Section 6

IEP & Placement/LRE

I. Purpose of IEP

Following assessment and a special education eligibility determination, an Individualized Education Program (IEP) is written by a group of individuals who comprise the student's IEP team. The IEP for students with educational disabilities serves many purposes.

A. **The IEP is based on the unique individual needs of a student.** The intent of the federal and state regulations and district policy and procedure is that the IEP is planned by a team and implemented for each student as an individual.

B. **The IEP is the written document, which identifies the special education and related services for a student and coordinates the needed transition services with the student's individual goals and objectives.** It is a commitment of specially designed instruction and related services to meet the unique educational needs of an individual student.

C. **The IEP is a team process.** The team includes the parent(s), the student (when appropriate), a general education teacher, a special education teacher and a District Representative. The team process is based on full participation of each member. The team identifies the student's individualized educational needs, develops specific skill goals and objectives which are clear and measurable, identifies any necessary instructional modifications and determines the necessary ~~related~~ services.

D. **The IEP is a management and evaluation tool** for parents and school personnel. The IEP directs the implementation of a student's specific special education services. The evaluation and schedules information is used to measure the student's progress toward achievement of his/her IEP goals and objectives. It also ensures that a student is receiving a free appropriate public education as agreed upon by the team.

E. **The IEP is a process which facilitates communication** between parents and District personnel.

F. **The IEP is a process for resolving differences.** It provides an opportunity for parents and school personnel to discuss and resolve educational concerns.

II. Alignment to Common Core State Standards

A. **Standards-based IEPs-** PPS requires that IEPs be aligned to the common core state standards (CCSS). See links below and trainings available on the Learning Campus.

MESD Links to Common Core State Standards

ODE Common Core Implementation Tool Kit

ODE Common Core Resources for Students with Disabilities – a new web portal with power points and specific examples of applications to students functioning significantly below grade level,

PPS Links to Common Core State Standards

III. IEP Meeting Timelines

A. **Annual IEP Meeting**--An IEP meeting must be conducted at least annually. This means that the new IEP must be completed within 365 days of the final date on the prior annual IEP. Begin planning for the IEP meeting early – getting a late start is not an excuse for holding the IEP meeting without the parent. (See section on Parent Participation, below.)

IV. Notice of Team Meeting and IEP Team Meeting Participants

A. **Notice of Team Meetings--** Written notice of IEP Team meetings is required. Best practice is to contact parents first to determine a mutually agreeable time for the meeting.

B. **Required Team Members--** The Notice of Meeting Form divides meeting participants into two categories: "required" participants and "other" participants. All required members are expected to attend the meeting. The following are "required" team meeting participants:
1. The parent;
2. The student, if appropriate;
3. A general education teacher, except as provided in *Exceptions for General Education Teachers* heading below;
4. A special education teacher or provider, such as SLP;
5. A District Representative

6. An individual who is knowledgeable about the student's disability and who can interpret the instructional implications of an evaluation; and

7. Any additional "required" participants as determined by District staff.

C. Optional Team Members-- Optional members of the team include:

1. All other staff or individuals invited by the district who are not deemed "required" participants (including physical therapists, occupational therapists, adapted PE teachers, speech therapists if the student is receiving special education services in addition to speech services, other general education teachers and anyone else invited by the district);

2. The student's ESL teacher, if the student participates in ESL services; and

3. Individuals invited by the parent.

D. Exceptions for General Education Teachers

1. A general education teacher is not a "required" meeting participant if the student is not or will not be participating in the general education environment. This typically includes students who attend the following district programs:
   a. Pioneer Special School;
   b. the Community Transition Program (CTP);
   c. Home instruction;
   d. the On-site Program at Providence Center for Medically Fragile Children;
   e. Portland DART Schools.

2. If district staff in any of these programs believe that a student **may** be participating in the general education environment (including music, P.E. or art), a general education teacher must be invited to all meetings. If this is an IEP meeting that is transitioning a student back to a regular school, a general education teacher must be invited (unless excused by *Written Agreement Between Parents and the District*).

3. If a general education teacher was not invited to the meeting and at the meeting the team decides the student may be participating in the general education environment, the team must stop the meeting and schedule another meeting with a general education teacher present (unless excused by *Written Agreement Between Parents and the District*).

4. If the team is determining whether a student has a specific learning disability, a general education teacher is always required at this eligibility meeting.

E. Excusal of Required Team Member by Written Parent-District Agreement- A required team member may be excused by Written Agreement Between Parents and the District. (Written agreements are not used to excuse parents from meetings.)

1. The following district staff are authorized to sign an agreement to excuse a required team member from attending an IEP meeting:
   - Building or program administrators
   - Adapted PE teachers (for IEPs with only APE goals and services)
   - Speech-language pathologists (for IEPs with only Communication-Speech goals and services)

2. It would it be appropriate to use this agreement to excuse a general education teacher from attending an IEP meeting in the following circumstances:

   a. If there have been multiple IEP meetings for a student and the general education teacher has participated in previous meetings and shared relevant information.

   b. If the student has only minimal participation in general education settings.

F. Inviting Agency Representatives for Transition-age Students— With the consent of the parent or adult student, the district must invite a representative of any other agency that is likely to be responsible for providing or paying for transition services. If an agency does not send a representative to the meeting, the district must take other steps to obtain the participation of the agency in the planning of any transition services. Other agencies may include Vocational Rehabilitation, Multnomah County Developmental Disabilities (DD) Services, and Commission for the Blind. Typically, these agencies do not become involved until students are in the 18-21 program (i.e. the district's Community Transition Program).

G. Types Of Meeting That Must Be Attended --Unless excused by Written Agreement Between Parents and the District, if a general education teacher or other required team member falls within the "required" meeting participant category, he or she must attend the following meetings:
1. Evaluation planning meetings;
2. Eligibility meetings;
3. IEP meetings;
4. Placement determination meetings;
5. Manifestation Determination meetings.

H. Parent Participation and Holding an IEP Meeting Without The Parent

1. Districts are held to a very high standard when it comes to parent participation at an IEP meeting. Every reasonable effort should be made to include parents in an IEP meeting. (See Q & A section below.)

2. If staff are unsuccessful at getting parents to attend an IEP meeting, the meeting may be held without the parents under the circumstances described below. Even so, if it is possible to reschedule with the parent in attendance, that would be preferable to proceeding without the parent.

   a. If the parent was contacted directly (i.e. by phone or email) and a mutually agreeable time was arranged, and written meeting notice was sent to confirm this time, the meeting may proceed without the parent (if the parent does not call to reschedule).

   b. If the written meeting notice proposes a meeting specific meeting time, and there is direct confirmation that the parent received the notice, and the parent did not request a different meeting time, the meeting may proceed without the parent (if the parent does not call to reschedule.)

I. Q & A on IEP Meeting Team Participants

1. **Who is considered a "parent"?** "Parent" means "parent, guardian or person in parental relationship to the student". "Parent" means a biological or adoptive parent. "Guardian" means a legal guardian appointed by the court. A "person in parental relationship" means a person with whom the child lives who is acting in a parent role, such as a grandparent. A foster parent is also considered a parent. A state agency such as Department of Human Services (DHS) is not considered a parent or guardian even when DHS has legal custody of a child. See **Section 11 Parents and Surrogate Parents** for more information.

2. **When must the student be invited?** All high school age students must be invited to their IEP meeting and be encouraged to attend. Younger students may be invited and attend as appropriate.

3. **May the IEP meeting be held if a high school student is not in attendance?** Yes, but the IEP case manager must share the student's interests and preferences at the meeting and be sure these are identified in the present level statement of the IEP.

4. **Who serves as District Representative?** The District Representative must be someone who is: qualified to provide, or supervise special education;

knowledgeable about the general education curriculum; knowledgeable about the availability of resources, and has the authority to commit district resources.

The IEP case manager typically services as the District Representative. BUT, if the IEP case manager has any reason to believe that the IEP meeting will involve resources beyond the authority of the case manager (i.e. any resources not currently available at the school level), the case manager must arrange for a person with the appropriate authority to participate. For issues related to district level special education resources, the case manager should contact the Special Education Program Administrator for that school.

5. **Who serves as "an individual who can interpret instructional implications of evaluation results"?** The IEP case manager may also serve in this role. School psychologists, speech-language pathologists and other related service personnel could also serve in this role.

6. **What should be done if a parent cannot attend the annual IEP meeting and asks to meet the following week, after the annual IEP date?** This is a difficult situation. If the district meets on time without the parent, the district risks a claim of violating the parent's right to participate. If the meeting is rescheduled to accommodate the parent, the district violates the requirement to meet within one year. Both options are problematic. The Ninth Circuit Court of Appeals recently ruled that it would be better to reschedule because it would be a greater wrong to have an IEP meeting without the parent than to have a late IEP. This goes against the "no excuses for a late IEP" rule, so please consult with the special education program administrator as soon as this circumstance arises. Here is one way to accommodate both requirements:

- Have a very quick IEP meeting by phone with the parent to extend the current IEP. (Follow all meeting requirements, including meeting notice, parent-district agreement for excusing general education teacher, if applicable, and meeting minutes.)
- Copy the old IEP, create a new coversheet with date of phone meeting as the new annual IEP meeting date and participants, add a statement to present level that IEP has been continued due to parent inability to attend meeting before annual review date, and that an IEP meeting has been scheduled (within the next few weeks) to complete a new IEP for the student.
- Give parent a copy of all documentation from the phone IEP meeting and meeting notice for the next meeting.
- Hold a meeting to develop a new IEP for the student within a few weeks, when the parent can attend.

7. **What happens if another required team member is unable to attend after confirming?** The meeting would need to be rescheduled unless the parent agrees to hold the meeting without the required participant. In this case, a Written Agreement between Parents and the District would need to be signed by both parties.

8. **May the parent "veto" a district member of the IEP team?** No, the district gets to decide who from the district will participate in the IEP meeting. The IEP case manager should be sensitive to parent concerns, however, and not include individuals who are not necessary to the process.

