



“Getting an education is not only their right,  
but a passport to a better future.”

Harry Belafonte



Photo credit © Jared Holmgren Photography

all born (in)



May 13,  
2020

# Decoding the IEP

So You Can Be an Informed  
and Active Partner



Jamie Burch, ABI/NWDSA, NW Disability Support

# IEP Process

- Consent for evaluations
- Eligibility determination
- Educational need to write an IEP

We live together, We play together,  
We want to go to school together



# Be Proactive

Sometimes reaching out and taking someone's hand is the beginning of a journey. At other times it is allowing another to take yours.

vera nazarian



- Set a meeting date and time
- Receive Prior Written Notice
- Invite supporters
- Request a draft IEP
- Create and email 1 pager or portfolio
- Email list of student strengths, interests, preferences
- Email parent concerns
- Email list of accommodations
- Review the IEP draft
- Get support
- Plan to involve the student

A blue banner with the text 'At the Meeting' is positioned at the top left. An orange pencil is at the top center, and a red pencil is at the bottom left. A large orange shape with a white border is on the right side, containing a list of bullet points. A green banner with the number '4' is at the bottom right.

# At the Meeting

- Arrive early
- Receive Procedural Safeguards
- All key members must be in attendance (parent(s), regular education teacher, special education teacher, administrator, staff member who can interpret evaluation data, related services personnel, and child)
- Introduce yourself
- Pass out copies of 1 pager or portfolio
- Ask that everyone share about your child
- Ask who will be district notetaker

# IEP Form

- Child's present levels of academic achievement and functional performance
- Measurable annual goals
- How the child's progress toward the goals will be measured and when you will receive a report
- Postsecondary goals if your child is 16 or older

- A statement of the special education and related services, and supplementary aids and services to be provided
- The date services will begin and their frequency, duration, and location
- A statement of individual accommodations for your child
- A statement of modifications, and supports for school personnel that will be provided
- An explanation of the extent your child will not participate with non-disabled peers if any

# 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 –<br>OPTIONAL _____ | Re-Evaluation Due Date _____          |

# 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.**

# Special Factors

## SPECIAL FACTORS

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

|   |  |
|---|--|
| 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)  |  |
| <input type="checkbox"/> YES  | 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)(iv)   |  |
| <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)(v)  |  |
| <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>  |  |



# Strengths

- What your child is good at
- Not their personality traits
- Your child's abilities
- What your child is interested in
- What your child prefers
- What your child enjoys
- What your child can do

## **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)

Jane can use her communication device independently.

**Before the meeting email a request to the IEP case manager to add your list of your child's strengths, interests, and preferences to the IEP form so it is on the form at the meeting.**

# Input and Parent Concerns

## 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)

I am concerned Jane will not have access to non-disabled peers.

Before the meeting email a request to the IEP case manager to add your list of parent concerns to the IEP so it is on the form at the meeting.

# Present Levels

- For each area of delay or deficit
- To identify current learning level
- To set goals
- To measure progress

- Reading
- Writing
- Math
- Social/Emotional
- Functional/adaptive
- Communication (SLP)
- Fine Motor (OT)
- Gross Motor (PT)

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:

**Reading: Jane reads third grade materials at 40 words per minute with 60% accuracy as per recent assessment data on 5/13/20 from general education teacher.**

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:

**Jane can follow 2 step directions independently using first/then visuals.**

# Transition Planning

- For students 16 and older
- Based on age appropriate transition assessments related to training, education, employment, and independent living skills
- Based on student's interests and plans after high school including college

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

34 CFR 300.320(b)(1)

|  |
|--|
| <b>Training</b>                                      |
|  |
| <b>Education</b>                                     |
|  |
| <b>Employment</b>                                    |
|  |
| <b>Independent living skills</b> (where appropriate) |
|  |

**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)

# Goals

## ANNUAL ACADEMIC AND FUNCTIONAL GOALS AND OBJECTIVES

**Goal Area:**

**Annual Measurable Goal (including conditions and frequency):**

**Objectives (if needed):**

**Related Content Standard(s), if applicable:**

**How progress will be measured:**

**How progress will be reported, including frequency: 34 CFR 300.320(a)(3)(i)**

**Progress Towards Goal**

**Date of Progress: \_\_\_/\_\_\_/\_\_\_**

**Narrative and supporting data:**

- In natural, inclusive environments
- For each area of delay
- Based on individualized needs
- Connected to general education curriculum and non-disabled peers
- Baseline from academic and functional Present Levels
- SMART
  - Specific
  - Measurable
  - Action oriented
  - Realistic and relevant
  - Time limited
- Drive placement
- Align with grade level standards

# State and District Assessments



## 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><br>(select one)   | <b>Accessibility Supports</b><br>(includes all accommodations, designated supports, and/or universal tools the team identifies as necessary for statewide assessments) | <b>Modified Cut Scores</b><br>(Only available for standard assessment with or without accommodations) | <b>*Explanation</b><br>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<br><input type="checkbox"/> Without accessibility supports<br><input type="checkbox"/> With accessibility supports<br><input type="checkbox"/> Alternate: Extended Assessment* |  |   |   |

## District-wide Assessment

Will the student participate in any District-wide assessment during this IEP period?

