

NEW Oregon IEP: Identifying Changes and Useful Tools

Laura Petschauer
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DEMOGRAPHICS

Oregon Standard INDIVIDUALIZED EDUCATION PROGRAM

DEMOGRAPHICS

| | | |
|------------------------------------|--|---------------------------------|
| Student | Resident District | IEP Meeting Date |
| Gender: ___ M ___ F Grade: ____ | Attending District | Annual IEP Review Date |
| Date of Birth (mm/dd/yy) | Attending School | Amendment Date |
| Secure Student Identifier (SSID) | Case Manager | Most Recent (re)Evaluation Date |
| Primary Disability Code & Category | Secondary Disability Code & Category - OPTIONAL | Re-Evaluation Due Date |

DEMOGRAPHICS

CHANGES:

- Additional line for secondary disability
- Word changes to include "Resident District"
- Additional line for "Most Recent (re)Evaluation"

MEETING PARTICIPANTS

MEETING PARTICIPANTS

| | | |
|---|--|---|
| Student _____ | Parent/Guardian/Surrogate _____ | Parent/Guardian/Surrogate _____ |
| Special Education Teacher / Provider _____ | Special Education Teacher / Provider _____ | District Representative _____ |
| General Education Teacher _____ | General Education Teacher _____ | Individual Interpreting Instructional Implications of Evaluations _____ |
| Agency Representative, if appropriate _____ | Other _____ | Other _____ |
| Other _____ | Other _____ | Other _____ |

NOTE: If required team member participates through written input or is excused from all or part of the IEP meeting, attach documentation of parent's and district's agreement to participate by written input or excuse.

A district provided interpreter was used for this meeting: YES NO Name _____

PROCEDURAL SAFEGUARD NOTIFICATION 34 CFR 200.504(a)

Parent was provided the special education procedural safeguards in his/her native language or other mode of communication
 YES ___ NO ___

If student is of transition age, he/she was provided the special education procedural safeguards in his/her native language or other mode of communication
 YES ___ NO ___ N/A ___

MEETING PARTICIPANTS

CHANGES:

- Additional lines for participants (SPED, GE)
- Additional section to document interpreter, if needed
- Additional section to document the Procedural Safeguards booklet was provided to parent and/or adult student

SPECIAL FACTORS

| | |
|---|-----------------------------|
| A. Does the student exhibit behavior that impedes his/her learning or the learning of others? 34 CFR 300.314(a)(7)(i) | |
| <input type="checkbox"/> YES | <input type="checkbox"/> NO |
| <i>If YES, the IEP addresses the use of positive behavioral interventions and supports, and other strategies, to address that behavior(s)</i> | |
| B. Does the student have limited English Proficiency? 34 CFR 300.324(a)(2)(i) | |
| English Language Proficiency Level _____ | <input type="checkbox"/> NO |
| <i>If YES, the IEP team must consider the language needs of the student as those needs relate to the student's IEP.</i> | |
| C. Is the student blind or visual impaired? 34 CFR 300.314(a)(7)(ii) | |
| <input type="checkbox"/> YES | <input type="checkbox"/> NO |
| <i>If YES, Braille needs are addressed in the IEP, or an evaluation of reading/writing needs is completed and a determination is made that Braille is not appropriate.</i> | |
| D. Does the student have communication needs? 34 CFR 300.324(a)(2)(ii) | |
| <input type="checkbox"/> YES | <input type="checkbox"/> NO |
| <i>If YES, the IEP addresses communication supports, services, and/or instruction.</i> | |
| E. Is the student deaf or hard of hearing? 34 CFR 300.324(a)(2)(iii) | |
| <input type="checkbox"/> YES | <input type="checkbox"/> NO |
| <i>If YES, the IEP addresses the student's language and communication needs, opportunities for direct communication with peers and professional personnel in the student's language and communication mode, academic level, and full range of needs, including opportunities for direct instruction in the student's language and communication mode.</i> | |
| F. Does the student need assistive technology devices or services? 34 CFR 300.314(a)(7)(iii) | |
| <input type="checkbox"/> YES | <input type="checkbox"/> NO |
| <i>If YES, the IEP addresses assistive technology devices or services.</i> | |
| G. Does the student require one or more specialized formats (braille, large print, audio, and/or digital text) of educational materials because blindness or other disability prevents effective use of standard print materials? 34 CFR 300.210(e)(3); 200.172(b)(2) | |
| <input type="checkbox"/> YES | <input type="checkbox"/> NO |
| <i>If YES, alternate format(s) is/are identified in the IEP.</i> | |



