IEP Process Guide

(2022-2023 Edition)

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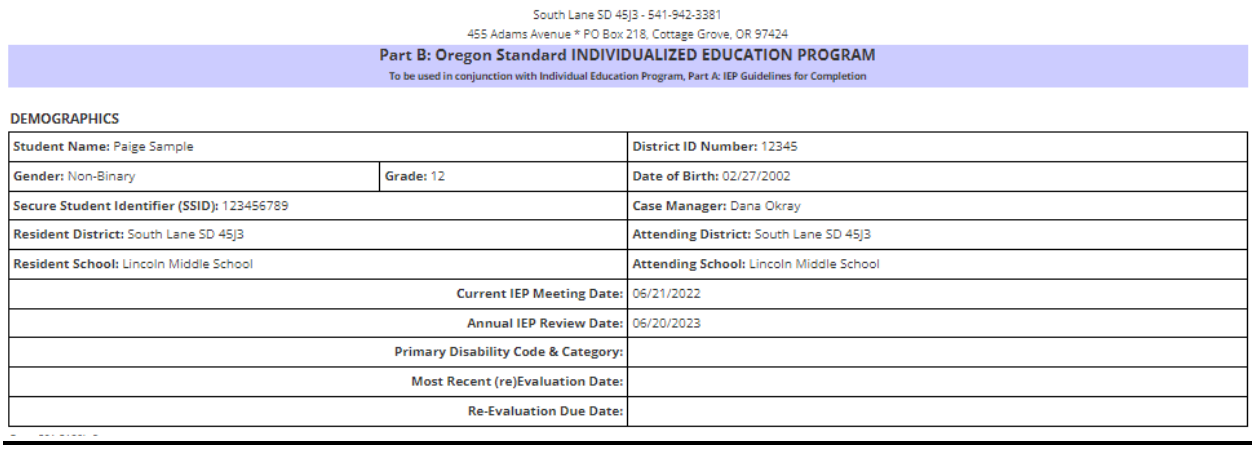
I. Annual IEP Process

(Up to Present Levels)

A. Student and School Information/ Demographics



South Lane SD 45J3 - 541-942-3381
455 Adams Avenue * PO Box 218, Cottage Grove, OR 97424

Part B: Oregon Standard INDIVIDUALIZED EDUCATION PROGRAM

To be used in conjunction with Individual Education Program, Part A: IEP Guidelines for Completion

DEMOGRAPHICS

Student Name: Paige Sample		**District ID Number:** 12345
Gender: Non-Binary	**Grade:** 12	**Date of Birth:** 02/27/2002
Secure Student Identifier (SSID): 123456789		**Case Manager:** Dana Okray
Resident District: South Lane SD 45J3		**Attending District:** South Lane SD 45J3
Resident School: Lincoln Middle School		**Attending School:** Lincoln Middle School
	Current IEP Meeting Date:	06/21/2022
	Annual IEP Review Date:	06/20/2023
	Primary Disability Code & Category:	
	Most Recent (re)Evaluation Date:	
	Re-Evaluation Due Date:	

*If you are sending a draft copy of the IEP to the parent/family before the meeting, be sure to select the most current draft copy of the IEP and not “current IEP” or previously completed IEP.

Student information & Parent information

Instructions: Power Schools/Tienet will auto populate student and parent information using most recent information.

Eligibility/Evaluation Dates

Instructions: Power Schools/Tienet will auto populate Re-evaluation Due Date and IEP Review Due Date. You must fill the scheduled IEP date.

Interpreter Needed

Instructions: Check previous IEP to see if an interpreter is needed. Depending on building specific case management, case manager assistant may be able to schedule interpreter if needed or you will need to fill out interpreter form found on district website or HERE.

Documentation of efforts to schedule meeting

Instructions: Case manager assistant (or building specific role for this) will document efforts to schedule meetings. Case manager can also document attempts to schedule meeting. Documentation needs to be initialed by contact person. There must be at least 3 documented attempts to schedule meetings before proceeding with the meeting without parent/guardian participation.

Eligibility

Instructions: Power Schools/Tienet will automatically select eligibility using most recent IEP information.

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B. IEP Team Members/ Meeting Participants/ Signatures

MEETING PARTICIPANTS

Participant Role	Name	How Attended
Student	☐	(none)
Parent/Guardian/Surrogate	Mary Sample	(none)
Parent/Guardian/Surrogate	John Sample	(none)
Special Education Teacher/Provider	Teacher Sped (ID) lookup / non-lookup Special ed teacher	(none)
General Education Teacher	Gen ed teacher (ID) lookup / non-lookup GEN ED TEACHER	(none)
District Representative	Admin, counselor, other specialist etc. (ID) lookup / non-lookup MUST BE THERE	(none)
Individual Interpreting Instructional Implications of Evaluations	Individual interpreting the IEP PLFP / data (ID) lookup / non-lookup Will likely be CM	(none)
Agency Representative, if appropriate	(ID) lookup / non-lookup	(none)

