Standard: Non CCSS Goals

Annual Goal: Social Emotional/Behavior

Skill: Reciprocal Play

By 05/21/2021, when given a preferred activity involving a ball/game/toy/etc [REDACTED] will invite them to a reciprocal play activity improving social interactions skills from inviting adults to join activity rather than peers to inviting a peer to join in the activity in 4/5 opportunities over a week-long data collection period as measured by teacher-[REDACTED] data/observation

How will progress toward this goal be reported?

- ☒ Copy of Goal Page
 ☐ Written in Report Card
 ☐ Written Progress Report
 ☐ Other

Report of Student Progress:Semester

Progress of Goals:	1	2	3	4	5	6	7	8
Date of Review: 06/19/2020								
Progress: SE								

Comments:

6/19/2020 - [REDACTED] IEP was held on 5/22/2020, so there has not been enough time to show growth.

Standard: Non CCSS Goals

Annual Goal: Social Emotional/Behavior

Skill: Looking at Speaker

By 05/21/2021, when given an adult or peer interaction [REDACTED] will look at the person speaking to show she is listening improving social skills from looking down at the ground or shying away to looking at the person speaking in 4/5 opportunities across 5 days of data collection as measured by teacher-collected data/observation

How will progress toward this goal be reported?

- ☒ Copy of Goal Page
 ☐ Written in Report Card
 ☐ Written Progress Report
 ☐ Other

Report of Student Progress:Semester

Progress of Goals:	1	2	3	4	5	6	7	8
Date of Review: 06/19/2020								
Progress: SE								

Comments:

Progress Report

6/19/2020 - [REDACTED] IEP was held on 5/22/2020, so there has not been enough time to show growth.

Standard: Non CCSS Goals

Annual Goal: Adaptive: functional written language

Skill: Sentence Generating

By 05/21/2021, when given a picture of something happening [REDACTED] will be able to tell what is happening in the picture improving early writing skills from generating a sentence from a picture using a sentence frame in 4/5 opportunities to generating a sentence from a picture only in 2/3 opportunities as measured by teacher-collected data/observation

How will progress toward this goal be reported?

☒ Copy of Goal Page

☐ Written in Report Card

☐ Written Progress Report

☐ Other

Report of Student Progress: Semester

Progress of Goals:	1	2	3	4	5	6	7	8
Date of Review: 06/19/2020								
Progress: SE								

Comments:

6/19/2020 - [REDACTED] IEP was held on 5/22/2020, so there has not been enough time to show growth.

Standard: Non CCSS Goals

Annual Goal: Adaptive: functional math

Skill: Number Recognition

By 05/21/2021, when given the numbers 0-9 [REDACTED] will be able to recognize and name each number in and out of order improving early math skills from counting 1,2,3 to recognizing and counting 0-9 in 2/3 opportunities as measured by teacher-collected data/observation

How will progress toward this goal be reported?

☒ Copy of Goal Page

☐ Written in Report Card

☐ Written Progress Report

☐ Other

Report of Student Progress: Semester

Progress of Goals:	1	2	3	4	5	6	7	8
Date of Review: 06/19/2020								
Progress: SE								

Comments:

6/19/2020 - [REDACTED] IEP was held on 5/22/2020, so there has not been enough time to show growth.

Standard: Non CCSS Goals

Progress Report

Annual Goal: Adaptive: functional math**Skill:** Coins

By 05/21/2021, when given coins--penny, nickel, dime, quarter [REDACTED] will identify and count their values improving math computation skills from identifying 0 coins to identifying coins and counting like coins to \$1.00 with 90% accuracy over 3 data collection days as measured by daily work and/or charting

How will progress toward this goal be reported?

☒ Copy of Goal Page☐ Written in Report Card☐ Written Progress Report☐ Other**Report of Student Progress:**Semester

Progress of Goals:	1	2	3	4	5	6	7	8
Date of Review:	06/19/2020							
Progress:	SE							

Comments:

6/19/2020 - [REDACTED] IEP was held on 5/22/2020, so there has not been enough time to show significant growth.

Standard: Non CCSS Goals**Annual Goal:** Adaptive: functional reading**Skill:** Sentence Reading

By 05/21/2021, when given a sentence with picture prompts and sight words [REDACTED] will be able to recognize the pictures and sight words in order to read the sentence improving early reading skills from recognizing pictures with at least 90% accuracy to recognizing pictures and sight words to read a sentence with at least 90% accuracy in 2/3 opportunities as measured by teacher-collected data/observation

How will progress toward this goal be reported?

☒ Copy of Goal Page☐ Written in Report Card☐ Written Progress Report☐ Other**Report of Student Progress:**Semester

Progress of Goals:	1	2	3	4	5	6	7	8
Date of Review:	06/19/2020							
Progress:	SE							

Comments:

6/19/2020 - [REDACTED] IEP was held on 5/22/2020, so there has not been enough time to show growth.