SPECIAL FACTORS

CHANGES:

- Reorder of the list of Special Factors
- Additional information required for English Proficiency - need to include English Language Proficiency Level
- Additional "Special Factor" to consider - Accessible Instructional Materials (AIM)

SPECIAL FACTORS

1. Behavior
2. English Proficiency
3. Blind/Visually Impaired
4. Communication
5. Deaf/Hard of Hearing
6. Assistive Technology
- 7. AIM - Specialized Formats (NEW)**

SPECIAL FACTORS

AIM - Accessible Instructional Materials

- Specialized formats of educational materials
 - Braille
 - Large Print
 - Digital
 - Audio
- Designed for students who are unable to read and/or access standard print materials
- Content does NOT change, only the format

PRESENT LEVELS - PREVIOUS

This is how we typically think about the PLAAF...

Present Levels of Academic Achievement and Functional Performance

The Present Levels of Academic Achievement and Functional Performance must include specific information addressing:

- The strengths of the student;
- The concerns of the parents for enhancing the education of their child;
- The present level of academic performance, including the student's most recent performance on State or district-wide assessments;
- The present level of developmental and functional performance (including the results of the initial or most recent evaluation);
- How the student's disability affects involvement and progress in the general education curriculum; and,
- The student's preferences, needs, interests, and the results of age-appropriate transition assessments.

PRESENT LEVELS - NEW

PRESENT LEVELS OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE

In developing each student's IEP, the IEP team must consider (34 CFR 300.324):

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| | Student's overall strengths, interests, and preferences. | 34 CFR 300.324 (b)(1)(i) |
| ➔ | Input from parent(s) in the areas of academic achievement and functional performance, including concerns for enhancing the education of their child. | 34 CFR 300.324(b)(1)(ii) |
| ➔ | Present level of academic achievement (i.e. reading, writing, mathematics, etc), including most recent performance on State or district-wide assessments: | 34 CFR 300.325(a)(1); 300.324(a)(2) |
| ➔ | | |
| | Narrative and supporting data: | |
| ➔ | Present level of functional performance (not limited to, but may include communication, social skills, behavior, organization, fine/gross motor skills, self-care, self-direction, etc), including the results of initial or most recent formal or informal assessments/observations: | 34 CFR 300.325(a)(1) |
| ➔ | | |
| | Narrative and supporting data: | |

PRESENT LEVELS

CHANGES:

- Expanded statement for parent input
- For both academic and functional performance, teams will identify:
 - Student strengths
 - Student needs
 - Disability impact statement
- Present level includes narrative and supporting data

TRANSITION PLANNING

TRANSITION PLANNING

Beginning not later than the first IEP to be in effect when the child turns 16, or younger if determined appropriate by the IEP team, and updated annually, thereafter, the IEP must include: 34 CFR 300.326(a)



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| Results of age-appropriate transition assessments, including student's preferences, interests, needs and strengths (PHHS) <small>34 CFR 300.320(d)(1); 34 CFR 300.43(a)(2)</small> |
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| Appropriate, measurable post-secondary goals based upon age-appropriate transition assessments <small>34 CFR 300.320(b)(1)</small> |
| Training |
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| Education |
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| Employment |
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| Independent living skills (where appropriate) |
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TRANSITION PLANNING