IEP Cover Page:

Options: *In person, Online, phone conference, video conference, unable to attend.*
Instructions: Case Manager should be the individual interpreting the IEP and writing the IEP. Use drop-down menu to select one of the options for attendance in order to print signature lines. Minimum invitees to be listed:

- ❑ **Student** (select "invited" in order to print signature line)
- ❑ **Parent(s)** (auto-populated -- select "invited" in order to print signature lines)
- ❑ **Special Education Teacher(s)** (May also sign as "Individual Interpreting Evaluation.")
- ❑ **Regular Education Teacher(s)** (May be another special education teacher who is certified in a content area.)
- ❑ **District Representative** (Must be other **certified** specialist or administrator: principal, assistant principal, speech/language pathologist, school psychologist, or (other) special educator.)
- ❑ **Individual Interpreting Evaluation** (Must be a special educator or other **certified** specialist)

PROCEDURAL SAFEGUARD NOTIFICATION

Instructions: Make sure parent(s) or guardian(s) have initialed this page after receiving a copy of ODE Procedural Safeguards

Safeguard Notification

- **Interpreter** will be selected **YES** if the family needs an interpreter during the IEP meeting. This should be set up **PRIOR** to the meeting being held. See district interpreter form in Special Programs.
- Parent provided special education procedural safeguards- **MUST select YES.**
  - **MUST provide Safeguards PIOR or DURING the IEP meeting.**
- Transition age ____provided at _____ age prior to the IEP 15? Or year the student turns 16?

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Annual IEP Required Participants

REQUIRED PARTICIPANTS TO BE INVITED TO IEP MEETINGS

A single person can NOT fill any role more than 2 times.

District representative
a. Qualified to provide or supervise special education
b. Authorized to allocate resources to implement IEP
c. Knowledgeable about general education curriculum

Who can fill this role?

- Administrator
- School Psychologist
- District Admin
- Special education teacher
- May be a member of the team described below (e.g., special education provider, person who can interpret evaluation results, related service provider.)

General education teacher participates in

- Identification of positive behavioral interventions
- Identification of supplementary aids and services
- Identification of modifications and supports
- Development, review, and revision of IEP
- Evaluation of progress and participation in the general education curriculum

Who can fill this role?
One or more of student's general teachers. 2If the student does not participate in any general education class and is not expected to, a regular education teacher does not need to participate in the IEP meeting, but the role MUST be filled by another participant during the meeting.

Special Education provider

Who can fill this role?
Special education teacher
Speech/language specialist
Other specialists

Parent

Who can fill this role?
Parent, Foster parent
Legal guardian
Surrogate Parent (when child is a ward of the court)
Person acting as parent- with Documentation of acting parent.
Adult student to whom rights have transferred

Student - Whenever appropriate

- **If 16+, require**

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Placement Meeting Required Participants

REQUIRED PARTICIPANTS TO BE INVITED TO IEP MEETINGS

A single person can NOT fill any role more than 2 times.

Person knowledgeable about the placement options
a. Qualified to provide or supervise special education
b. Authorized to allocate resources to implement IEP
c. Knowledgeable about general education curriculum
Who can fill this role?

- Administrator
- School Psychologist
- District Admin
- Special education teacher
- May be a member of the team described below (e.g., special education provider, person who can interpret evaluation results, related service provider.)

Person knowledgeable about the child (I. E. Reg ed teacher / Special Ed teacher)

- Identification of positive behavioral interventions
- Identification of supplementary aids and services
- Identification of modifications and supports
- Development, review, and revision of IEP
- Evaluation of progress and participation in the general education curriculum

Who can fill this role?

One or more of student's teachers. If the student does not participate in any general education class and is not expected to, a regular education teacher does not need to participate in the IEP meeting, but the role MUST be filled by another participant during the meeting.

- Special education teacher
- Speech/language specialist
- Other specialists

Individual knowledgeable about the evaluation data. **Who can fill this role?**

- Whomever completed the evaluative assessments
- Typically, the School Psychologist,
  Special education teacher
  Speech/language specialist
  Other specialists
  Parent -WHO CAN FILL ROLE?
  Parent, Foster parent
  Legal guardian
  Surrogate Parent (when child is a ward of the court)
  Person acting as parent- with Documentation of acting parent.
  Adult student to whom rights have transferred

- **Student**-Whenever appropriate **If 16+, require**

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Eligibility Required Participants = MUST SIGN

REQUIRED PARTICIPANTS TO BE INVITED TO IEP MEETINGS

A single person can NOT fill any role more than 2 times.

District representative
a. Qualified to provide or supervise special education
b. Authorized to allocate resources to implement IEP
c. Knowledgeable about general education curriculum

Who can fill this role?

- Administrator
- School Psychologist
- District Admin
- Special education teacher
- May be a member of the team described below (e.g., special education provider, person who can interpret evaluation results, related service provider.)