Standard: Non CCSS Goals**Annual Goal:** Adaptive: functional reading**Skill:** Sight Words

Progress Report

By 05/21/2021, when given a list of 10 priority words (mom, dad, I, me, see, stop, exit, girls, boys) will read sight words improving reading skills from knowing 2 sight words to being able to read 10 priority sight words (mom, dad, I, me, see, stop, exit, girls, boys) with 80% accuracy over 3 data collection days as measured by charting, teacher collected data

How will progress toward this goal be reported?

☒ Copy of Goal Page
☐ Other

☐ Written in Report Card

☐ Written Progress Report

Report of Student Progress: Semester

Progress of Goals:	1	2	3	4	5	6	7	8
Date of Review: 06/19/2020								
Progress: SE								

Comments:

6/19/2020 - IEP was held on 5/22/2020, so there has not been enough time to show growth.

Standard: Non CCSS Goals

Annual Goal: Occupational Therapy

Skill: Writing

By 05/21/2021, when given a model and prompting will write name improving independence in writing skills from writing 1/3 recognizable letters of name to writing 3/3 recognizable letters of name as measured by work samples and OT data over 4 data collection days

How will progress toward this goal be reported?

☒ Copy of Goal Page
☐ Other

☐ Written in Report Card

☐ Written Progress Report

Report of Student Progress: Semester

Progress of Goals:	1	2	3	4	5	6	7	8
Date of Review: 06/05/2020								
Progress: SE								

Comments:

June 2020: IEP was completed on 5/22/2020. Due to COVID-19 closure, OT sent activities/instruction via Seesaw. Due to limited time, instruction, and engagement, there has been no progress demonstrated yet. ~Erin Matthews, MS, OTR/L

Standard: Non CCSS Goals

Annual Goal: Occupational Therapy

Skill: Drawing

By 05/21/2021, when given verbal cues will draw independently improving fine motor precision from drawing a recognizable picture with 10 or more details with physical adult assistance to drawing a recognizable picture with 10 or more details without physical adult assistance as measured by work samples and OT data over 4 data collection days

Progress Report

How will progress toward this goal be reported?

☒ Copy of Goal Page
☐ Other

☐ Written in Report Card

☐ Written Progress Report

Report of Student Progress:Semester

Progress of Goals:	1	2	3	4	5	6	7	8
Date of Review: 06/05/2020								
Progress: SE								

Comments:

June 2020: IEP was completed on 5/22/2020. Due to COVID-19 closure, OT sent activities/instruction via Seesaw. Due to limited time, instruction, and engagement, there has been no progress demonstrated yet. ~Erin Matthews, MS, OTR/L

Standard: Non CCSS Goals

Annual Goal: Occupational Therapy

Skill: Cutting

By 05/21/2021, when given scissors and cutting task [REDACTED] will independently turn paper improving bilateral coordination from cutting curved lined shapes within 1/2" of the line to cutting curved lined shapes within 1/4" of the line as measured by OT data and work samples over 4 data collection days

How will progress toward this goal be reported?

☒ Copy of Goal Page
☐ Other

☐ Written in Report Card

☐ Written Progress Report

Report of Student Progress:Semester

Progress of Goals:	1	2	3	4	5	6	7	8
Date of Review: 06/05/2020								
Progress: SE								

Comments:

June 2020: IEP was completed on 5/22/2020. Due to COVID-19 closure, OT sent activities/instruction via Seesaw. Due to limited time, instruction, and engagement, there has been no progress demonstrated yet. ~Erin Matthews, MS, OTR/L

Standard: Non CCSS Goals

Annual Goal: Occupational Therapy

Skill: Fasteners

By 05/21/2021, when given an opportunity and a model [REDACTED] will don coat and engage zipper improving independence from engaging zipper on coat with physical adult assistance to engaging zipper on coat without physical adult assistance as measured by therapist and teacher data over 4 data collection days

How will progress toward this goal be reported?

☒ Copy of Goal Page
☐ Other

☐ Written in Report Card

☐ Written Progress Report

Report of Student Progress:Semester

Progress Report

Progress of Goals:	1	2	3	4	5	6	7	8
Date of Review: 06/05/2020								
Progress: SE								

Comments:

June 2020: IEP was completed on 5/22/2020. Due to COVID-19 closure, OT sent activities/instruction via Seesaw. Due to limited time, instruction, and engagement, there has been no progress demonstrated yet. ~Erin Matthews, MS, OTR/L

Standard: Non CCSS Goals

Annual Goal: Physical Therapy

Skill: Ball Skills

By 05/21/2021, when given a 6-8 inch ball [REDACTED] will throw the ball 15 feet improving her strength and coordination to allow her to participate in ball games in PE from 0/5 trials to 3/5 trials as measured by PT data and EA/Teacher report over three data days

How will progress toward this goal be reported?

☒ Copy of Goal Page

☐ Written In Report Card

☐ Written Progress Report

☐ Other

Report of Student Progress:Semester

Progress of Goals:	1	2	3	4	5	6	7	8
Date of Review: 06/15/2020								
Progress: SE								

Comments:

Standard: Non CCSS Goals

Annual Goal: Physical Therapy

Skill: Climb Down From Playground Equipment

By 05/21/2021, when given the opportunity [REDACTED] will climb down from playground equipment without being lifted but with minimal support (0-25%) for safety and to help guide her down improving her ability to access playground equipment from 0/3 trials to 3/3 trials as measured by therapist and para educator data over 3 data days

How will progress toward this goal be reported?