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| Transition Services/Activities: Transition Services include instruction, related services, community experiences, the development of employment and other post-school adult living objectives, and if appropriate, acquisition of daily living skills and provision of a functional vocational evaluation. <small>34 CFR 300.43</small> |
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| Course of Study: (designed to assist the student in reaching the post-secondary goals) <small>34 CFR 300.320(b)(2)</small> |
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| Agency Participation: To the extent appropriate, with consent of the parents or adult student, the school district must invite a representative of any participating agency likely to be responsible for providing or paying for transition services. <small>34 CFR 300.321(b)(3)</small> |
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| Graduation <small>34 CFR 300.103(a)(2)(i)-(iii)</small> |
| Anticipated Graduation Date: _____ |
| <input type="checkbox"/> With Regular Diploma |
| <input type="checkbox"/> With Modified Diploma |
| <input type="checkbox"/> With Extended Diploma |
| <input type="checkbox"/> With Alternative Certificate |

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| Transfer of Rights <small>34 CFR 300.320(e), 300.520</small> |
| The student and parent were informed of his/her rights under Part B of IDEA that will transfer to the student at the age of majority: |
| <input type="checkbox"/> YES |
| <input type="checkbox"/> Date student was informed: _____ |
| <input type="checkbox"/> Date anticipated transfer will occur: _____ |
| <i>The district must also provide written notice of the transfer of rights to the student and the parent when the student reaches the age of majority.</i> |

TRANSITION PLANNING

CHANGES:

- Two pages within the one IEP document; no longer two IEP forms
- Separate boxes for Post Secondary Goals – must consider all four areas (Education, Training, Employment and if appropriate, Independent Living)
- Separate box for Transition Services/Activities

TRANSITION PLANNING

Eight Components of a Transition IEP:

1. Student Invited
2. Age Appropriate Transition Assessment
3. PINS - Preferences, Interests, Needs & Strengths
4. Post-Secondary Goals - Education, Training, Employment, & when appropriate, Independent Living
5. Transition Services
6. Course of Study
7. Participating Adult Agency
8. Annual Goals

ASSESSMENT

STATEWIDE ASSESSMENT 74 CFR 300.320(a)(6)

Will the student participate in any Statewide Assessments during this IEP period?

- No. Statewide Assessment not conducted at student's grade level (at time of testing)
- Yes (student's grade level at time of testing _____). If yes, describe participation decisions below:

| Standard Assessment or Alternate Assessment (select one) | Accessibility Supports (includes all accommodations, designated supports, and/or universal tools the team identifies as necessary for statewide assessments) | Modified Cut Scores (Only available for standard assessment with or without accommodations) | Explanation (State why student cannot participate in standard assessment and why particular alternate assessment selected is appropriate for student.) |
|--|--|---|--|
| <input type="checkbox"/> Standard: English Language Arts / Literacy <input type="checkbox"/> Without accessibility supports <input type="checkbox"/> With accessibility supports <input type="checkbox"/> Alternate: Extended Assessment* | | | |
| <input type="checkbox"/> Standard: Mathematics <input type="checkbox"/> Without accessibility supports <input type="checkbox"/> With accessibility supports <input type="checkbox"/> Alternate: Extended Assessment* | | | |
| <input type="checkbox"/> Standard: Science <input type="checkbox"/> Without accessibility supports <input type="checkbox"/> With accessibility supports <input type="checkbox"/> Alternate: Extended Assessment* | | | |
| <input type="checkbox"/> Standard: Social Sciences <input type="checkbox"/> Standard without accessibility supports <input type="checkbox"/> Standard with accessibility supports | | | |

ASSESSMENT

| Standard Assessment | Accessibility Supports (includes all accommodations, designated supports, and/or universal tools the team identifies as necessary for statewide assessments) | Exemption Decisions (identify appropriate domains) (Due to the nature of students' disabilities, an IEP team might exempt the student from responding to a particular domain) | Explanation (Statement why student cannot participate in select domains) |
|--|--|---|--|
| <input type="checkbox"/> English Language Proficiency Assessment (ELPA) <input type="checkbox"/> Without accessibility supports <input type="checkbox"/> With accessibility supports | | <input type="checkbox"/> Listening <input type="checkbox"/> Reading <input type="checkbox"/> Writing <input type="checkbox"/> Speaking | |
| <input type="checkbox"/> Kindergarten Assessment (KA) <input type="checkbox"/> Without accessibility supports <input type="checkbox"/> With accessibility supports | | <input type="checkbox"/> Early Literacy <input type="checkbox"/> Early Math <input type="checkbox"/> Approaches to Learning | |

