

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

_____ 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

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>		

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:	<i>34 CFR 300.324 (a)(1)(i)</i>

Input from parent(s) in the areas of academic achievement and functional performance, including concerns for enhancing the education of their child:	<i>34 CFR 300.324(a)(1)(ii)</i>

Present level of academic achievement (i.e. reading, writing, mathematics, etc), including most recent performance on State or district-wide assessments: <ul style="list-style-type: none">• Strengths of the student• Needs of the student• How the student's disability affects involvement and progress in the general education curriculum	<i>34 CFR 300.320(a)(1); 300.324(a)(iii)</i>
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: <ul style="list-style-type: none">• Strengths of the student• Needs of the student• How the student's disability affects involvement and progress in the general education curriculum	<i>34 CFR 300.320(a)(1)</i>
Narrative and supporting data: 	

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)

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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 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.

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:*

<p align="center">Standard Assessment or Alternate Assessment (select one)</p>	<p align="center">Accessibility Supports (includes all accommodations, designated supports, and/or universal tools the team identifies as necessary for statewide assessments)</p>	<p align="center">Modified Cut Scores (Only available for standard assessment with or without accommodations)</p>	<p align="center">*Explanation State why student cannot participate in standard assessment and why particular alternate assessment selected is appropriate for student.</p>
<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			

<p align="center">Standard Assessment</p>	<p align="center">Accessibility Supports (includes all accommodations, designated supports, and/or universal tools the team identifies as necessary for statewide assessments)</p>	<p align="center">Exemption Decisions (identify appropriate domains) Up to a maximum of three domains may be exempted, but only in very rare and documented circumstances. All exemptions must be reviewed and documented in the student's IEP or 504 plan prior to the student beginning ELPA21. All cases of domain exemptions on ELPA21 are subject to monitoring by ODE.</p>	<p align="center">*Explanation Statement why student cannot participate in select domains</p>
<p><input type="checkbox"/> English Language Proficiency Assessment (ELPA)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Without accessibility supports <input type="checkbox"/> With accessibility supports 		<ul style="list-style-type: none"> <input type="checkbox"/> *Listening <input type="checkbox"/> *Reading <input type="checkbox"/> *Writing <input type="checkbox"/> *Speaking 	

<p align="center">Standard Assessment</p>	<p align="center">Accessibility Supports (includes all accommodations, designated supports, and/or universal tools the team identifies as necessary for statewide assessments)</p>
<p><input type="checkbox"/> Kindergarten Assessment (KA)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Without accessibility supports <input type="checkbox"/> With accessibility supports 	

DISTRICT-WIDE 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:*

<p align="center">Standard Assessment or Alternate Assessment (select one)</p>	<p align="center">Accessibility Supports (includes all accommodations, designated supports, and/or universal tools the team identifies as necessary for statewide assessments)</p>	<p align="center">* Explanation: <i>State why student cannot participate in standard assessment and why particular alternate assessment selected is appropriate for student.</i></p>
<p><input type="checkbox"/> Standard District Assessment: _____ <input type="checkbox"/> Without accessibility supports <input type="checkbox"/> With accessibility supports <input type="checkbox"/> Alternate District Assessment: _____ <input type="checkbox"/> Without accessibility supports <input type="checkbox"/> With accessibility supports</p>		
<p><input type="checkbox"/> Standard District Assessment: _____ <input type="checkbox"/> Without accessibility supports <input type="checkbox"/> With accessibility supports <input type="checkbox"/> Alternate District Assessment: _____ <input type="checkbox"/> Without accessibility supports <input type="checkbox"/> With accessibility supports</p>		
<p><input type="checkbox"/> Standard District Assessment: _____ <input type="checkbox"/> Without accessibility supports <input type="checkbox"/> With accessibility supports <input type="checkbox"/> Alternate District Assessment: _____ <input type="checkbox"/> Without accessibility supports <input type="checkbox"/> With accessibility supports</p>		

ANNUAL ACADEMIC AND FUNCTIONAL GOALS AND OBJECTIVES

Goal Area:	<i>34 CFR 300.320(a)(2)(i)</i>
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: <i>34 CFR 300.320(a)(3)(i)</i>	
Progress Towards Goal	<i>34 CFR 300.320(a)(3)(ii)</i>
Date of Progress: ___/___/___ Narrative and supporting data:	
Date of Progress: ___/___/___ Narrative and supporting data:	
Date of Progress: ___/___/___ Narrative and supporting data:	

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 <i>34 CFR 300.39</i>	Anticipated Amount & Frequency	Anticipated Location	Starting Date	Ending Date	Provider	Role Responsible for Monitoring

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

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

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

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

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:

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 <i>34 CFR 300.39</i>	Anticipated Amount & Frequency	Anticipated Location	Starting Date	Ending Date	Provider	Role Responsible for Monitoring

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