9. **May the district "veto" a parent from bringing other individuals to the IEP meeting?** No, the parent may bring other individuals who have knowledge or expertise about the child. The parent is the one who decides whether the other individuals have such knowledge or expertise.

10. **For students with more than one general education teacher, is every teacher required to come to the IEP meeting**? No, the team must include at least one general education teacher. The others may be invited, but are not required to attend. At least one general education teacher must be listed on the "required" side of the meeting notice. See Appendix I for Role of General Education Teacher at an IEP Meeting.

11. **For students with multiple special education and related service providers, are all providers required to come to every IEP meeting?** No, the meeting must include at least one special education teacher or provider. However, most providers want to be present if their area of the IEP is being discussed, and that would be best practice.

V. IEP Meeting Process and Documentation

A. **Meeting Documentation**--A meeting packet is the official "record" of the IEP meeting that goes in the student's special education file ("green file"). The meeting packet includes all of the paperwork associated with the IEP meeting. **See Sec. 1 PPS Paperwork Checklist for what must be submitted for each type of meeting**. Typically, the packet must include the meeting notice (including documentation of all attempts to get the parent to the

Meeting Minutes	
DO	**DON'T**
• Keep meeting minutes for every IEP meeting. • Ask another district team member at the meeting to take minutes if you are facilitating the meeting (unless you are the only special ed person at the meeting). • Write down each participant's name at the top, or pass first page of the minutes around the table to have each person write their own name at the top. • Include the meeting date. • Track the areas of discussion, any action items and any follow up to be completed.	• Write down everything that is said. • Use acronyms unless parent is very familiar with them. • Worry about polishing up the minutes – they are intended to be rough (but do write legibly if you are hand-writing).

meeting if the parent did not attend); the meeting minutes; the completed IEP and placement; any written notices of special education action; and any Parent-District Agreements related to the meeting.

B. **Meeting Minutes**--PPS requires Meeting Minutes for every IEP meeting. Meeting Minutes forms are posted on the Special Education Forms page and links are at the back of this section.

C. **Notice of Procedural Safeguards** – The IDEA requires that parents of students on IEPs be given a copy of the Notice of Procedural Safeguards at least once a year.

1. In PPS, a copy of the Notice of Procedural Safeguards is given to the parent at the annual IEP meeting. This should be documented by checking the box at the bottom of the coversheet and on the meeting minutes.

2. Limited English Proficient parents who communicate in Spanish, Vietnamese, Chinese, Russian or Somali must be given a written copy of the Notice of Procedural Safeguards in that language. These are available from the special education data clerks.

3. For Limited English Proficient parents who communicate in other languages, the interpreter must assist the team in communicating the contents of the Notice of Procedural Safeguards to the parents. For a summary of the Notice of Procedural Safeguards that can be used in these situations, see Sec. 25 LEP Parents and ELL Students in the Special Education Process.

Links:
K-21 Notice of Procedural Safeguards (English, Spanish, Russian, Chinese, Vietnamese)
K-21 Notice of Procedural Safeguards (Somali)(look under "Translated Documents")

C. **IEP Meeting Preparation**

1. Schedule meeting and inform participants. (See Notice of Team Meeting and Team Meeting Participants, above.)

2. Arrange language interpreter if needed. Interpreters may be requested through Translation and Interpretation Services. Requests may be submitted here. (See Sec 25 LEP Parents and ELL Students for more information on working with interpreters and families of ELL students.)

3. For annual IEP meetings, prepare a draft IEP with other team members to review at the meeting. Bring copies of the draft IEP to the meeting, along with any other documents to be reviewed. Be sure to write DRAFT on the draft IEP. The DRAFT IEP should include updated present level information

and suggested goals and services. The DRAFT IEP should leave a space for parent concerns. The DRAFT Placement Page may have the options identified but best to complete benefits and potential harmful effects at the meeting, and the selection must be made at the meeting.

D. IEP Meeting Facilitation

1. Having an agenda and clear time frames can be helpful, especially in with challenging IEP meeting. See Sample Meeting Agenda & Ground Rules in Appendix A.

2. Parents are full decision-making members of the IEP team. All members of the team must come to IEP meetings with an open mind and be prepared to make decisions based on sound educational data.

3. The goal of the IEP meeting is to reach consensus on the student's IEP and placement.

E. Resolving Disagreements -- If the team cannot reach consensus, then the District Representative at the meeting must decide, and the school must provide Written Notice of Special Education Action. The IEP case manager should consult with the special education program administrator (PA) in advance of any IEP meeting where the case manager anticipates a strong possibility that the team will not reach consensus, or if this situation comes up unexpectedly and the PA was not present.

F. After the IEP meeting

1. Complete IEP/placement documents in OR SPED, give copy of all meeting documents to parents and submit copy to data clerk. (See Sec. 1 Paperwork Checklists)

2. Be sure general education teachers understand their responsibilities under the IEP, both now and when schedules change. The IEP at a Glance is a useful tool for communicating with general education teachers.

3. Align schedule to service time in IEP, align instruction to IEP goals and set up system for tracking progress toward IEP goals.

V. The IEP

A. Cover Page

1. <u>Annual IEP Meeting Date</u> - This is the date of the actual annual IEP meeting. If there is more than one meeting date, enter the first meeting date unless the team agrees otherwise.

2. <u>Revision Date</u> - For IEP revisions, best practice is to copy the annual IEP to create a complete new IEP that includes the revised content. The revision date is the date of the IEP meeting when the IEP is revised. If there is more than one meeting (related to the same revision), enter the first meeting date unless the team agrees otherwise.

3. <u>Disability Code</u> - The IEP case manager must verify that the disability codes are correct for the student and that the code listed first is the student's primary disability. See Sec. 3 Eligibility. Corrections should be reported to the special education data clerk.

4. <u>IEP Meeting Participants:</u>

   a. IEP team member names are listed on the cover page. Names listed under IEP Meeting Participants are for the purpose of documenting team members that participated in the meeting and the development of the IEP. *All names listed on the cover page must be for people who actually attended the meeting either in person or by phone, Skype, etc.*

   b. Anytime there is an excusal of a required team member, a Written Agreement Between Parents and the District must be completed and submitted as part of the meeting packet.

B. **Consideration of Special Factors--**In considering special factors, the IEP Team determines whether the student needs a particular device or service, including an intervention, accommodation, or other program modification, in order for the student to receive an appropriate education. If a need is determined, the IEP must include a statement describing this device or service. Answer these questions with the team at the meeting.

1. **Does the student need assistive technology devices or services?** Assistive technology includes both low tech and high tech tools. If the team marks "yes", the items need to be listed under Supplementary Aids and Services on the Service Summary page. Examples of assistive technology: pencil grip, switches, software, computer equipment, slanted desk top, augmentative communication device. For more information about assistive technology, see [PPS Special Education Assistive Technology](#).

2. **Does the student have communication needs?** Mark "yes" if the student is eligible as CD, or if the student has or needs communication goals, services or accommodations or other supports for communication needs.

3. **Does the student exhibit behavior that impedes his/her learning or the learning of others?** Mark "yes" if the student's behavior is significantly impacting his/her learning or the learning of others. This should be addressed in the Present Level statement as well as a minimum of one behavioral goal and appropriate services, accommodations and supports. The team should consider the student's need for an FBA/BSP, and the behavior goal should be aligned to the replacement behavior that is taught in the student's behavior support plan.

4. **Does the student have limited English proficiency?** Mark "yes" if the student is eligible for ESL services whether or not the student currently receives ESL services. For students who are receiving ESL services, the ESL teacher should be invited to the IEP meeting, or consulted before the meeting, to assist with planning the student's special education services and supports. If "yes", the present level statement needs to include relevant information about the student's current English language proficiency, **and any accommodations needed on the ELPA.** The IEP should reflect collaboration with the ESL program.

   ➢ **Update on ELPA: No Four-Domain Exemptions allowed for the 2014-15 ELPA:** Effective August 2014, no identified English Learner (EL) is allowed to be exempted from all four domains (reading, writing, speaking, and listening) of the Oregon English Language Proficiency Assessment (ELPA). In July 2014, federal government staff from Title III, IDEA, and the Office of Civil Rights clarified the policies regarding ELs who are also identified as students with disabilities or are on 504 plans. These dual-identified students are required under Title III law to participate in a state's annual English language proficiency assessment, regardless of any other factors.

5. **Is the student blind or visually impaired?** Mark "yes" if the student meets criteria as Vision Impaired. Do not mark "yes" if the student is reported to have vision problems that would not qualify under Vision Impaired. If "yes", Columbia Regional Program should be included in the IEP planning and the IEP must include instruction in Braille, unless the team determines, after an evaluation of the student's reading and writing skills, that Braille is not appropriate for the student. This must be considered at each annual IEP meeting and documented in the Meeting Minutes and/or Present Level statement. If "yes", the IEP must include the appropriate goals, services and supports for vision needs.

6. **Is the student deaf or hard of hearing?** Mark "yes" if the student meets criteria as Hearing Impaired. Do not mark "yes" if student is reported to have an auditory problem that would not qualify as Hearing Impaired. If "yes", Columbia Regional Program should be included in the IEP planning, and the IEP must include appropriate goals, services and supports for the student's language and communication needs.

C. **Present Levels**--The Present Levels of Academic Achievement and Functional Performance (*Present Levels)*) information serves as a foundation for the development of the IEP. The Present Levels section provides a clear picture of the student's strengths and needs, as determined through evaluation. These statements guide the Team in identifying all services necessary to address the student's educational needs related to the student's disability (ies).

1. These statements should be written in language that is easily understood by all IEP Team members.

2. The *Present Levels* statement(s) must identify how the student's disability affects the student's involvement and progress in the general education curriculum, defined as the curriculum that is the same as for nondisabled students.

3. Present level statements should be based on student data which reflect current academic achievement and functional performance**.** A clear linkage should be evident between the needs identified by the data in the *Present Levels* statements, the annual goal statement(s), and all other services identified in the IEP.

4. Best Practice is to use headers for each section of the present level statement that match the bullet points on the IEP.

✓ The strengths of the student
[List specific strengths of student.]

✓ The concerns of the parents for enhancing the education of their child

[List parent concerns.]