ASSESSMENT

CHANGES:

- All assessments included
- Check one of the other – “with” or “without” accessibility supports for each assessment
- Modified Cut Score included
- Exemption of domains for ELPA and KA included with explanation

ASSESSMENT

Requirements for districts:

- All accessibility supports are accommodations under IDEA
- Since Universal Tools are available to all students, only document on the IEP, if a tool must be “turned off” to avoid distraction during testing
- Designated Supports and Accommodations must be documented on the IEP
- If a student receives an accommodation on the statewide assessment, it should also be an accommodation he/she receives during instruction

ASSESSMENT

Standard vs. Alternate Assessment?

- Guidance
- Checklist
- Flowchart

<http://www.ode.state.or.us/search/results/?id=178>

| *Explanation State why student cannot participate in standard assessment and why particular alternate assessment selected is appropriate for student. |
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ASSESSMENT

Modified Cut Scores:

- An IEP team may determine an alternate score on the statewide assessment for GRADUATION PURPOSES ONLY
- This is an INDIVIDUAL score, and should be based on a review of student data and present levels of performance
- Teams may change this score at any point
- Modified cut scores may NOT be used for Essential Skills for a standard diploma (only modified diploma)

| Modified Cut Scores (Only available for standard assessment with or without accommodations) |
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GOAL WRITING

Measurable Annual Goal

- must stand alone without assistance of short-term objectives

Measurable Short-Term Objective

- incremental steps toward the annual goal
- must be identified for students taking the alternate assessment

GOAL WRITING - PREVIOUS

| Measurable Annual Goals: | How progress will be measured. | | How progress will be reported to parents |
|--------------------------|--------------------------------|-----------------------|---|
| | Criteria | Evaluation Procedures | When progress will be reported to parents |
| | | | Student's Progress Toward Goal |
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GOAL WRITING - NEW

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|---|---|
| ➔ | Goal Area: <small>34 CFR 300.320(a)(2)(i)</small> |
| | Annual Measurable Goal (including conditions and frequency): |
| | Objectives (if needed): ← |
| | Related Content Standard(s), if applicable: ← |
| ➔ | How progress will be measured: CRITERIA |
| ➔ | How progress will be reported, including frequency: <small>34 CFR 300.320(a)(2)(ii)</small> |
| ➔ | Progress Towards Goal <small>34 CFR 300.320(a)(2)(ii)</small> |
| | Date of Progress: / / Narrative and supporting data: |
| | Date of Progress: / / Narrative and supporting data: |
| | Date of Progress: / / Narrative and supporting data: |

GOAL WRITING

CHANGES:

- Layout of information if different
- Additional line for "Related Content Standards, if applicable"
- One goal page with objectives, if needed
- Progress towards goal - narrative and supporting data
- "How progress will be measured" includes "criteria"

SERVICE SUMMARY

SERVICES

The IEP team must identify and provide appropriate services to enable the student:

- To advance appropriately towards attaining the annual goals 34 CFR 300.220(a)(4)(i)
- To be involved in and make progress in the general education curriculum and to participate in extracurricular and other nonacademic activities 34 CFR 300.220(a)(4)(ii)
- To be educated and participate with other children with disabilities and nondisabled children in extracurricular and other nonacademic activities 34 CFR 300.220(a)(4)(iii) & 300.107

| Specialty Designed Instruction 34 CFR 300.38 | Anticipated Amount & Frequency | Anticipated Location | Starting Date | Ending Date | Provider | Role Responsible for Monitoring |
|---|--------------------------------|----------------------|---------------|-------------|----------|---------------------------------|
| | | | | | | |
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| Related Services 34 CFR 300.34 | Anticipated Amount & Frequency | Anticipated Location | Starting Date | Ending Date | Provider | Role Responsible for Monitoring |
|-----------------------------------|--------------------------------|----------------------|---------------|-------------|----------|---------------------------------|
| | | | | | | |
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| Supplementary Aids/Services; Accommodations 34 CFR 300.220(a)(4)(i)-(iii) | Anticipated Amount & Frequency | Anticipated Location | Starting Date | Ending Date | Provider | Role Responsible for Monitoring |
|--|--------------------------------|----------------------|---------------|-------------|----------|---------------------------------|
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SERVICE SUMMARY