General education teacher participates in

- Identification of positive behavioral interventions
- Identification of supplementary aids and services
- Identification of modifications and supports
- Development, review, and revision of IEP
- Evaluation of progress and participation in the general education curriculum

Who can fill this role?

One or more of student's general teachers. 2If the student does not participate in any general education class and is not expected to, a regular education teacher does not need to participate in the IEP meeting, but the role MUST be filled by another participant during the meeting.

Special Education provider

Who can fill this role?
Special education teacher
Speech/language specialist
Other specialists

Parent

Who can fill this role?
Parent, Foster parent
Legal guardian
Surrogate Parent (when child is a ward of the court)
Person acting as parent- with Documentation of acting parent.
Adult student to whom rights have transferred

Student
Whenever appropriate
If 16+, required

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1. **IEP Signatures:** For all **in person IEP meetings** signatures are collected on the IEP portion of the documentation for attendance purposes. This is not a signature agreeing to or against the services that are documented in the updated IEP. It is the team's responsibility to collaborate and create a document that meets the needs of the student. If the any team member finds the services unsatisfactory it is best practice to meet again to review the team member concerns. Please contact Special Ed Director and administration if this occurs.

2. **Eligibility Signatures:** For all **eligibility meetings** signatures are collected on the eligibility portion of the documentation for agreement or disagreement purposes. **These signatures are mandatory.** This is a signature agreeing to or against the services that are documented in the updated IEP. It is the team's responsibility to collaborate and create a document that meets the needs of the student. If the any team member finds the services unsatisfactory it is best practice to meet again if an agreement can not be made. The team will need to review all team member concerns. Please contact Special Ed Director and administration if this occurs.

3. **Missing Required Participants:** If a required member is unable to attend and no other person can fill that role, then a written agreement between the parent and the district must be filled out and signed. The missing **member needs to submit input**, in writing, and have the information added into the IEP **before the meeting**. **A required role cannot be consulted**. If a non- required member is consulted, this input needs to be entered into the PLAAFP.

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C. Special Factors for IEP Development

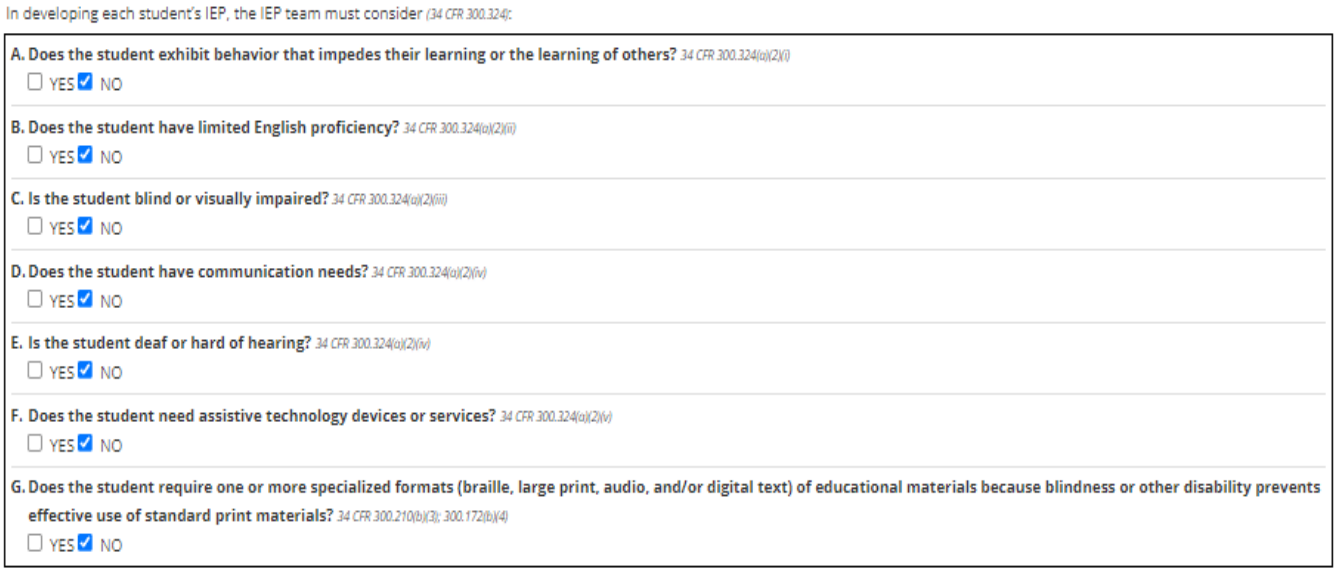
Instructions: This section automatically populates based on the last IEP. Please review this section to see if special factors are still applicable to the student.

NOTE Caution!

If you select YES for Item **A. Does the student exhibit behavior that impedes their learning or the learning of others?** You **MUST** have **behavioral data** indicated in the PLAAFP under PLDFP and then a **goal** and **service minutes**.

If you do not have these sections match, the IEP is out of compliance.