✓ The present level of academic performance, including the student's most recent performance on State assessments

[State assessment results must be included for every student on an IEP, even those without academic goals or CD only students. For "present level of academic performance", it is better to use

current curriculum based performance measures than standardized testing that is not current. For each academic goal/objective, the IEP should include the student's present performance using the same measure as the goal/objective.]

✓ The present level of developmental and functional performance (including the results of the initial or most recent evaluation)

[Include current information about the student's communication, behavior, adaptive, and executive skills in this section. If student has age/grade appropriate developmental and functional skills, include a statement about this. For each non-academic goal/objective, the IEP should include the student's present performance using the same measure as the goal/objective.]

✓ How the student's disability affects involvement and progress in the general curriculum

[Be specific. See Examples & Non-examples, below]

✓ For transition age students (i.e. high school & CTP): The student's preferences, needs, interests, and the results of age-appropriate transition assessments.

[The transition assessment must be completed before the IEP meeting. See Transition Resources and other Links of Interest at the end of this section for more information.]

Writing Present Level Statements – Examples and Non-Examples

Present Level Component	Example	Non-example
The strengths of the student	"Sharon is very active in class discussions, especially during reading and social studies. She is a talented artist who likes to draw superheroes. She loves to read books about her favorite superheroes."	"Sharon is a nice girl. She is friendly. "
The student's preferences, needs, interests, and the results of age-appropriate transition assessments.	"A transition assessment completed last month shows that Daniel is most interested in working with animals. He prefers having frequent breaks and opportunities to socialize	"Daniel is working on a modified diploma."

Present Level Component	Example	Non-example
[transition age/high school]	*with peers. His interests include swimming, listening to music, and watching TV shows about animals."*	
The concerns of the parents for enhancing the education of their child	*"Parents would like to help Sharon expand her area of interests and to develop friendships that extend outside of school."*	*Left blank. [If parents have no concerns, just say "Parents have not shared any concerns." Or use the space to share a positive parent statement about the student's education.]*
The present level of academic performance, including the student's most recent performance on State assessments	*"Reading: On an informal reading inventory, Sharon read an unfamiliar 4th grade passage with 120 correct words per minutes and answered comprehension questions with 90% accuracy. This means Sharon is at a 4th grade instructional level for reading."* *"State assessment: On the OAKS, Sharon scored 217 (216 meets).*	*Entire WJ Academic results from two years ago.* *OR* *"Sharon is a good reader. She has problems with comprehension."*
The present level of developmental and functional performance (including the results of the initial or most recent evaluation)	*"Sharon often misinterprets social cues. When she perceives teasing, she is quick to respond with verbally or physically aggressive acts. In the last ten days she has had 7 incidents of verbally aggressive conduct with peers and 4 incidents of hitting or kicking peers.*	*"Sharon has trouble during unstructured times. She can overreact when she perceives teasing by peers."*
How the student's disability affects involvement and progress in the general curriculum	*"Sharon needs a high degree of structure with trusted adults to be safe at school. Her behaviors interfere with her access to general education settings.*	*"Sharon has a specific learning disability and enjoys spending time with her 4th grade peers."*

D. **Transition Page (High School Students & CTP) --**In PPS, the transition page for students 16 and older is included in all IEPs for all high school students, even those who are younger.

1. **Appropriate Measurable Post-Secondary Goals based on Transition Assessments** - Every transition-age student must have at least two postsecondary goals – one for education/training and the other for employment. Some students will have a third postsecondary goal for independent living. These are statements about what the student will do after leaving PPS (which includes both k-12 and the Community Transition Program).

    ✓ Examples (and non-examples) of post-secondary goals here (scroll down to Appropriate Measurable Postsecondary Goals).

2. **Course of Study –** Every transition IEP must include a course of study, which lists the courses the student will take while in high school (or CTP) to prepare for accomplishing the post-secondary goals.

    ✓ Examples of Course of Study statements here.

3. **Agency Participation -** List any other agencies participating in the IEP meeting that are involved in or will be involved in providing transition services to the student.

4. **Graduation –** Provide the anticipated date of graduation and type of diploma or certificate the IEP team anticipates the student will receive. See Links of Interest at the end for information on diploma options.

5. **Transfer of Rights -** In Oregon, special education rights transfer to the student when the student turns 18 unless the student has a court-appointed legal guardian. For more information, see Links of Interest at the end of this section.

    a. At the annual IEP meeting the year before the student's 18th birthday, the IEP meeting agenda needs to include information on Transfer of Rights and students and parents should be given a copy of the Notice of Procedural Safeguards (18-21), which includes additional information on transfer of rights.

    b. On the IEP form, the Team documents that the discussion(s) with the student regarding the transfer of rights has occurred. This is indicated on the IEP by checking the "yes" box under transfer of rights; also, indicate the date that this information was provided to the student. (This information is repeated on each subsequent IEP.)

c. When the student turns 18, the special education data clerk sends the parent and student a Notice of Transfer of Rights. A copy of this notice goes in the student's "green file" and is scanned into OR SPED.

E. **Statewide Assessment--**All students in Oregon must have full access to the state assessment. Under Oregon Administrative Rule, only a parent or guardian may request an exemption for a student from Statewide Assessment due to the student's disability. If a parent/guardian requests an exemption, use the PPS exemption request form available here. Even if parents have requested an exemption, it is a best practice for the team to complete the statewide assessment page as if the student were participating, with a note that parents have requested an exemption.

1. **Will the student participate in any Statewide Assessment during this IEP period?**

   ✓ **NO:** If there are no statewide assessments for the student's grade during the year in which the IEP is in effect, then all that needs to be marked on the page is "No".

   ✓ **YES:** If there are statewide assessments for the student's grade during the year in which the student's IEP is in effect, check the "yes" box, and indicate the student's grade level at time of testing. Remember, it may not be in the current school year; the IEP may cover 365 days.

   - All students in (or who will be in) grades K, 3-8, and 11 are marked "yes".

   - For 14-15 school year only, students in grade 12 who have not met the Essential Skills requirements are marked "yes" unless they are planning to meet the Essential Skills requirements through work samples or another alternative.

   - Students in ESL who take the ELPA would also be marked "yes" unless team documents in the present level statement that the ELPA would not be appropriate for the student due to the student's disability. *See* ODE Memo on ELPA Participation (Appendix C).

   - Students at schools participating in the NAEP (grades 4, 8, 12) with IEP meetings before test administration (1/26/15 – 3/6/15 window) are marked yes. See Appendix E for list of schools for the 14-15 school year.

2. **Standard vs. Extended Assessment:** The IEP Team must determine the student's appropriate levels of participation in the state assessment for each subject area of assessment. The chart below shows how the assessment options align to grade-level achievement standards.

Assessment Based on Grade Level Achievement Standards	Alternate Assessments Based on Alternate Achievement Standards
Assessment (with or without accommodations)	Extended Assessment (Scaffold or Standard administration)

The team needs to decide whether the student will participate in the Smarter Balanced state assessment or Extended Assessment for each of the areas tested. A student may participate in Smarter Balanced for one assessment (i.e. math) and Extended Assessment for another (i.e. reading).

> *"Oregon's Extended Assessments are alternate assessments designed specifically for **students with the most significant cognitive disabilities**."*
> *--ODE Website*

Teams should be aware of the implications of assessment decisions for students.

Assessment Options

	Assessment (with or without accommodations)	Extended Assessment (Standard or Scaffold Administration)
Type of Assessment	Assessment judged against grade level achievement standards	Alternate assessment judged against alternate achievement standards
Implications for student	These scores will contribute to a student's graduation requirements (Essential Skills) if student meets or exceeds standards.	These scores demonstrate student's learning and performance on academic and prerequisite skills over time but do not meet Essential Skills requirements for graduation with a regular diploma (may be used for Modified Diploma).
IEP	IEP short-term objectives not required.	IEP short-term objectives required for each area of extended assessment.
Implications for State &	Student's participation and proficiency will be counted (for math	Student participation will be counted. Student proficiency**

	Assessment (with or without accommodations)	Extended Assessment (Standard or Scaffold Administration)
Federal Accountability	and reading).	will be counted (for math and reading) (**up to 1% of all students may meet or exceed on the alternate assessment)

3. **New Assessment Vocabulary: Universal Tools, Designated Supports and Accommodations –** The new state assessment paradigm uses these three terms to identify different levels of supports available on the state assessments which are explained in detail in the [Interim Oregon Accessibility Manual](#) (14-15 school year) (scroll down to link)(8/6/14). Items from any of these three categories could be considered "accommodations" on the IEP.

   a. **Universal Tools** are available to all students based on student preference and selection.

   b. **Designated Supports** are available for use "by any student for whom the need has been indicated by an educator (or team of educators working with the parent/guardian and student)."

   c. **Accommodations** are only for students with IEPs or 504 plans.

Quick Guide to the Interim Oregon Accessibility Manual

	Universal Tools	Designated Supports	Accommodations (IEP/504 only)
Smarter Balanced	p. 9-11	p. 11-17	p. 18-22
OAKS Science & Social Science	p. 23-26	p. 26-31	p. 31-32
Extended Assessments	p. 33-35	p. 35-39	p. 39
Kindergarten Assessment	p. 40	p. 40-42	p. 43-45
ELPA	p. 46-47	p. 48-51	p.52
Grade 12 OAKS (reading, math, writing)	p. 54 -62	p.63-69	p. 70-72
NAEP (paper/pencil)			p. 111-113
NAEP (technology-based)	p.116-117		p. 117-118

Quick Guide to IEP Documentation of State Assessment Accommodations

Type	Where to Document Accommodations
State Assessment Page	Smarter Balanced (Listening goes under Reading/Lit) OAKS Science Extended Assessment
Present Level Statement	ELPA Kindergarten Assessment NAEP

4. **Smarter Balanced Assessment (with or without accommodations):** The child's IEP must include a statement of any individual appropriate accommodations and/or modifications that are necessary to measure the child's performance on the assessment. The IEP Team should consider the student's instructional day, including the supplementary aids/services, and accommodations the student needs and uses each day. The IEP case manager needs to review all three levels of supports on the Smarter Balanced assessment to ensure that appropriate accommodations are included on the IEP. (Accommodations for "Listening" are to be listed with "Reading/Literature")

5. **Extended Assessment:** If the IEP team determines that the child will take an alternate assessment, the IEP must include a statement of <u>why</u> the child cannot participate in the regular assessment, and the particular alternate assessment selected that is appropriate for the child.