☒ Copy of Goal Page

☐ Written in Report Card

☐ Written Progress Report

☐ Other

Report of Student Progress:Semester

Progress of Goals:	1	2	3	4	5	6	7	8
Date of Review:								
Progress:								

Comments:

Progress Report

Standard: Non CCSS Goals**Annual Goal:** Physical Therapy**Skill:** Classroom Transitions

By 05/21/2021, when given the opportunity [redacted] will get off the floor from sitting, walk three meters and return to her sitting position (mimicking classroom transitions) [redacted] is going improving her ability to transition in class from 0/3 trials to 3/3 trials as measured by teacher, para and/or therapist data over three data taking days

How will progress toward this goal be reported?

☒ Copy of Goal Page
☐ Other☐ Written in Report Card☐ Written Progress Report**Report of Student Progress:**Semester

Progress of Goals:	1	2	3	4	5	6	7	8
Date of Review:								
Progress:								

Comments:**Standard:** Non CCSS Goals**Annual Goal:** Physical Therapy**Skill:** Stairs

By 05/21/2021, when given the opportunity [redacted] will ascend and descend stairs using a reciprocal gait (okay to hold the rail) improving her ability to navigate school from 0/5 trials to 5/5 trials as measured by therapist, para and teacher data over three data collection days

How will progress toward this goal be reported?

☒ Copy of Goal Page
☐ Other☐ Written in Report Card☐ Written Progress Report**Report of Student Progress:**Semester

Progress of Goals:	1	2	3	4	5	6	7	8
Date of Review:								
Progress:								

Comments:**Standard:** Non CCSS Goals

Progress Report

Annual Goal: Communication

Skill: WH questions

By 05/21/2021, when given pictures and objects, [REDACTED] will respond to simple "wh" questions (ex. What do scissors do?, Who is running?, Where is the cat?) using multiple modalities (2 picture choices, point to the _____, verbal response, etc) improving Receptive/Expressive Language Skills from answering "who" and "what" questions about objects and pictures with 63% accuracy given a visual cue to answering simple "who", "what", and "where" questions about objects and pictures with 75% accuracy given visual cues as measured by SLP and/or teacher data over 3 data days

How will progress toward this goal be reported?

- ☒ Copy of Goal Page ☐ Written in Report Card ☐ Written Progress Report
☐ Other

Report of Student Progress: Semester

Progress of Goals:	1	2	3	4	5	6	7	8
Date of Review: 06/15/2020								
Progress: SE								

Comments:

06/15/2020 - [REDACTED] new IEP was recently written. There has not been enough time to demonstrate significant progress on her goals.

Standard: Non CCSS Goals

Annual Goal: Communication

Skill: Expressive Language

By 05/21/2021, when given descriptive pictures (e.g., Verb Cards), [REDACTED] will independently describe the picture using 2-word phrases (ex. girl running) improving Expressive Language from imitating 2-word phrases with 71% accuracy and independently using 2-word phrases to describe a picture with 33% accuracy to independently using 2-word phrases to describe a picture with 75% accuracy as measured by SLP and/or teacher data over 3 data days

How will progress toward this goal be reported?

- ☒ Copy of Goal Page ☐ Written in Report Card ☐ Written Progress Report
☐ Other

Report of Student Progress: Semester

Progress of Goals:	1	2	3	4	5	6	7	8
Date of Review: 06/15/2020								
Progress: SE								

Comments:

06/15/2020 - [REDACTED] new IEP was recently written. There has not been enough time to demonstrate significant progress on her goals.

Standard: Non CCSS Goals

Annual Goal: Communication

Progress Report

Skill: Intelligibility

By 05/21/2021, when given a picture of an item and a pacing board [REDACTED] will produce 2-syllable words improving intelligibility from imitating 2-syllable words with 63% accuracy given a pacing board and modeling to labeling pictures with 2-syllable words with 75% accuracy given a pacing board as measured by SLP and/or teacher data over 3 data days

How will progress toward this goal be reported?

- ☒ Copy of Goal Page ☐ Written in Report Card ☐ Written Progress Report
☐ Other

Report of Student Progress: Semester

Progress of Goals:	1	2	3	4	5	6	7	8
Date of Review:	06/15/2020							
Progress:	SE							

Comments:

06/15/2020 - [REDACTED] new IEP was recently written. There has not been enough time to demonstrate significant progress on her goals. *The extenuating circumstances associated with COVID-19 and the school closure by order of the Governor on 03/13/2020 changed our delivery models and the extent to which families chose to engage from their homes. Attempts were made by the SLP to assist parent(s) with communication support strategies to promote engagement in learning through suggested activities posted on Canvas or emailed to parent(s) and virtual meeting opportunities. It was difficult to adequately assess student learning and collect data capturing goal progress given the current platform of engagement. [REDACTED] goals and progress data will become an area of focus again once we return to brick and mortar school at least part time. - Mrs. Sharp, SLP