This same expectation is held for items **B-G**, but PLAAFP, Goals, and SM may not apply. Accommodations and Modifications may be expected.


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

A. Does the student exhibit behavior that impedes their learning or the learning of others? *34 CFR 300.324(a)(2)(i)*
☐ YES ☑ NO

B. Does the student have limited English proficiency? *34 CFR 300.324(a)(2)(ii)*
☐ YES ☑ NO

C. Is the student blind or visually impaired? *34 CFR 300.324(a)(2)(iii)*
☐ YES ☑ NO

D. Does the student have communication needs? *34 CFR 300.324(a)(2)(iv)*
☐ YES ☑ NO

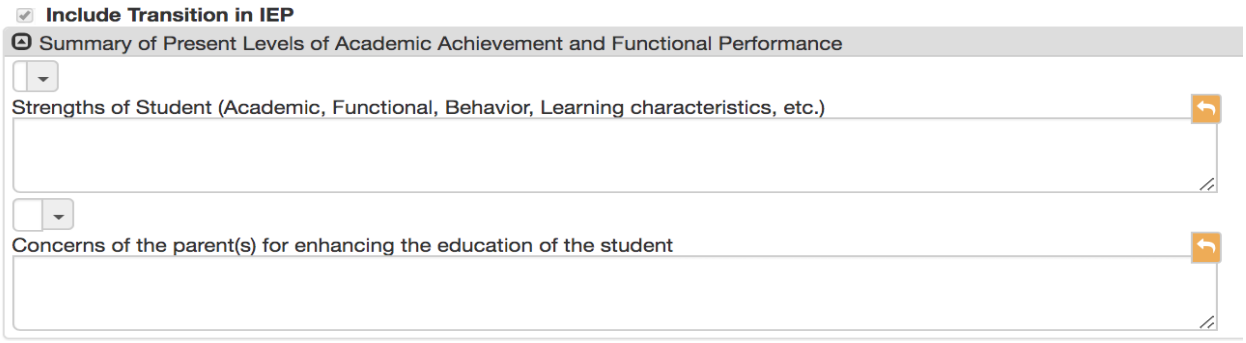
E. Is the student deaf or hard of hearing? *34 CFR 300.324(a)(2)(iv)*
☐ YES ☑ NO

F. Does the student need assistive technology devices or services? *34 CFR 300.324(a)(2)(v)*
☐ YES ☑ NO

G. Does the student require one or more specialized formats (braille, large print, audio, and/or digital text) of educational materials because blindness or other disability prevents effective use of standard print materials? *34 CFR 300.210(b)(3); 300.172(b)(4)*
☐ YES ☑ NO

D. Summary of Present Levels of Academic Achievement and Functional Performance

Instructions: Language in this section should be parent-friendly. All statements should be based on data and subjected language should be avoided. Acronyms, if used, should be defined at least once. PLAAFP should be written in a positive and clear manner.


☑ **Include Transition in IEP**

Summary of Present Levels of Academic Achievement and Functional Performance

Strengths of Student (Academic, Functional, Behavior, Learning characteristics, etc.)

Concerns of the parent(s) for enhancing the education of the student

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Strengths of Student (Academic, Functional, Behavior, Learning characteristics, etc.)

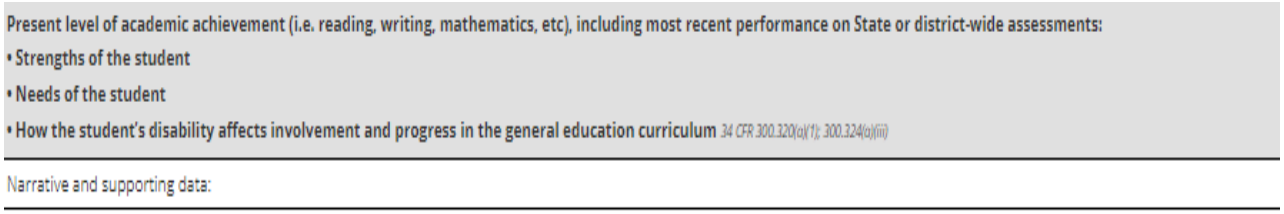
Instructions: Provide a general and brief description of academic and behavioral strengths based on student, parent, and teacher input. Include the **student's interests, motivations, preferences, and needs**. **Include academic strengths as well as functional strengths.**

Concerns and input from the parent(s) for enhancing the education of the student

Instructions: Provide explicit input from parent/guardian about student academic, social, and behavioral progress in school. Use the actual name of the parent/guardian in this section. Ask for permission to record sensitive information (family hardship, medical information, etc.). If the student has educational rights (is 18+), also input his/her/their concern.