Alternate Assessment Administration	Examples of Explanation Statements
Extended Assessment - Standard Administration	*Student performs at emerging academic skill level, and requires significant reduction of the breadth, depth, and complexity of materials that are based on grade-level content standards in order to meaningfully access instructional information.*
Extended Assessment - Scaffold Administration	*Student performs at emerging academic skill level, and requires significant supports and adaptations to materials that are based on grade-level content standards even after they have been reduced in depth, breadth, and complexity in order to meaningfully access instructional information.*

a. **Standard Administration -** Using Standard administration, the assessor follows the wording of a script with each item presented (with occasional slight changes permitted to substitute the student's usual instructional language). In general, the Standard administration is designed for students who perform well below grade level, with academic difficulties that are generalized (to all subject areas) and significant, and who read significantly below grade level.

b. **Scaffold Administration -** In the Scaffold administration, the same items are presented, but the assessor may use additional prompting and support – i.e. more guidance around the question and use of graphics and additional information. "The Scaffold administration utilizes a universal design approach that allows for students with very limited attentional resources to access the same test content as their peers who participate in the Standard version." In general, the Scaffold administration is designed for students whose educational performance

is significantly impacted by disability, who do not read, and who have academic, mobility, and receptive and expressive language difficulties that are generalized and significant. (ODE Extended Assessment Administration Manual, 2012-2013).

c. **Extended Assessment Training:** To administer Extended Assessments to students in Oregon, educators must be appropriately trained as either a Qualified Assessor of the Extended Assessments or a Qualified Trainer of the Extended Assessments. New Qualified Assessors must complete training by a PPS Qualified Trainer between November and April. Newly trained Qualified Assessors must pass five proficiency tests on the Extended Assessments. Information about Extended Assessment training is available on the Learning Campus or from Special Education Program Administrators. (ODE Extended Assessment Administration Manual, 2012-2013). An IEP case manager who has students that require the Extended Assessment must complete the required training.

F. **Districtwide Assessment**--PPS does not use any districtwide assessments at the present time.

G. **Measurable Annual Goals and Objectives--**

1. **High School Students:** Transition IEPs (identified as IEPs for students "aged 16 and older when IEP is in effect) should be used for all high school students (and all other students who will be 16 or older when the IEP is in effect).

2. **Goals vs. Goals & Objectives:** Teams <u>must</u> use the "goals/objectives" page (rather than the "goals" page) for students who are taking the Extended Assessment. The "goals/objectives" page may be used for any other student.

3. **Writing the goals/objectives:** Goals and objectives must be aligned with common core state standards and address student needs resulting from the student's disability. Goals must be measurable and reasonably achievable within one year. Each goal and objective should have clear present level (baseline) information using the same measure as the goal or objective. One way to make sure the goals and objectives have clear present level (baseline) information is to put the present level data on the goal page right after the goal. See examples.

   Short-term objectives are intermediate performance steps that will enable parents, students and teachers to gage, at intermediate times during the year, how well the student is progressing toward the annual goals by either:
   • Breaking down the skills described in the goal into discrete components; or

- Describing the amount of progress the student is expected to make within specified segments of the year.

4. **Standards-based IEPs –** PPS requires IEPs to be aligned to the common core state standards (CCSS). See links below and trainings available on the Learning Campus.

  MESD Links to Common Core State Standards
  ODE Common Core Implementation Tool Kit
  ODE Common Core Resources for Students with Disabilities – a new web portal with power points and specific examples of applications to students functioning significantly below grade level,

  PPS Links to Common Core State Standards

5. **Reporting IEP Progress to Parents:**
   - Identify how progress will be reported to parents (e.g. "written report" or "with regular report card").
   - Identify the dates or time period (e.g. "quarterly") that the reports will be provided.
   - IEP progress reporting should be consistent with the general education reporting.
   - Progress notes should reflect the students' progress toward meeting each annual goal as well as the extent to which that progress is sufficient to enable the student to meet the goal by the end of the IEP year.
   - IEP progress notes are not to report personality, attendance or general behavioral issues unless that is the topic of the annual goal.
   - Progress notes should provide data using the same measure as the goal or objective.

Goal and Progress Notes Examples & Non-Examples

Goal	Example of Progress Note	Non-Example of Progress Note
When Matt is feeling singled out by peers, he will use a scripted dialogue to help manage anxiety in 4 out of 5 opportunities. (Presently at 0 out of 5 opportunities)	Matt is using his scripted dialogue 2/5 opportunities in the last two weeks.	Matt is doing better with using his scripted dialogue. OR Matt is refusing to use his scripted dialogue.
When given a verbal or visual prompt from the teacher, Matt will identify his feelings and ask to take a break in 4 out of five opportunities.	Matt is identifying his feelings and asking to take a break in 3/5 opportunities.	Matt's daily point sheet is at 80%. OR Matt has shown progress on this goal this quarter. Way to

Goal	Example of Progress Note	Non-Example of Progress Note
(Presently at 0 out of 5 opportunities.)		go Matt!
When redirected to follow school rules about keeping hands to self, Matt will comply with no more than 1 redirection in 4/5 opportunities. (Presently at 2/5 opportunities)	Matt has not needed any redirection about hands to self this quarter. OR Matt has complied with redirection to keep hands to self with no more than 1 prompt 3/5 opportunities.	Matt has had 5 incidents of physical aggression in the last month. OR Matt has needed an average of 3 redirections to keep hands to self in the last two weeks.
Matt will increase literal reading comprehension to 80% at 4th grade level. (presently at 40%)	Matt answered 60% of literal comprehension questions correctly on 4th grade informal reading inventory.	Matt is having difficulty with inferential comprehension. OR Matt's decoding skills interfere with his comprehension. OR Matt scored 60% on the last two reading quizzes.

H. **Service Summary Page---** The Service Summary page documents the IEP Team's decisions regarding necessary services for the student. All special education services that will be provided to the student must be listed on the Service Summary page. Indicate the services that will be provided to the student or on behalf of the child to allow the child to:

- Advance appropriately toward attaining the annual goals;
- Be involved in and make progress in the general education curriculum;
- To participate in extracurricular and other nonacademic activities; and
- Be educated and participate with other children with disabilities and nondisabled children to the maximum extent appropriate.

1. **Research-based** - These services must be based on peer-reviewed research, to the extent practicable. Special education teachers are expected to use district adopted core and intervention curriculum where appropriate for student's instructional needs.

2. **Anticipated Location:** Each of the areas on the service summary page requires designating an anticipated location. Possible locations may include: General Education, Special Education, Learning Center, Special Class, Special School, or a combination such as Gen Ed/Learning Ctr.

3. **Provider –** Each of the areas on the service summary page requires designating a provider. In most cases, PPS is the provider ("LEA" for Local Educational Agency" or "PPS"). Other providers include:
   ▪ "ESD" for Multnomah Educational Service District
   ▪ "Regional" or "CRP" for Columbia Regional Services
   ▪ "OSD" for Oregon School for the Deaf

4. **Specially Designed Instruction (SDI):** For each area listed under specially-designed instruction, the IEP must include at least one goal. Use the same language to describe areas of SDI and for the goal page so it is clear which goals relate to which areas of SDI. List each area of specially designed instruction, the amount and frequency, location and start date (typically the day of the IEP meeting). The end date will automatically populate for 364 days later. If the service has a different start or end date, then enter the correct dates.
   • SDI includes instruction provided by a special education teacher, adaptive physical education teacher or speech-language pathologist. (Services by an SLP may be either SDI or Related Services.)
   • For more information about SDI, see SDI Service Delivery Models, also available in Appendix F.

5. **Related Services:** Related Services are those services necessary to allow a student to benefit from specially designed instruction. (i.e., counseling, transportation, occupational therapy, etc.) Select the related service from the drop down box, enter the amount and frequency, location and start date (typically the day of the IEP meeting). The end date will automatically populate for 364 days. If the service has a different start or end date, then enter the correct end date. List the provider.
   • Related services include services provided to the student by an OT, PT, or school psychologist.
   • "Psychological services" includes services provided by a school psychologist. Use this descriptor for counseling that is provided by a school psychologist.
   • If the student does not need related services, "none needed" will be automatically populated into the related services field.

6. **Supplementary Aids/Services; Modifications; Accommodations:**
   Supplementary Aids/Services; Modifications & Accommodations are those things that allow the student **_access_** to the curriculum and/or least restrictive setting. Enter the item, amount and frequency, location and start date (typically the day of the IEP meeting). The end date will automatically populate for 364 days. If the service has a different start or end date, then enter the correct end date. List the provider. **Both accommodations and**

modifications are listed in this section, but the team needs to be careful to use the correct terminology.

a. An "**accommodation**" changes *how* something is done but does not change the learning standard for the student. Students with accommodations are expected to meet learning targets for the class. Typical accommodations include:
   - o Preferential seating;
   - o Visual prompts, visual schedules, visual formats;
   - o Braille or large print materials;
   - o Access to keyboard, calculator, voice-activated writing program;
   - o Frequent breaks, motor breaks, sensory diet, etc.;
   - o Extra time on tests or assignments, assignments shortened to demonstrate learning objectives;
   - o Daily check in/checkout.

b. A "**modification**" changes the *what*. Students with modified coursework are not expected to meet learning targets for the class. Typical modifications include:
   - o Alternate curriculum that is below grade level expectations (*different learning objectives);*
   - o Alternate assignments that are below grade level expectations (*different learning objectives)*;
   - o Grading based on effort (*different learning objectives*).

c. If the student does not need any of these supports, "none needed" will be automatically populated into this field.

