High Quality IEPs

2019 5p- Society Conference

July 20th, 2019

Presented by
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AGENDA

- Introductions & Agenda
- IEP Meeting Basics – Things to Consider
- Demographics & Meeting Participants
- Special Factors & Present Levels
- Transition
- Assessment & Accessibility Supports
- Annual Goals and Objectives
- Service Summary, Placement, ESY
- Resources

IEP Meeting Basics-Things to Consider

- Relationships Are Key

- We Are All Working To Help The Student Succeed

- The IDEA Provides Operating Rules For Schools/Districts And Parents

IEP Meeting Basics-Things to Consider

- It's Not Personal/Stay Student Focused

- Go Off-line if needed

- Respect Each Other And The Challenges We Face In Doing The Work We Do (Kind Words!)

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

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 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_____

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)
_____ YES	_____ NO
If YES, the IEP addresses the use of positive behavioral interventions and supports, and other strategies, to address that behavior(s).	
B. Does the student have limited English Proficiency?	34 CFR 300.324(a)(2)(ii)
_____ YES English Language Proficiency Level_____	_____ NO
If YES, the IEP team must consider the language needs of the student as those needs relate to the student's IEP.	
C. Is the student blind or visual impaired?	34 CFR 300.324(a)(2)(iii)
_____ YES	_____ NO
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.	
D. Does the student have communication needs?	34 CFR 300.324(a)(2)(iv)
_____ YES	_____ NO
If YES, the IEP addresses communication supports, services, and/or instruction.	
E. Is the student deaf or hard of hearing?	34 CFR 300.324(a)(2)(iv)
_____ YES	_____ NO
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.	
F. Does the student need assistive technology devices or services?	34 CFR 300.324(a)(2)(v)
_____ YES	_____ NO
If YES, the IEP addresses assistive technology devices or services.	
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)
_____ YES	_____ NO
If YES, alternate format(s) is/are identified in the IEP.	

PRESENT LEVELS

Most Important Part of the IEP

● It tells us about the student
● It tells us what you as parents want for your student.
● PINS – Preferences, Interests, Needs, Strengths
● Progress on previous goals
● Present level includes narrative and supporting data….Specific data driven

PRESENT LEVELS

Sources of Data…

Sample Data Sources	
Formal and Informal Observations	Curriculum-Based Assessments
Universal Screeners	Functional Behavioral Assessment
Work Samples	Behavior Intervention Plan
Classwork	State- and District-Wide Assessments
Criterion-Referenced Tests	Transition Assessments
Progress Monitoring	Interviews
Interventions	Child and Parent Surveys

PRESENT LEVELS

What does your IEP team ask from you as a parent for input?

What questions do you ask?

PRESENT LEVELS

Input From the Parents

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)

TRANSITION PLANNING

What is DIFFERENT about an IEP for a student with transition needs than a younger student? *Hint - Which IEP components are required for transition students that aren't for others? There are 8…*

TRANSITION PLANNING

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

TRANSITION PLANNING

Questions to consider when writing a post-secondary goal:

- Does it occur **after high school**?
- Is it **measurable**?
- What is the **education** goal?
- What is the **training** goal?
- What is the **employment** goal?
- What is the **independent living** goal?

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:*

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.

☐ Standard: English Language Arts / Literacy
  ☐ Without accessibility supports
  ☐ With accessibility supports
☐ Alternate: Extended Assessment*			

☐ Standard: Mathematics
  ☐ Without accessibility supports
  ☐ With accessibility supports
☐ Alternate: Extended Assessment*			

☐ Standard: Science
  ☐ Without accessibility supports
  ☐ With accessibility supports
☐ Alternate: Extended Assessment*			

☐ Standard: Social Sciences
  ☐ Standard without accessibility supports
  ☐ Standard with accessibility supports			

ASSESSMENT

Universal Tools

Embedded
Breaks, Calculator, Digital Notepad, English Dictionary, English Glossary, Expandable Passages, Global Notes, Highlighter, Keyboard Navigation, Mark for Review, Math Tools, Spell Check, Strikethrough, Writing Tools, Zoom

Non-embedded
Breaks, English Dictionary, Scratch Paper, Thesaurus

Designated Supports

Embedded
Color Contrast, Masking, Text-to-speech, Translated Test Directions, Translations (Glossary), Translations (Stacked), Turn off Any Universal Tools

Non-embedded
Bilingual Dictionary, Color Contrast, Color Overlay, Magnification, Read Aloud, Scribe, Separate Setting, Translation (Glossary)

Documented Accommodations

Embedded
American Sign Language, Braille, Closed Captioning, Text-to-speech

Non-embedded
Abacus, Alternate Response Options, Calculator, Multiplication Table, Print on Demand, Read Aloud, Scribe, Speech-to-text

ASSESSMENT

- All accessibility supports are accommodations under IDEA, thus all supports should be documented (Universal Tools, Designated Supports, and Accommodations)

- If a student receives an accommodation on the statewide assessment, it should also be an accommodation he/she receives during instruction

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)

Annual Goals

What is the difference?

- Measurable Annual Goal

- Measurable Short-Term Objective

Annual Goal

The overarching Goal the IEP team wants to improve

- Typically the core content or overall life skill/ vocational area.

- Reading comprehension, Fluency, Nutrition, Accessing public transportation……..

Short Term Objectives

OAR 581-015-2000(34): Short Term-objectives means measureable intermediate performance steps that will enable parents, students and educators to gage, at intermediate times during the year how well the child is progressing toward the annual goals by either:

a. Breaking down the skills described in the goal into discrete components, or

b. Describing the amount of progress the child is expected to make within specified segments of the year

SAMPLE GOAL 1 - Reading

Measurable Annual Goal: ██████ will increase his word identification and reading comprehension skills including making inferences, cause/affect, and sequencing skill development to the mid 8th grade level as measured by but not limited to the WJ-III, WIAT-II, Dibles and Aims web style test.	Progress will be measured as indicated below:	
	Criteria	Evaluation Procedures
	As noted in annual goal and short term objectives	Teacher evaluation and data collection

Goals and Objectives

- Should be based on data within the PLOP (Baseline Data)

- If it's a new skill set a duration to collect baseline data.

- Objectives show a direct correlation to the achievement of the goal.

- SMART – Specific, Measurable, Achievable, Relevant and Time specific

Goals and Objective

- Avoid the Kitchen Sink approach/ Realistic for one year.

- Not only about learning the skill/Application of the skill.

- How does it support the "End Game"?

- Goals and Service Times Drive Placement

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*

Specially Designed Instruction 34 CFR 300.39	Anticipated Amount & Frequency	Anticipated Location	Starting Date	Ending Date	Provider	Role Responsible for Monitoring

Related Services 34 CFR 300.34	Anticipated Amount & Frequency	Anticipated Location	Starting Date	Ending Date	Provider	Role Responsible for Monitoring

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

Placement

- Least Restrictive Environment

- Inclusion

- FAPE

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 _____

Specially Designed Instruction 34 CFR 300.39	Anticipated Amount & Frequency	Anticipated Location	Starting Date	Ending Date	Provider	Role Responsible for Monitoring

Related Services 34 CFR 300.34	Anticipated Amount & Frequency	Anticipated Location	Starting Date	Ending Date	Provider	Role Responsible for Monitoring

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

OVERVIEW OF RESOURCES

- Oregon IEP / Toolkit / Guidance Document / Standards-Based IEPs / Transition / Accessibility Manual
https://www.oregon.gov/ode/students-and-family/SpecialEducation/publications/Pages/Oregon-Standard-IEP.aspx