Sentence Starter- Pick 1:

I. Parent (or Guardian) NAME concerns regarding STUDENT NAME are as follows:
II. PARENT NAME indicated concerns regarding…
III. Parent is concerned about…
IV. At this time, PARENT NAME has no concerns regarding STUDENT NAME's IEP


Present level of academic achievement (i.e. reading, writing, mathematics, etc), including most recent performance on State or district-wide assessments:
• Strengths of the student
• Needs of the student
• How the student's disability affects involvement and progress in the general education curriculum 34 CFR 300.320(a)(1); 300.324(a)(iii)

Narrative and supporting data:

Present level of ACADEMIC PERFORMANCE, including the student's most recent performance on state or district-wide assessments

Instructions: Power Schools/Tienet will automatically fill this portion with previous IEP details as long as the IEP draft was created selecting "copy previous IEP."

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

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

Please enter any additional academic information regarding the student

Instructions: It is best practice to **BOLD** the PLAAFP content area and then add the present levels. (EX. **Writing:** Present levels). This section may be written in paragraph or bulleted style. Data may be copy/pasted from teacher reports using quotes OR paraphrased/summarized for clarity. Teacher reports should include the following information:

- 2 assessments with title, format, learning standard, and grade
- Reading comprehension skills
- Math skills

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- Writing skills
- Behavioral skills
- Organizational skills
- Participation and self-advocacy skills
- Accommodations and/or modifications provided to the student

Some categories may not be applicable depending on the time of year and/or the individual student.

NOTE: If a student does not have academic concerns or services then the CM must add positive academic information to the PLAAFP

Copy/paste-able:

Current grades in classes:
Current GPA:
Number of credits earned (if applicable):
Number of credits needed (if applicable):
Teacher reports by class for Service area overlap:
Progress toward IEP goals:

No Academic Concerns:

- Grades, honors, awards, areas of interest, skills sets, etc.

Writing:

- Based on classroom data from (CLASS, CLASS, CLASS), (STUDENT NAME) IS/IS NOT making progress toward HIS/HER/THEIR goal. A writing goal will be ADDED/DROPPED/REVISED.

- STUDENT scored a level # in the areas of *Organization, Evidence, and Conventions*. At this grade a level 3 or 4 is low to no risk, so STUDENT's score of # places them at risk.

Hand Writing:

- Given a daily writing assignment STUDENT is unable to hand write ___ sentences of notes and have teacher or self be able read the written material ___% of the time. STUDENT is observed daily struggling to grasp the pencils and must adjust grasp 4 or more times in a sitting.

Reading:

- Based on classroom data from (CLASS, CLASS, CLASS), (STUDENT NAME) IS/IS NOT making progress toward HIS/HER/THEIR goal. A reading goal will be ADDED/DROPPED/REVISED.
- Based on a curriculum-based measure STUDENT scored ____ on Grade level or instruction level Oral Reading Fluency assessment placing them at the ___ %tile, which indicates they are at _____ level of risk zone.

Comprehension:

- Given a grade level passage reading with key content strategy questions STUDENT was able to attempt all questions with low accuracy in finding evidence, quotes and reasoning to his answers. STUDENT scored ___# out of ___# at ____ % accuracy.
- Based on a curriculum-based measure STUDENT scored ____ on Grade level or instruction level comprehension assessment placing them at the ___ %tile, which indicates they are at _____ level of risk zone.

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- On a 4-point scale related to the CCSS of STANDARDS, STUDENT scored a __# out___# in standards. This indicates that STUDENT is still working towards grade level standards and will focus on his ability to summarize, and cite evidence when answering questions.

Vocabulary:

- STUDENT is able to identify and use ___out of the ___key lit terms that will be taught in ____grade ELA.
- Based on a curriculum-based measure STUDENT scored ____ on Grade level or instruction level vocabulary assessment placing them at the ___ %tile, which indicates they are at _____ level of risk zone.

Math:

- Based on classroom data from (CLASS), (STUDENT NAME) IS/IS NOT making progress toward HIS/HER/THEIR goal. A math goal will be ADDED/DROPPED/REVISED.
- Given a grade level math assessment comparing STUDENT to same aged peers nationally he placed in the ____risk category at the ____percentile.
- Based on a curriculum-based measure STUDENT scored ____ on Grade level or instruction level mathematics assessment, assessing the areas of (INSERT ASSESSMENT AREAS HERE), which placed them at the ___ %tile, which indicates they are at _____ level of risk zone.
- Given a teacher made ____ level math assessment, assessing the areas of (INSERT ASSESSMENT AREAS HERE), STUDENT scored ___ out of ___ or ___ % accuracy. When compared to same aged peers this places STUDENT at ____ risk. Student is still working on (LIST APPROPRIATE SKILLS HERE).

Present level of DEVELOPMENTAL AND FUNCTIONAL performance (including results of initial or most recent evaluations)

Instructions: This section may be written in paragraph or bulleted style. It is best practice to **BOLD** the PLAAFP content area and then add the present levels. (EX. **Organization:** Present levels). Include the following information. Behavior that significantly impacts education will be those that require a documented intervention plan.

NOTE: If a student does not have behavioral concerns or services then the CM must add positive behavioral information to the PLDFP.