7. **Supports for School Personnel:** Supports for School Personnel are consult services provided to school staff. Enter the item, amount and frequency, location and start date (typically the day of the IEP meeting). The end date will automatically populate for 364 days later. If the service has a different start or end date, then enter the correct end date. List the provider. If the student does not need any of these supports, "none needed" will be automatically populated into this field. Typical Supports for School Personnel include:
   - OT consult to gen ed & special ed teachers
   - APE consult to PE teacher
   - Special Ed teacher consult to gen ed teacher(s)
   - Autism consult to team
   - School nurse training on delegated health care

Examples and Non-examples of Amount & Frequency for Service Summary Page

Accomm/Mod	Examples	Non-Example
Sit close to teacher	"All classes" "English class"	"as needed"
Extra time on tests *or* 50% more time on tests *or* 100% more time on tests	"All tests with more writing than short answer" "All math tests" "All tests"	"as needed"
Assignments shortened to demonstrate learning objectives	"All assignments" "All math assignments" "All writing assignments"	"as needed"
Individual Behavior Support Plan	"Throughout the day" "Lunch and recess" "on the bus"	"as needed"
Adult assistance	"for physical management, delegated health care and supervision throughout the day"	"as needed"
Daily point sheets	"throughout the day" "when in focus class" "when in gen ed"	"as needed"
Access to quiet space	"when needed for self-regulation or when prompted by adult for cool-down time when student cannot be safe"	"as needed"
Toileting protocol	"Throughout the day."	"as needed"
Feeding protocol	"When student eats"	"as needed"
Augmentative communication device	"Throughout the day." "All educational instruction."	"as needed"
Delegated health care or nursing services plan	"Throughout the day" "per nursing plan"	"as needed"
Modified curriculum	"all gen ed classes"	"as needed"

Note: Be careful about writing "**all** day," at "**all** times," or "throughout the day." If you write this, the service/accommodation must be provided **all** day.

8. **Nonparticipation Justification**--The IEP must explain the extent, if any, to which the student will not participate with non-disabled peers in the regular classroom and in extracurricular and other nonacademic activities.

   "Does the student need to be removed from participating with nondisabled students in the regular classroom, extracurricular or nonacademic activities

for the provision of special education services, related services, or supplementary aids and services?"

✓ NO: Check no if the student is NOT removed from general education settings for any amount of time for special education services, related services or other special education-related supports.

✓ YES: If the student is removed from general education settings for any amount of time for special education services, related services or other special education-related supports.

*"If yes, document the extent of removal." G*ive the specific amount, in a % if possible.

- To determine the student's percent of removal from a general education setting, use the following tables (scroll down to Nonparticipation Justification):

  Calculation Table for K-12 (Appendix G)
  Calculation Table for CTP (Appendix H)

- If you are using number of classes, be sure to identify how many classes there are. So, you can say "removed for 1 out of 6 classes" but not "1 class".

"If yes, provide explanation…" Examples*:*
- "Jason needs smaller, quieter environment to work on articulation skills."
- "Needs individualized instruction in small group."
- "Needs support of structured small class for specially-designed instruction and implementation of behavior support throughout the day"
- "Needs intensive instruction in functional skills"
- "Needs highly adapted setting for safety"
- "Needs access to intensive behavior supports throughout the day"

9. **Extended School Year Services-**-ESY services must be provided if the IEP team determines that these services are necessary for the student to receive a free appropriate public education. Refer to the ESY section for the school district's policies and procedures for criteria for extended school year services.

VI. Placement Determination

A. **Annual determination**--Placement must be determined at least annually and must be based on the student's IEP.

B. Consent—Written parent consent is required for initial provision of special education services; it is not required for the annual placement determination. Parent notice and consent is documented on the *Notice and Consent for Initial Provision of Special Education Services* form.

C. Placement Meeting Participants—Required participants include parent (s), a person knowledgeable about the child, a person knowledgeable about evaluation data and a person knowledgeable about placement options. It is permissible for one person to play two roles. In PPS, the IEP team functions as the placement team. The same rules about parent participation apply to placement meetings as other IEP meetings.

D. Continuum-- A continuum of placement options must be available to meet the needs of students with disabilities for special education and related services. In PPS, the placement continuum includes:

- **General Education with Special Education Support:** This option is considered the least restrictive option for most students. It includes:
  - Specially-designed instruction provided in general education settings or learning center;
  - Speech-language services provided in or outside gen ed settings

- **Focus Class:** This option provides more intensive services for students with more significant needs. The focus class options are:
  - **Focus on social-emotional skills (Behavior class)**
  - **Focus on communication-behavior skills (CB class)**
  - **Communication-Behavior Team (CB team)**
  - **Intensive Skills (Intensive skills class)**
  - **Life Skills (high school only)**

- **Separate School/program:** A separate school that serves only students with disabilities. (This option would describe Pioneer Special School and the Community Transition Program.)

- **Home/Off-site Instruction**: This option is for students who are medically unable to attend a school program or who are in transition from one program to another.

E. Placement vs. Location - "Placement" means the type of placement, not the location or specific school or teacher. The IEP team decides the type of placement a student needs. Location is an administrative decision (although parents may share their preferences).

F. Placement Determination Process

1. The IEP team reviews evaluation data and completes the IEP.

2. The team lists the placement options to be considered, beginning with "general education with special education supports".

3. For each of the placement options considered, the team discusses and documents on the IEP:
   a. The benefits of placement;
   b. The possible harmful effects on the child and/or on the services in this placement option;
   c. The modifications/services considered to reduce the potential harmful effects. (Okay to refer to Service Summary Page)

4. The team then documents which placement option is selected and the reason why each option was selected or rejected.

5. Provide parents with a copy of the IEP and placement determination, meeting minutes, and any prior written notices from the meeting.

G. More Information about Placement Determination

1. Teams should generally not write the name of a specific school on the placement form. Placement means the type of program, not the specific location.

2. Placement options should be listed from least restrictive (i.e. General education with special ed support) to most restrictive. Always start with consideration of *General education with special ed suppor*t no matter how restrictive a placement the student needs, and consider each progressively more restrictive placement in turn.

3. Placement must always be based on the IEP and the placement decision is made after the IEP is completed.

4. The IEP team must consider all of the information about the student in making a placement decision. This includes information from the teacher, parent, any outside information, district evaluations, behavioral and discipline data, etc.

5. In determining least restrictive environment, the team considers the potential benefits and potential harmful effects of each option.

6. Students may be moved to a more restrictive environment only when the student is unable to progress satisfactorily with the use of supplementary aids and services in the less restrictive setting, and sufficient data exists to support this conclusion. (See Moving Students to More Restrictive Environment, below.)

7. Students must be educated in the school the child would attend if not disabled unless the student's disability or needs require a different setting. If the student cannot be educated in the home school, priority is given to assignment at a school that is as close to home as possible.

8. Students with disabilities are considered as full members of the school they attend, and will have the opportunity to participate with children who are not disabled in nonacademic and extracurricular activities to the maximum extent appropriate to the needs of the student with a disability.

9. Students with disabilities who need to be educated outside the general education classroom environment will be assigned to age appropriate classrooms and schools.

10. Placements must be reviewed at least annually.

H. Moving Students to More Restrictive Environment

1. Before moving a student to a more restrictive placement, the IEP team must work with the special education program administrator and regional supports team to implement a variety of interventions and supports over time. These interventions and supports must be documented, and data collected and reviewed by the team.

   a. For students with significant behavioral challenges, the team must complete a functional behavior assessment and behavior support plan, and implement the plan with fidelity over time, with data-based documentation.

   b. For students with significant academic challenges, the team must implement appropriate interventions with fidelity over time, with data based documentation.

   c. The Program Administrator must be invited to and attend IEP meetings as the district representative when a change in placement to a more restrictive setting is anticipated.

I. **Least Restrictive Environment**—The *Holland* test (9th Circuit, 1994) established the framework for deciding whether the placement determination for a student is the least restrictive environment. If a team is considering a more restrictive placement, the four prongs of the *Holland* test should guide the team's discussion when making this decision.

1. **Academic Benefit:** The educational benefits available to the student in the regular classroom, supplemented with appropriate aids and services, as compared with the educational benefits of a special classroom placement.
    Considerations:
    - Academic benefit to the student from being in the regular classroom.
    - Academic benefit to student from being in instructional setting outside regular classroom.
    - Progress on academic IEP goals and objectives in regular classroom.
    - Degree to which student would be able to participate in general curriculum in regular classroom, with or without modifications.
    - Extent to which the district has considered or tried appropriate supplementary aids and services to support instruction in regular classroom.

2. **Nonacademic benefit:** The nonacademic benefits of placement in a regular classroom.
    Considerations:
    - Other educational benefits the student has or would receive from placement in the regular classroom in areas such as language, social skills, behavior, self-esteem.
    - Progress student has or would make on nonacademic goals in the regular classroom.
    - Nonacademic benefit student would have or receives in specialized classroom.
    - The degree to which the student interacts with other students in the regular classroom.
    - The degree to which the student acquires appropriate communication and social skills modeled by non-disabled students.
    - The extent to which the district has considered or tried appropriate supplementary aids and services to support placement in regular classroom.

3. **Disruptive effect:** The effect of the student's presence on the teacher and other students in the regular classroom.

Considerations:
- The degree to which the student would disturb or distract other students in the regular classroom or otherwise disrupt the learning environment.
- History of unruly, aggressive, or assaultive behavior; injuries to others resulting from students or staff.
- Sexual harassment of students or staff; inappropriate sexual conduct.
- Efforts made by the district, including the consideration or use of appropriate supplementary aids and services to control the disruption, danger, or other detrimental impact on the regular classroom, and the results of those efforts.
- The amount of time the regular classroom teacher would be required to devote to the child with disabilities.

4. **Cost**: The cost of "mainstreaming" the student in a regular classroom.
   Considerations:
   - Additional cost of providing services in a regular classroom vs. prorated cost of providing services to student in special classroom, as it relates to the total school district budget.
   - Impact of additional cost on district's ability to meet the needs of other children with disabilities.
   - Rarely, if ever, basis for decision-making and may never be the sole factor in decision making.

