




# **NEW Oregon IEP: Identifying Changes and Useful Tools**

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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 / P _____	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 300.504(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

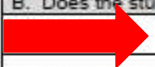
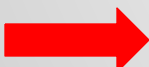
YES \_\_\_\_\_ NO \_\_\_\_\_ N/A \_\_\_\_\_

# 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 300.324(a)(2)(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)(ii)
 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 300.324(a)(2)(iii)
<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)(iv)
<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)(v)
<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 300.324(a)(2)(vi)
<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(b)(3); 300.172(b)(4)
 <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 PLAAFP...*

## **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.
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# PRESENT LEVELS - NEW

## PRESENT LEVELS OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE

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

Student's overall strengths, interests, and preferences:

34 CFR 300.324 (a)(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(a)(1)(ii)

Present level of academic achievement (i.e. reading, writing, mathematics, etc), including most recent performance on State or district-wide assessments:

- Strengths of the student
- Needs of the student
- How the student's disability affects involvement and progress in the general education curriculum

34 CFR 300.320(a)(1); 300.324(a)(iii)

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:

- Strengths of the student
- Needs of the student
- How the student's disability affects involvement and progress in the general education curriculum

34 CFR 300.320(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 300.320(b)

Results of age-appropriate transition assessments, including student's preferences, interests, needs and strengths (PINS)

34 CFR 300.320(b)(1); 34 CFR 300.43(a)(2)

Appropriate, measurable post-secondary goals based upon age-appropriate transition assessments

34 CFR 300.320(b)(1)

Training

Education

Employment

Independent living skills (where appropriate)

# TRANSITION PLANNING



**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. 34 CFR 300.43

**Course of Study:** (designed to assist the student in reaching the post-secondary goals) 34 CFR 300.320(b)(2)

**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. 34 CFR 300.321(b)(3)

**Graduation** 34 CFR 300.102(a)(3)(i)-(iii)

Anticipated Graduation Date: \_\_\_\_\_

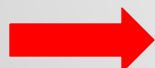
- ☐ With Regular Diploma
- ☐ With Modified Diploma
- ☐ With Extended Diploma
- ☐ With Alternative Certificate

**Transfer of Rights** 34 CFR 300.320(c), 300.520

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:

- ☐ YES
- ☐ Date student was informed: \_\_\_\_\_
- ☐ Date anticipated transfer will occur: \_\_\_\_\_

*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.*



# 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 34 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:

<b>Standard Assessment or Alternate Assessment</b> (select one)	<b>Accessibility Support</b> (includes all accommodations, designated supports, and/or universal tools the team identifies as necessary for statewide assessments)	<b>Modified Cut Scores</b> (Only available for standard assessment with or without accommodations)	<b>*Explanation</b> 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	<b>Accessibility Supports</b> (includes all accommodations, designated supports, and/or universal tools the team identifies as necessary for statewide assessments)	<b>Exemption Decisions</b> (identify appropriate domains)  Due to the nature of students' disabilities, an IEP team might exempt the student from responding to a particular domain	<b>*Explanation</b> 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.

# 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)

# 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:	When progress will be reported to parents:
	Criteria	Evaluation Procedures	Student's Progress Toward Goal	



# GOAL WRITING - NEW



<b>Goal Area:</b>	34 CFR 300.320(a)(2)(i)
Annual Measurable Goal (including conditions and frequency):	
Objectives (if needed):	
Related Content Standard(s), if applicable:	
How progress will be measured:	<b>CRITERIA</b>
How progress will be reported, including frequency: 34 CFR 300.320(a)(3)(i)	
<b>Progress Towards Goal</b>	34 CFR 300.320(a)(3)(ii)
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 300.320(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 300.320(a)(4)(ii)*
- To be educated and participate with other children with disabilities and nondisabled children in extracurricular and other nonacademic activities *34 CFR 300.320(a)(4)(iii) & 300.107*

<b>Specially Designed Instruction</b> <i>34 CFR 300.39</i>	<b>Anticipated Amount &amp; Frequency</b>	<b>Anticipated Location</b>	<b>Starting Date</b>	<b>Ending Date</b>	<b>Provider</b>	<b>Role Responsible for Monitoring</b>

<b>Related Services</b> <i>34 CFR 300.34</i>	<b>Anticipated Amount &amp; Frequency</b>	<b>Anticipated Location</b>	<b>Starting Date</b>	<b>Ending Date</b>	<b>Provider</b>	<b>Role Responsible for Monitoring</b>

<b>Supplementary Aids/Services; Accommodations</b> <i>34 CFR 300.320(a)(4)(i)-(iii)</i>	<b>Anticipated Amount &amp; Frequency</b>	<b>Anticipated Location</b>	<b>Starting Date</b>	<b>Ending Date</b>	<b>Provider</b>	<b>Role Responsible for Monitoring</b>

# SERVICE SUMMARY



<b>Supplementary Aids/Services; Modifications</b> <small>34 CFR 300.320(a)(4)(i)-(iii)</small>	<b>Anticipated Amount &amp; Frequency</b>	<b>Anticipated Location</b>	<b>Starting Date</b>	<b>Ending Date</b>	<b>Provider</b>	<b>Role Responsible for Monitoring</b>

<b>Program Modifications/ Supports for School Personnel</b> <small>34 CFR 300.320(a)(4)(i)-(iii)</small>	<b>Anticipated Amount &amp; Frequency</b>	<b>Anticipated Location</b>	<b>Starting Date</b>	<b>Ending Date</b>	<b>Provider</b>	<b>Role Responsible for Monitoring</b>

# 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 581-015-2065

### 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 \_\_\_\_\_

<b>Specialty Designed Instruction</b> <small>34 CFR 300.39</small>	<b>Anticipated Amount &amp; Frequency</b>	<b>Anticipated Location</b>	<b>Starting Date</b>	<b>Ending Date</b>	<b>Provider</b>	<b>Role Responsible for Monitoring</b>

<b>Related Services</b> <small>34 CFR 300.34</small>	<b>Anticipated Amount &amp; Frequency</b>	<b>Anticipated Location</b>	<b>Starting Date</b>	<b>Ending Date</b>	<b>Provider</b>	<b>Role Responsible for Monitoring</b>

# 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](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:

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