Present level of functional performance (not limited to, but may include communication, social skills, behavior, organization, fine/gross motor skills, self-care, self-direction, etc.), including the results of initial or most recent formal or informal assessments/observations:

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

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Copy/paste-able:

Standardized test scores within the last year:
Attendance:
Behavior that significantly impacts education:
Summary of overall organizational and study skills:
Grades:
Summary of self-advocacy and use of accommodations:
(OTHER ADDITIONAL "WHERE DOES IT GO?" INFO)

No Behavior Concerns:

- *Student can independently navigate school, is a pleasure to have in class, won award, can help peers etc.*

Organization:

- Based on classroom data from (CLASS, CLASS, CLASS), (STUDENT NAME) IS/IS NOT making progress toward HIS/HER/THEIR goal. An organizational goal will be ADDED/DROPPED/REVISED.

Social/Emotional/Behavioral:

- Based on classroom data from (CLASS, CLASS, CLASS), (STUDENT NAME) IS/IS NOT making progress toward HIS/HER/THEIR goal. A social/emotional goal will be ADDED/DROPPED/REVISED.
- From DATES COLLECTED STUDENT received # referrals for (List areas that student received referrals).
- Add Observational Anecdotal data.
- Daily Point Card: STUDENT receives an average of ___ in the area of _____.
- STUDENT receives an average of ___'s in the area of _____ for (List areas student is working on).
- While observed (Time trial, daily, weekly) in (location), student was observed (BEHAVIOR + or -). When prompted to _____ by _____(person), student (RESPONSE + or -).
- Student has independently take a break when (prior, during after) ____(list when team wanted student to take breaks). Observing teacher indicated this is ____ % accurate to when the staff would have indicated a break was needed).

Describe how student's disability affects involvement and progress in the general education curriculum

Instructions: If student has dual eligibility, the below explanation must be written for BOTH disabilities -- not combined into one.

Copy/paste-able:

(STUDENT NAME) has (IDENTIFIED DISABILITY). Due to this disability, HE/SHE/THEY has difficulty with (SELECT FROM THE DISABILITY CATEGORIES BELOW). These challenges affect (STUDENT NAME)'s ability to participate in and make progress from instruction in the regular education classroom without specially designed instruction and additional supports.

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Effects of Disability Categories	Specific Affects
● Reading comprehension	● Low vocabulary skills ● Low phonics skills ● Low sight word recognition ● Difficulty tracking visually ● Difficulty with flow and pace in oral reading
● Written language	● Difficulty spelling phonetically irregular words ● Poor memory skills ● Low phonics skills ● Difficulty sequencing ideas ● Difficulty conveying main ideas with details ● Difficulty using correct grammar, punctuation and capitalization ● Difficulty constructing sentences ● Low vocabulary skills
● Mathematics	● Low skills in performing whole number calculations ● Low skills in reading, writing and ordering whole numbers ● Low skills in choosing appropriate methods for computation ● Difficulty using problems solving strategies ● Difficulty communicating solutions and reasoning in problem solving
● Anger management	● Difficulty with anger management ● Low social communication skills ● Low problem-solving skills ●
● Social/communication skills	● Lack of social skills ● Low social communication skills
● Impulse control	● Lack of sufficient impulse control ● Lack of social impact awareness
● Problem-solving skills	● Low independent problem-solving skills
● Organization	● Poor organization ● Difficulty keeping track of assignments ● Difficulty turning in assignments ● Difficulty extracting relevant information from texts

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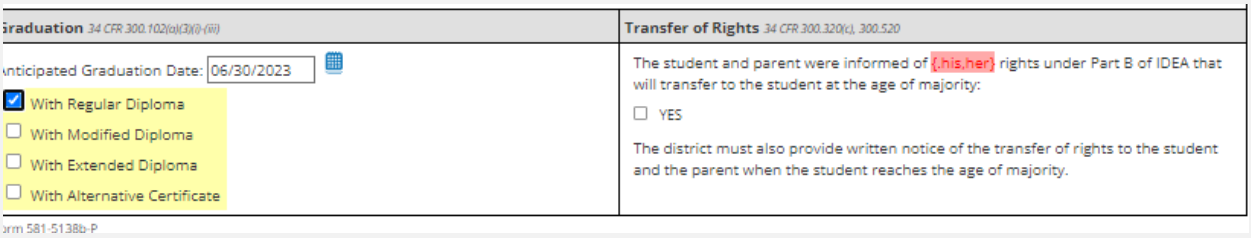
HIGH SCHOOL ONLY PAGES Section E- H

E. Graduation Options



Instructions: Present parent with Diploma Options handout. Discussion should be more in-depth each year of high school. Boxes MUST be checked by sophomore year, but can be changed later.

- WRITTEN CONSENT (See Appendices: Diplomas) is required for student to pursue any alternate graduation document. If parent doesn't consent, the student MUST continue on Regular Diploma track.
- Each alternate graduation document is described below. For more information, refer to the Diploma Options handout)

Is the student projected to graduate/exit this school year?