Links of Interest

Common Core State Standards

MESD Links to Common Core State Standards

ODE Common Core Implementation Tool Kit

ODE Common Core Resources for Students with Disabilities – a new web portal with power points and specific examples of applications to students functioning significantly below grade level,

PPS Links to Common Core State Standards

Extent of Non-participation Calculation Tables

K-12 Calculation Table (for Percentage of Removal) (scroll down to Nonparticipation Justification)

IEP

IEP at a Glance – useful for communicating with general education teachers

Meeting Minutes – required documentation for IEP meetings

Procedural Safeguards

K-21 Notice of Procedural Safeguards (English, Spanish, Russian, Chinese, Vietnamese)
K-21 Notice of Procedural Safeguards (Somali)(look under "Translated Documents")

State Assessment

Exemption Request (PPS) – Form for parent to request exemption from student participating in state assessment. Available in English, Spanish, Vietnamese, Chinese, Somali and Russian.

Statewide Assessment Accessibility Supports (ODE) – Includes links to 2014-15 Preliminary Oregon Accessibility Manual (formerly Oregon Accommodations Manual); Guidance for documenting state assessment accommodations on IEPs, and Smarter Balanced Accessibility and Accommodations Guidelines and Framework, Smarter Balanced Scribing Protocol, Guidelines for Read Aloud for Smarter Balanced, accommodations for the Extended Assessment, OAKS Science assessment, NAEP and ELPA.

Transition

Diploma Requirements (PPS) – Includes PPS requirements for Standard Diploma, Extended Diploma and Modified Diploma with links to versions in Spanish, Vietnamese, Russian, Chinese and Somali.

Diploma Exception Process and Form (PPS) – for waiver of district requirements that exceed state requirements.

Diploma Options (PPS) – Information about Modified Diploma.

Modified Diploma (PPS) – Includes requirements for Modified Diploma, Extended Diploma, Determination Form and Parent information sheets in multiple languages.

Diploma Options (ODE) – Includes information on Diploma Options, Modified Diploma, Extended Diploma, Alternative Certificate

Transfer of Rights (ODE) (2003) – Explains Transfer of Rights legal requirements and applications in various circumstances.

Transition Resources (PPS) – Includes links to Transition Questionnaire, Age-appropriate transition assessments, information from ODE on Quality Secondary Transition IEPs and the Transition IEP process, an ODE Transition Standards checklist, and other documents on transition planning.

Transition Information (ODE) – information on Secondary Transition, including Current Events and Projects; Diploma Options; Secondary Transition Provisions (IEP); Transition Resources; Advisory Committee on Transition; Transition Community Network; Transition Documents; and Transition Reference Materials.

Transition – Postsecondary Goals (ODE) – Great examples and non-examples of postsecondary goal statements for IEPs.

Transition – Secondary Transition Services (ODE) – Includes examples of Course of Study statements.

Appendix A: Sample Meeting Agenda & Ground Rules

Sample K-8 Meeting Agenda -- (Annual)	For High School (Annual)

IEP Meeting Agenda
Date & Student's Name
 	
1. Welcome and Introductions
2. Purpose of meeting
3. Notice of Procedural Safeguards for parents
4. Verify information on cover page
5. Special factors
6. Present level of performance
   a. Student Strengths
   b. Parent concerns
   c. Most recent state assessment results
   d. Current academic performance
   e. Current developmental/functional performance
   f. How disability affects involvement and progress in general curriculum
   g. Participation/accommodations for:
     (1) ELPA (if ELL student)
     (2) Kindergarten Assessment (if kinder student)
     (3) NAEP (designated schools/grades only)
6. State Assessment
7. District Assessment (none)
8. Goals/objectives
9. Service Summary Page
10. Nonparticipation Justification
11. ESY
12. Placement
	IEP Meeting Agenda
	Date & Student's Name
	
	1. Welcome and Introductions
	2. Purpose of meeting
	3. Notice of Procedural Safeguards for parents
	4. Verify information on cover page
	5. Special factors
	6. Present level of performance
	   a. Student Strengths
	   b. Parent concerns
	   c. Most recent state assessment results
	   d. Current academic performance
	   e. Current developmental/functional performance
	   f. Student's needs, preferences and interests, and results of most recent transition assessment
	   g. How disability affects involvement and progress in general curriculum
	   h. Participation/accommodations for:
	     (1) ELPA (if ELL student)
	     (2) NAEP (designated schools/grades only)
	7. Transition page
	   a. Post-secondary goals
	   b. Course of study
	   c. Agency Participation
	   d. Graduation status
	   e. Transfer of rights (at age 17)
	8. State Assessment
	9. District Assessment (none)
	10. Goals/objectives
	11. Service Summary Page
	12. Nonparticipation Justification
	13. ESY
	14. Placement

For K-12 (Interim/revision)	Ground Rules for IEP Meetings
IEP Meeting Agenda *Date & Student's Name* 1. Welcome and Introductions 2. Verify information on cover page 3. Concerns/reasons for meeting 4. Review of Issues/sections of IEP 5. Outcomes 6. Next steps	1. Remain child-focused and child-centered. 2. Stay engaged. (Turn off/mute all devices) 3. Follow the agenda. 4. Share all relevant information. 5. Acknowledge all team members as valuable participants. 6. Use respectful language. 7. Remember: *Appropriate* goals, supports, services. 8. Ask questions if something is not clear. 9. Work together to reach consensus.

Appendix B

ODE Guidance Memo on State Assessment Documentation on IEPs (May 22, 2014)

Subject: **Oregon Statewide Assessment: IEP Guidance related to Documenting Accommodations**

Under 34 C.F.R. § 300.320(a)(6)(i), each student's IEP must include a statement of any individual accommodations that are necessary to measure the academic achievement and functional performance of the child on State and district-wide assessments.

Oregon Department of Education (ODE) is in the process of revising the Standard Oregon IEP form to align with the most current Statewide Assessments. In preparation for the first Smarter Balanced administration during the 2014-2015 school year, ODE is offering guidance related to IEP development and documentation of accommodations. The following guidance pertains to the respective Statewide Assessments listed below:

- IEP teams will continue to utilize the Statewide Assessment page of the Standard Oregon IEP form to document the individual accommodations that are necessary to measure the academic achievement and functional performance of the child.

- **SMARTER BALANCED** – IEP teams will document the specific accommodations for Smarter Balanced in the last column of the Statewide Assessment page labeled "accommodations" in the appropriate rows labeled "Reading/Literature, Mathematics, and Writing". For the Smarter Balanced assessment category of "Listening", IEP teams will clearly identify *any individual accommodations* in the first row labeled "Reading/Literature". IEP teams will not indicate "all appropriate and/or allowed accommodations". This statement does not meet the requirement under IDEA which states "each student's IEP must include a statement of *any individual accommodations*".

- **OAKS** (including ELPA, KA, Social Sciences) – IEP teams will continue to document *any individual accommodations* for the OAKS Social Sciences, ELPA and KA within the Present Levels of Academic Achievement and Functional Performance (PLAAFP). IEP teams will not state "all appropriate and/or allowed accommodations". This does not meet the requirement under IDEA which states "each student's IEP must include a statement of *any individual accommodations*". The IEP teams will document the assessment accommodations in a manner that is clear to any reader of the IEP during the Statewide Assessment process.

   (ELPA=English Language Proficiency Assessment; KA=Kindergarten Assessment)

- **OAKS** (Science and Extended Assessment) – No changes at this time. The IEP teams continue to document *any individual accommodations* on the statewide assessment page.

The IEP team must ensure that the child's current IEP lists *any individual accommodations* that are appropriate and provided on the Statewide Assessments. As districts conduct upcoming initial, annual and 3 year re-evaluation IEPs, it is recommended that IEP teams begin documenting all accommodations

following the guidance listed above. If an IEP has already been conducted and needs to be revised, then the IEP team can amend or change the IEP to identify *any individual accommodations* for each of the Statewide Assessments by following the allowable methods for changing an IEP.

All IEPs must identify the current accommodations for each assessment prior to the respective Statewide Assessment windows and within enough time to allow districts to enter the accommodations within the Test Information Distribution Engine (TIDE) system.

If you have any questions, please contact Brad Lenhardt at 503-947-5755 or Brad.Lenhardt@state.or.us.