- No, District-wide 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><br>(select one)  | <b>Accessibility Supports</b><br>(includes all accommodations, designated supports, and/or universal tools the team identifies as necessary for statewide assessments) | <b>* Explanation:</b><br><i>State why student cannot participate in standard assessment and why particular alternate assessment selected is appropriate for student.</i> |
|---|--|--|
| <input type="checkbox"/> Standard District Assessment:<br><input type="checkbox"/> Without accessibility supports<br><input type="checkbox"/> With accessibility supports<br><input type="checkbox"/> Alternate District Assessment: _____<br><input type="checkbox"/> Without accessibility supports<br><input type="checkbox"/> With accessibility supports |  |  |

- Include individual appropriate accommodations
- Can take alternate assessments
- Statement about accommodations necessary to measure the child
- Statement about alternate assessments

# Specially Designed Instruction

**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*

Form 581-5138b-P11  
10/2017: Oregon Standard IEP

- Special education services
- Identifies SDI academic or functional area, time, location, dates, and who will be collecting data
- Adapting content, methodology, or delivery of instruction
- Addressing the needs of the child
- Accessing general curriculum

Oregon Department of Education  
255 Capitol Street NE  
Salem, OR 97310-0203

Office of Learning/Student Services

| Specially Designed Instruction<br><i>34 CFR 300.39</i> | Anticipated Amount & Frequency | Anticipated Location | Starting Date | Ending Date | Provider | Role Responsible for Monitoring |
|--|--------------------------------|----------------------|---------------|-------------|----------|---------------------------------|
|  |                                |                      |               |             |          |                                 |
|  |                                |                      |               |             |          |                                 |
|  |                                |                      |               |             |          |                                 |

# Related Services

- Assist your child to benefit from special education
- Include OT, PT, SLP
- Identifies related service area, time, location, dates, and who will be collecting data
- Can be worked on in natural settings and inclusive environments

| <b>Related Services</b><br><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> |
|---|---|-----------------------------|----------------------|--------------------|-----------------|--|
|   |   |                             |                      |                    |                 |  |
|   |   |                             |                      |                    |                 |  |
|   |   |                             |                      |                    |                 |  |



# Supplementary Aids & Services

- Aids, services, and other supports
- Provided in academic, extracurricular, and non-academic settings
- Enable children with disabilities to be educated with non-disabled peers in general education

| <b>Supplementary Aids/Services; Accommodations</b><br><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> |
|--|---|-----------------------------|----------------------|--------------------|-----------------|--|
|  |   |                             |                      |                    |                 |  |
|  |   |                             |                      |                    |                 |  |
|  |   |                             |                      |                    |                 |  |

- Can include direct services to your child
- Can include supports and training for staff
- Must be specified in the IEP and provided to the child

# Accommodations & Modifications

## Modifications:

- Shorter assignments
- Different homework

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

## Accommodations:

- Things that work for your child
- Allow student to complete same assignment or test
- Change timing, formatting, setting, response, or presentation

- Can take place in general education and across settings schoolwide
- Tools your child needs to access what everyone else is accessing

# Non-participation Statement

- Explanation of extent, if any, that your child will not participate with non-disabled peers in the regular classroom
- Why your child isn't involved in the general curriculum or doesn't participate in extracurricular or non-academic activities
- Needs of student not needs or convenience of school system

## NONPARTICIPATION JUSTIFICATION *34 CFR 300.320(a)(5)*

Describe the extent (including amount), if any, to which the child will not participate with nondisabled children in the regular classroom and in extracurricular and other nonacademic activities:

Provide explanation justifying the removal, if any:

**Removal should only occur when education in the regular class with supplementary aids and services cannot be achieved**

## Resources

Please visit our website [abicomunity.org](https://www.abicomunity.org) for helpful resources.

For resources including How to Rock an Online Virtual IEP Meeting or Distance Learning Activities During COVID to Help Transition-age You on an IEP Prepare for Adulthood visit our website at:

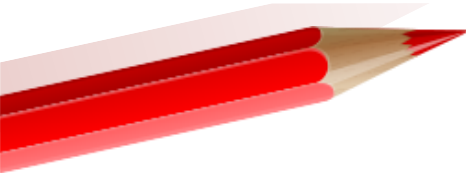
<https://www.abicomunity.org/events/event/2020/05/13/decoding-the-iep-plan-so-you-can-be-an-informed-and-active-partner/291975>

Scroll down to the related links at the bottom of the page

# Evaluation



<https://www.surveymonkey.com/r/RRBN3LZ>



**Each of us is  
great because  
each of us  
has something  
great to offer.**

**martin luther king jr.**



**Thank You!**

**Jamie Burch  
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**[www.abicomcommunity.org](http://www.abicomcommunity.org)**