Instructions: Check "Yes" or "No"

Projected Graduation/Exit Date:

Instructions: 06/05/20__ (Enter graduating class year unless team has discussed and AGREED on 5th year or other options.)

With Regular or Alternate Document?

Check one:

- ❑ With regular diploma (select this for GED student -- GHS case manager will change.)
- ❑ With alternate document

If Alternate, select type:

- ❑ **State Diploma** – Students meets the requirements for regular diploma.
- ❑ **Modified Diploma** THE TEAM MUST MAKE A Modification Plan if you check this box! This diploma track is common for our students at SLANE. According to ODE, student must have EITHER of the following:
  - ❑ documented history of an inability to maintain grade level achievement due to significant learning and instructional barriers (evidence can be previous IEPs, middle school report cards, standardized tests, teacher reports, and/or transcript)
  - ❑ documented history of a medical condition that creates a barrier to achievement (administrator and/or school psychologist will approve this if needed)
- ❑ **Alt. Certificate** (This is most frequently earned by students in Life Skills: students who cannot meet minimum requirements for a Mod Diploma.)
- ❑ **Extended Diploma** (VERY rare for us @ SLANE SpEd. According to ODE, student must have ONE of the following:

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- ❑ documented history of a medical condition that creates a barrier to achievement (administrator and/or school psychologist will approve this if needed)
- ❑ a serious illness or injury that occurs after grade eight, that changes the student's ability to participate in grade level activities and that results in the student participating in alternate assessments
- ❑ (evidence can be previous IEPs, middle school report cards, standardized tests, teacher reports, and/or transcript)

F. Transfer of Rights

Instructions: Check applicable boxes and give copies of Transfer of Rights forms to parent/student at meeting.

Will the student be age of majority, married, or legally emancipated while the current IEP is in effect?

YES/NO (The ONLY time this will not be tied to the student's 18th birthday is if there is McKinney-Vento involvement or similar outside issues. Check with the Counseling Office if you are unsure about student's legal standing.)

The student and parent have been informed of rights under Part B of IDEA that will transfer to the student at the age of majority?

YES/NO Provide written notice of Transfer of Rights (See Appendices) at IEP before student's 18th birthday (sophomore year if you want to be on the safe side).
Date informed:
(DATE) (IEP meeting date that student/parents received notice -- NOT the student's birthday.)

The district must also provide written notice of the transfer of rights to the student and the parent when the student reaches the age of majority.

Date anticipated or date provided (if transfer has occurred): (DATE) (Student's 18th birthday)

The district has provided written notice of the transfer of rights to the student and the parent? YES/NO (Yes if student is 18 or older)

Date provided: (DATE) (SHOULD be the student's 18th birthday. MAY be at the first IEP meeting where the student is 18.)

G. Summary of Present Levels of Performance for Transition Planning

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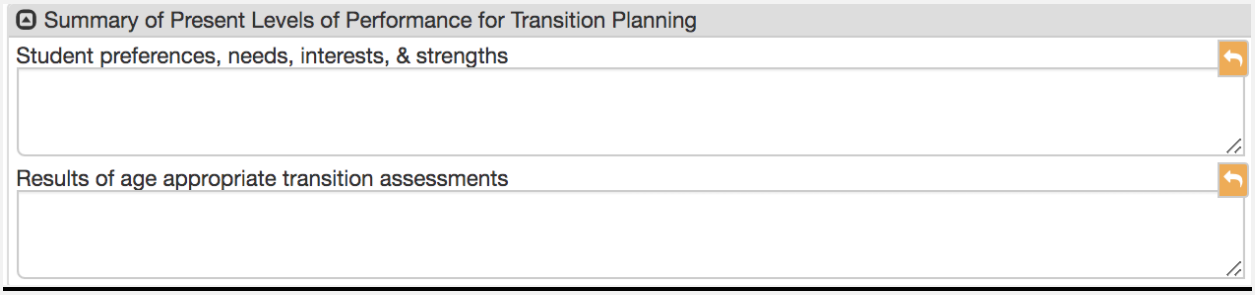

Student preferences, needs, interests, and strengths

Copy/paste-able:

(NAME) is a (#)-grade student who hopes to pursue a career as a (CAREER or CAREER FIELD). HE/SHE/THEY enjoys (HOBBIES or ACTIVITIES) and reports HIS/HER/THEIR strengths to be (STRENGTH) and (STRENGTH). (STUDENT) prefers work and activities that involve (MODES/LOCATIONS/TYPES OF WORK). Teachers and parents report that (STUDENT)'s strengths are (STRENGTH) and (STRENGTH), and want to see HIM/HER/THEIR improve in (AREA OF WEAKNESS) and (AREA OF WEAKNESS). (STUDENT) thinks HE/SHE/THEY needs to improve in the area(s) of (AREA OF WEAKNESS) and (AREA OF WEAKNESS). After high school, (STUDENT) wants to (IMMEDIATE POST-HIGH SCHOOL PLAN) in order to (LONG-TERM GOAL).