August 21, 2014

Test Administration: OAKS Online, ELPA, and Writing w
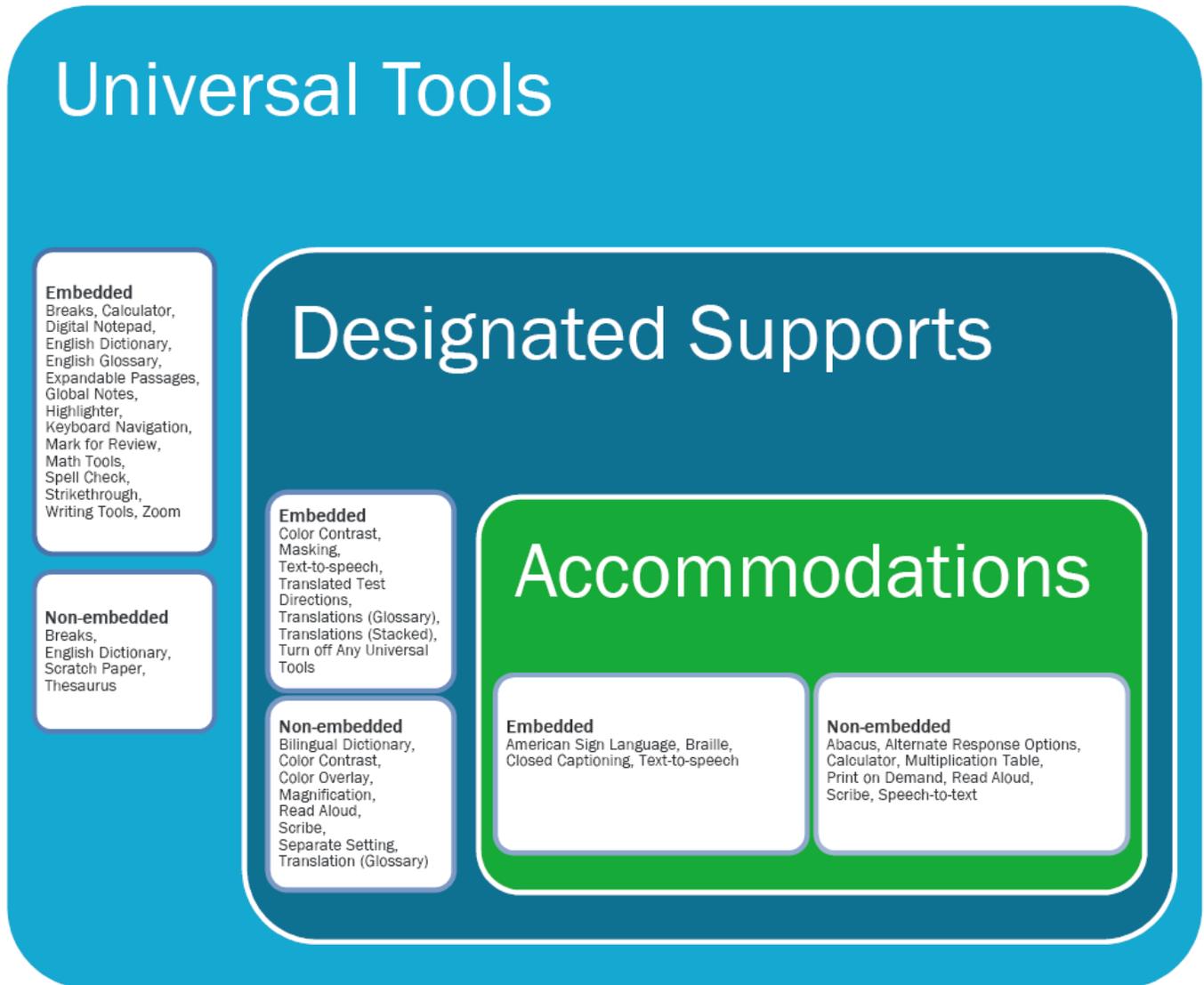ww.ode.state.or.us/go/assessment
KATHLEEN VANDERWALL - MANAGER, TEST DESIGN & OPERATIОN

Update: No Four-Domain Exemptions allowed for the 2014-15 ELPA

Effective immediately, no identified English Learner (EL) is allowed to be exempted from all four domains (reading, writing, speaking, and listening) of the Oregon English Language Proficiency Assessment (ELPA). In July 2014, federal government staff from Title III, IDEA, and the Office of Civil Rights clarified the policies regarding ELs who are also identified as students with disabilities or are on 504 plans. These dual-identified students are required under Title III law to participate in a state's annual English language proficiency assessment, regardless of any other factors. The Oregon Department of Education has interpreted this recent guidance as permitting districts to continue to exempt students, in rare circumstances and when appropriate, from one to three domains on the ELPA. Staff with the Oregon Department of Education's Office of Learning are working together to update policies and procedures to assist districts with appropriate testing of this population of ELs and to ensure that decisions about domain exemptions are properly made and in the best interest of the student.

In the meantime, as districts prepare for the new school year, please note that all IEPs written to exempt ELs with disabilities or on 504 plans from all four ELPA domains must be revised to properly administer the ELPA to those students during the 2014-15 testing window. In addition to updating policies and procedures on this topic, ODE will also be reviewing records for those students who were exempted from all domains in 2013-14. If you have questions or need assistance, please contact your Regional ESD Partner.

Appendix D

Conceptual Framework for Oregon State Assessment Accessibility[1]

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)

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

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[1] From 2014-15 Preliminary Oregon Accessibility Manual (formerly Oregon Accommodations Manual)(August 6, 2014), available at: Statewide Assessment Accessibility Supports (ODE State Assessment webpage).

Appendix E
Schools Participating in NAEP for the 14-15 School Year

The testing window for NAEP for 14-15 is 1/26 – 3/6/15.

District Name	School Name	Grade	Assessment type	Subjects
Portland SD 1J	Beaumont Middle School	8	NAEP	mathematics, reading, and science
Portland SD 1J	Beverly Cleary School	4	NAEP	mathematics, reading, and science
Portland SD 1J	Boise-Eliot/Humboldt PK-8 School	8	NAEP	mathematics, reading, and science
Portland SD 1J	Bridger School	4	NAEP	mathematics, reading, and science
Portland SD 1J	Bridlemile Elementary School	4	NAEP	mathematics, reading, and science
Portland SD 1J	Chapman Elementary School	4	NAEP	mathematics, reading, and science
Portland SD 1J	Da Vinci Middle School	8	NAEP	mathematics, reading, and science
Portland SD 1J	Emerson School	4	NAEP	mathematics, reading, and science
Portland SD 1J	Glencoe Elementary School	4	NAEP	mathematics, reading, and science
Portland SD 1J	Grant High School	12	NAEP (on tablets)	mathematics, reading, and science
Portland SD 1J	Gray Middle School	8	NAEP	mathematics, reading, and science
Portland SD 1J	Harrison Park School	4	NAEP	mathematics, reading, and science
Portland SD 1J	Harrison Park School	8	NAEP	mathematics, reading, and science
Portland SD 1J	Irvington Elementary School	8	NAEP	mathematics, reading, and science
Portland SD 1J	Jason Lee K-8 School	8	NAEP	mathematics, reading, and science
Portland SD 1J	Kelly Elementary School	4	NAEP	mathematics, reading, and science
Portland SD 1J	Marysville School	4	NAEP	mathematics, reading, and science
Portland SD 1J	Mt Tabor Middle School	8	NAEP	mathematics, reading, and science
Portland SD 1J	Peninsula School	4	NAEP	mathematics, reading, and science
Portland SD 1J	Peninsula School	8	NAEP	mathematics, reading, and science
Portland SD 1J	Vernon School	8	TIMSS	mathematics and science
Portland SD 1J	Wilson High School	12	TIMSS Advanced	advanced mathematics and physics

Appendix F

SPECIALLY DESIGNED INSTRUCTION (SDI) SERVICE DELIVERY MODELS

Specially-designed instruction is implemented in various ways depending on student need, school structure, instructional practices for the grade or content area, and instructional leadership. Not all models are implemented in all settings. Instructional practices may vary from school to school and within schools from teacher to teacher and grade to grade. These descriptions are intended for staff development purposes and do not describe a specific school or program.

Model	YES	NO
PUSH-IN	Three students in a gen ed reading class have IEPs with goals and objectives for reading and 60 minutes/week for specially designed instruction in reading. The learning center teacher goes into the gen ed reading class twice a week for 30 minutes to work with these students , providing instruction that aligns with the gen ed curriculum and with the IEP goals and objectives.	Three students in a gen ed reading class have IEPs with goals and objectives for reading and 60 minutes/week for specially designed instruction reading. A paraeducator is in the class primarily supporting one of the three students who has physical management needs. The para provides redirection and cuing to all three students to increase their time on task.
PULL-OUT	Six students have IEPs with math goals and objectives and 120 minutes/week for specially designed instruction in math. The learning center teacher has the six students come in for math instruction for 40 minutes, three times per week. The learning center teacher divides the time into three blocks. S/he does a 15 minute lesson with 3 of the students while the other three students are practicing skills from a previous lesson. S/he then does a 15 minute lesson with the other 3 students while the first 3 practice skills from the just completed lesson. For the last 10 minutes, the students work independently writing in math journals about their completed work (5 minutes) and complete a timed math probe (5 minutes).	Six students have IEPs with math goals and objectives and 120 minutes/week for specially designed instruction in math. The learning center teacher has the six students come in for math instruction for 40 minutes, three times per week. Students bring their math work from class and the teacher helps them with homework. If they don't have any math homework, they can read or do other homework.
GENERAL ED/SPED COLLABORATION	Three students have IEPs with reading goals and objectives and 150 minutes/week for specially designed instruction in reading. Although these	Three students have IEPs with reading goals and objectives and 150 minutes/week for specially designed instruction in reading. Although these students are in different gen

Model	YES	NO
	students are in different gen ed classes, they are in the same reading group of 15 students, which uses Tier II/Tier III intervention curriculum. The reading group is taught be a gen ed teacher. The learning center teacher meets with the gen ed teacher weekly for 15 minutes to review the three students' progress and to plan for the following week. If any of the three students do not meet anticipated benchmarks for progress, the gen ed teacher and learning center teacher collaborate on additional interventions or strategies. If the student(s) do not make anticipated progress after two weeks with the additional interventions or strategies, the learning center teacher contacts parents. Parents and district may agree in writing to modify the IEP without an IEP meeting to have the students go to learning center for some or all of their specially designed instruction in reading.	ed classes, they are in the same reading group of 15 students, which uses Tier II/Tier III intervention curriculum. The reading group is taught by a gen ed teacher. The learning center teacher checks in with the gen ed teacher at the end of each quarter to find out progress to write up progress reports.
CO-TEACHING	Three high school students have IEPs with math goals and objectives and 180 minutes/week for specially designed instruction in math. All three are in a gen ed algebra class. The learning center teacher co-teaches the class with the algebra teacher, providing additional supports and instruction – at times to the whole class and at times to a smaller group.	Three high school students have IEPs with math goals and objectives and 180 minutes/week for specially designed instruction in math. All three are in a gen ed algebra class. The learning center teacher acts as a paraeducator in the class, redirecting students to stay on task, reminding them to turn in homework, etc.