| Supplementary Aids/Services; Modifications 34 CFR 300.220(a)(4)(i)-(iii) | Anticipated Amount & Frequency | Anticipated Location | Starting Date | Ending Date | Provider | Role Responsible for Monitoring |
|---|--------------------------------|----------------------|---------------|-------------|----------|---------------------------------|
| | | | | | | |
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| Program Modifications/ Supports for School Personnel 34 CFR 300.220(a)(4)(i)-(iii) | Anticipated Amount & Frequency | Anticipated Location | Starting Date | Ending Date | Provider | Role Responsible for Monitoring |
|---|--------------------------------|----------------------|---------------|-------------|----------|---------------------------------|
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SERVICE SUMMARY

CHANGES:

- Additional column "Role Responsible for Monitoring"
- Two separate sections for supplementary aids and services - one for Accommodations and one for Modifications

EXTENDED SCHOOL YEAR (ESY)



EXTENDED SCHOOL YEAR (ESY) SERVICES 34 CFR 300.106, OAR 581-015-2045

Criteria/Inquiry:
 Does the student experience regression on his/her IEP goals and objectives?
 Yes No More information needed
 Explanation:

Does the student experience a prolonged recoupment period of time to relearn previously learned skills?
 Yes No More information needed
 Explanation:

Other factors considered by the team:

Decision:
 Does the student require ESY services?
 Yes (described below, including goals to be addressed) No To be determined by _____

| Specialty Designed Instruction <small>34 CFR 300.25</small> | Anticipated Amount & Frequency | Anticipated Location | Starting Date | Ending Date | Provider | Role Responsible for Monitoring |
|--|--------------------------------|----------------------|---------------|-------------|----------|---------------------------------|
| | | | | | | |
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| Related Services <small>34 CFR 300.34</small> | Anticipated Amount & Frequency | Anticipated Location | Starting Date | Ending Date | Provider | Role Responsible for Monitoring |
|--|--------------------------------|----------------------|---------------|-------------|----------|---------------------------------|
| | | | | | | |
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EXTENDED SCHOOL YEAR (ESY)

CHANGES:

- Additional criteria/inquiry questions addressing both required components:
 - Regression
 - Recoupment
- Separate “Service Summary” section

OVERVIEW OF RESOURCES

- Oregon IEP / Toolkit / Guidance Document
<http://www.ode.state.or.us/search/page/?id=1163>
- Standards-based IEPs
<http://www.ode.state.or.us/search/page/?id=4157>
- Transition
<http://www.transitionta.org/>
<http://www.ode.state.or.us/search/page/?=4279>

OVERVIEW OF RESOURCES

- Accessible Instructional Materials
<http://www.ode.state.or.us/search/page/?id=1827>
<http://www.douglasesd.k12.or.us/otap/>
- Accessibility Manual
<http://www.ode.state.or.us/search/page/?id=487>

OVERVIEW OF RESOURCES

- IDEA Legacy - <http://idea.ed.gov/explore/home>
- OSEP Dear Colleague Letters -
<http://www2.ed.gov/policy/speced/guid/idea/letters/revpolicy/index.html>
- Federal Register - <http://idea.ed.gov/download/finalregulations.pdf>
- Oregon Administrative Rules (OARs) -
http://arcweb.sos.state.or.us/pages/rules/oars_500/oar_581/581_tofc.html
 - 581-015-XXXX
 - 581-022-XXXX
- OR Revised Statutes (ORS) -
<http://www.oregonlaws.org/ors/volume/9>

Final Questions and Feedback

Contact:

Laura Petschauer, ODE Education Specialist
laura.petschauer@state.or.us