12-10-13

Appendix G
Calculation Table for Percent of Removal from General Education Settings

Amount of time removed from General Education settings (for nonparticipation statement)	Length of School Day & Conversion to Percent of Removal (for students in schools with gen ed students) - for nonparticipation statement			Federal placement code for ODE reporting purposes only (federal placement code box only)
	6.25 hours/day (375 minutes/day) (most elementary schools & K-8s)	6.5 hours (390 minutes/day) (most middle schools)	7 hours (420 minutes/day) (most high schools)	
30 min/month	<1%	<1%	<1%	**30** – 80% or more of school day in gen ed settings [20% or less removal from gen ed settings]
45 min/month	1%	1%	1%	
60 min/month	1%	1%	1%	
75 min/month	1%	1%	1%	
90 min/month	1%	1%	1%	
105 min/month	1%	1%	1%	
120 min/month	2%	1%	1%	
135 min/month	2%	2%	2%	
150 min/month	2%	2%	2%	
165 min/month	2%	2%	2%	
180 min/month	2%	2%	2%	
20 min/week	1%	1%	1%	
25 min/week	1%	1%	1%	
30 min/week	2%	2%	1%	
45 min/week	2%	2%	2%	
60 min/week	3%	3%	3%	
75 min/week	4%	4%	3%	
90 min/week	5%	5%	4%	
105 min/week	6%	5%	5%	
120 min/week	6%	6%	6%	
135 min/week	7%	7%	6%	
150 min/week	8%	8%	7%	
180 min/week	10%	9%	9%	
300 min/week	16%	15%	14%	
15 min/day	4%	4%	4%	
30 min/day	8%	8%	7%	
45 min/day	12%	12%	11%	
60 min/day	16%	15%	14%	
75 min/day (1 hr 15)	20%	19% [20% = 78 min]	18% [20%=84 min]	
90 min/day (1 hr 30)	24%	23%	21%	**31** – 40 -79% of school day in gen ed

Amount of time removed from General Education settings (for nonparticipation statement)	Length of School Day & Conversion to Percent of Removal (for students in schools with gen ed students) - for nonparticipation statement			Federal placement code for ODE reporting purposes only (federal placement code box only)
	6.25 hours/day (375 minutes/day) (most elementary schools & K-8s)	6.5 hours (390 minutes/day) (most middle schools)	7 hours (420 minutes/day) (most high schools)	
105 min/day (1 hr 45)	28%	27%	25%	settings [21% to 60% removal from gen ed settings]
120 min/day (2 hr)	32%	31%	29%	
135 min/day (2 hr 15)	36%	35%	32%	
150 min/day (2 hr 30)	40%	38%	36%	
165 min/day (2 hr 45)	44%	42%	39%	
180 min/day (3 hrs)	48%	46%	43%	
195 min/day (3 hr 15)	52%	50%	46%	
210 min/day (3 hr 30)	56%	54%	50%	
225 min/day (3 hr 45)	60%	58% (60% = 234 min/3 hr 54 min)	54%	
240 min/day (4 hrs)	64%	62%	57% (60% = 252 min/4 hr 12 min)	
255 min/day (4 hr 15)	68%	65%	61%	**33** – less than 40% of school day in gen ed settings [more than 60% removal from gen ed settings but still in a school with nondisabled peers]
270 min/day (4 hr 30)	72%	69%	64%	
285 min/day (4 hr 45)	76%	73%	68%	
300 min (5 hr)	80%	77%	71%	
330 min (5 hr 30)	88%	85%	77%	
360 min (6 hr)	96%	93%	86%	
375 min (6 hr 15)	100%	96%	89%	
390 min (6 hr 30)		100%	89%	
405 min (6 h4 45)			96%	
420 min (7 hr)			100%	

Notes:
- For students who have lunch and recess in gen ed settings with/at the same time as nondisabled peers, **do not** count lunch and recess in removal time.
- Educational time spent in age-appropriate community-based settings that include individuals with and without disabilities, such as college campuses or vocational sites, **do not** count as removal time.
- For DART students in classrooms with nondisabled peers, **do not** count as removal time.
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Appendix H
Calculation Table for Percent of Removal from General Education Settings (CTP)

Amount of time removed from General Population settings (for nonparticipation statement)	Length of School Day & Conversion to Percent of Removal (for students in schools with gen ed students) - for nonparticipation statement			Federal placement code for ODE reporting purposes only (federal placement code box only)
	1 hour/week	5 hours/week	7 hours (420 minutes/day) (most high schools)	
30 min/month	‹1%	‹1%	‹1%	**30** – 80% or more of school day in gen ed settings [20% or less removal from gen ed settings]
45 min/month	1%	1%	1%	
60 min/month	1%	1%	1%	
75 min/month	1%	1%	1%	
90 min/month	1%	1%	1%	
105 min/month	1%	1%	1%	
120 min/month	2%	1%	1%	
135 min/month	2%	2%	2%	
150 min/month	2%	2%	2%	
165 min/month	2%	2%	2%	
180 min/month	2%	2%	2%	
20 min/week	1%	1%	1%	
25 min/week	1%	1%	1%	
30 min/week	2%	2%	1%	
45 min/week	2%	2%	2%	
60 min/week	3%	3%	3%	
75 min/week	4%	4%	3%	
90 min/week	5%	5%	4%	
105 min/week	6%	5%	5%	
120 min/week	6%	6%	6%	
135 min/week	7%	7%	6%	
150 min/week	8%	8%	7%	
180 min/week	10%	9%	9%	
300 min/week	16%	15%	14%	
15 min/day	4%	4%	4%	
30 min/day	8%	8%	7%	
45 min/day	12%	12%	11%	
60 min/day	16%	15%	14%	
75 min/day (1 hr 15)	20%	19% [20% = 78 min]	18% [20%=84 min]	
90 min/day (1 hr 30)	24%	23%	21%	**31** – 40 -79% of school day in gen ed settings [21% to 60% removal from gen ed
105 min/day (1 hr 45)	28%	27%	25%	
120 min/day (2 hr)	32%	31%	29%	
135 min/day (2 hr 15)	36%	35%	32%	

Amount of time removed from General Population settings (for nonparticipation statement)	Length of School Day & Conversion to Percent of Removal (for students in schools with gen ed students) - for nonparticipation statement			Federal placement code for ODE reporting purposes only (federal placement code box only)
	1 hour/week	5 hours/week	7 hours (420 minutes/day) (most high schools)	
150 min/day (2 hr 30)	40%	38%	36%	settings]
165 min/day (2 hr 45)	44%	42%	39%	
180 min/day (3 hrs)	48%	46%	43%	
195 min/day (3 hr 15)	52%	50%	46%	
210 min/day (3 hr 30)	56%	54%	50%	
225 min/day (3 hr 45)	60%	58% (60% = 234 min/3 hr 54 min)	54%	
240 min/day (4 hrs)	64%	62%	57% (60% = 252 min/4 hr 12 min)	
255 min/day (4 hr 15)	68%	65%	61%	**33** – less than 40% of school day in gen ed settings [more than 60% removal from gen ed settings but still in a school with nondisabled peers]
270 min/day (4 hr 30)	72%	69%	64%	
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300 min (5 hr)	80%	77%	71%	
330 min (5 hr 30)	88%	85%	77%	
360 min (6 hr)	96%	93%	86%	
375 min (6 hr 15)	100%	96%	89%	
390 min (6 hr 30)		100%	89%	
405 min (6 h4 45)			96%	
420 min (7 hr)			100%	

Notes:

➢ For students who have lunch and recess in gen ed settings with/at the same time as nondisabled peers, **do not** count lunch and recess in removal time.

➢ Educational time spent in age-appropriate community-based settings that include individuals with and without disabilities, such as college campuses or vocational sites, **do not** count as removal time.

➢ For DART students in classrooms with nondisabled peers, **do not** count as removal time.

Appendix I

General Education Teachers at IEP Meetings

Preparation

- Be familiar with current IEP and be able to speak knowledgeably about how the IEP accommodations are implemented in your class.
- Bring data and work samples to illustrate student's current performance.
- Bring calendar (electronic or otherwise), and way to record follow up items.
- Give thought to student's strengths and how student contributes to classroom community.
- Have common core state standards for grade level accessible at the meeting for reference.
- Be prepared to talk about how you differentiate instruction to address the range of needs in your classroom, and for this student in particular.
- Bring a calm and caring attitude.
- Bring your class daily/weekly schedule.
- If you can't make the meeting, let the special education teacher know as soon as possible so alternatives can be arranged.

At the meeting

- Address parents in the manner they prefer to be addressed. (If you aren't sure, ask.)
- Pronounce student and parent names correctly. (Small things matter.)
- If there is an interpreter, look at and address your talk directly to the parents.
- Stay present. (No going in and out of the room.)
- Stay engaged. (No devices on; no side conversations.)
- Stay focused on the student. (Not the time to talk about other things.)
- Stay positive. Talk about student's strengths and accomplishments. (Bring examples!)
- Talk about what is working and not working for the student.
- Explain how student can get more help, find out about missing assignments, etc.
- Avoid making judgments – stick to observable behavior and data collected.
- Listen with an open mind to parent, student and staff concerns and requests.
- If you are going to talk about a problem, bring data to provide clarity about the extent of the problem. i.e. if attendance is a problem, bring attendance data. If turning in homework is a problem, bring data on the number of missing assignments out of total assignments in the last two weeks. Show this information to the special education teacher in advance so there are no surprises at the meeting. (Likewise, it is better if parents are not surprised by new information at an IEP meeting.)
- If you have a concern that you aren't sure should be raised with the whole group, ask for a break.

Instead of…	Try this…
In my class, we always….	In my class, we typically do xxx, but I'm open to trying a different strategy. Maybe other students will benefit as well.
XX never pays attention and takes away from the learning opportunities for other students.	XX needs 3-4 additional verbal prompts to start working on an in-class assignment, and he can continue working for about 5 minutes before needing another redirection. I've noticed that he responds well to having an opportunity before lunch to complete work so he doesn't have to take work home.
I'm so busy with other students that I don't have time to find material that is at xx's instructional level.	The special ed teacher has been great at helping me find material that is at xx's instructional level. We have a packet for him that he can pull out when the classroom material becomes too challenging. I've noticed that when he has access to material at his level, he is less likely to start talking to his neighbor and distracting others from their work.
I don't have time to do that.	Hmmm. I'll need to think about that and do some problem-solving with the special education teacher to see if that can work. Would it be okay to put this item to the side and come back to it at a later meeting? [*this is sometimes called the "parking lot" strategy – important to come back to it though!*]

After the meeting

- Complete any assigned follow up items.
- Debrief with special education teacher and ask any clarifying questions.
- Be sure you understand your responsibilities under the IEP.
- Collaborate with special education teacher on implementation and problem-solving.