Results of age-appropriate transition assessment

Instructions: Audit docs show that they look for evidence of ongoing, evolving transition planning. For subsequent years, add additional, changed, or narrowed goals and assessments.

Copy/paste-able:

In (YEAR), (STUDENT) DISCUSSED/UPDATED a transition plan to include (LONG-TERM GOAL). (CREATE NEW SENTENCES WITH THIS STEM EACH YEAR, BUT DON'T ERASE THE OLD ONES).

Assessment results are based on the following age-appropriate transition assessments: transition interview; career, interest and skills inventories; transcript review; parent/guardian input; state-wide assessment; behavior/communication/social skills observations; recent formal achievement assessments; and (ADD ADDITIONAL SPECIFIC TRANSITION ASSESSMENTS AS NEEDED).

(STUDENT'S) skills and abilities include:

(STUDENT'S) areas of need include:

(STUDENT) is pursuing a (DIPLOMA TYPE), and has met the following requirements: (REQUIREMENTS MET). In order to earn this diploma, (STUDENT) must also complete the following: (REQUIREMENTS NOT MET).

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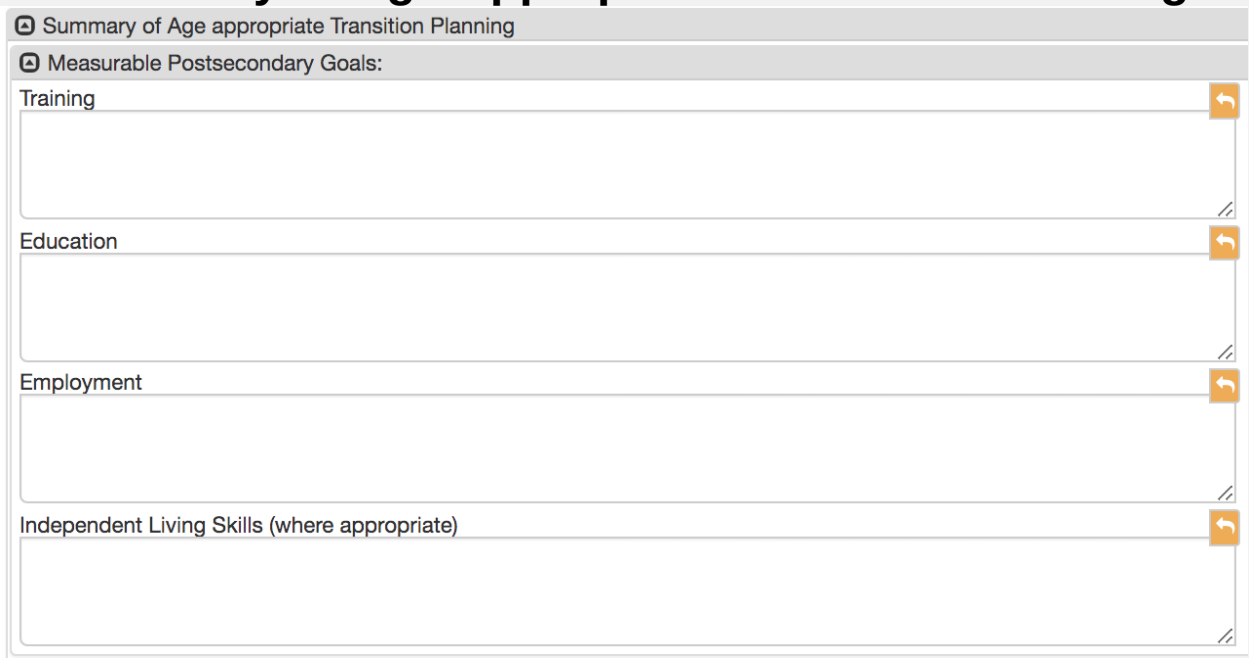
H. Summary of Age Appropriate Transition Planning



Measurable Postsecondary Goals

Instructions: All goals are written to be completed AFTER student graduates' high school.

Training: Consider 4-year college, 2-year college, technical school, short-term vocational school, apprenticeships, internships, and on-the-job training.

Copy/paste-able: AFTER/WITHIN (TIME FRAME or EVENT), (STUDENT) will (GOAL BEHAVIOR) in (LOCATION) by (METHOD).

Education: Consider 4-year college, 2-year college, YTP, CTP, earning career/job certifications.

Copy/paste-able: AFTER/WITHIN (TIME FRAME or EVENT), (STUDENT) will (GOAL BEHAVIOR) in (LOCATION) by (METHOD).

Employment: Consider obtaining competitive, supported, or volunteer employment, as well as increasing hours/responsibility at current job.

Independent Living Skills (where appropriate): Consider community participation, money management, transportation, health and hygiene independence, living arrangements, etc.

Copy/paste-able:

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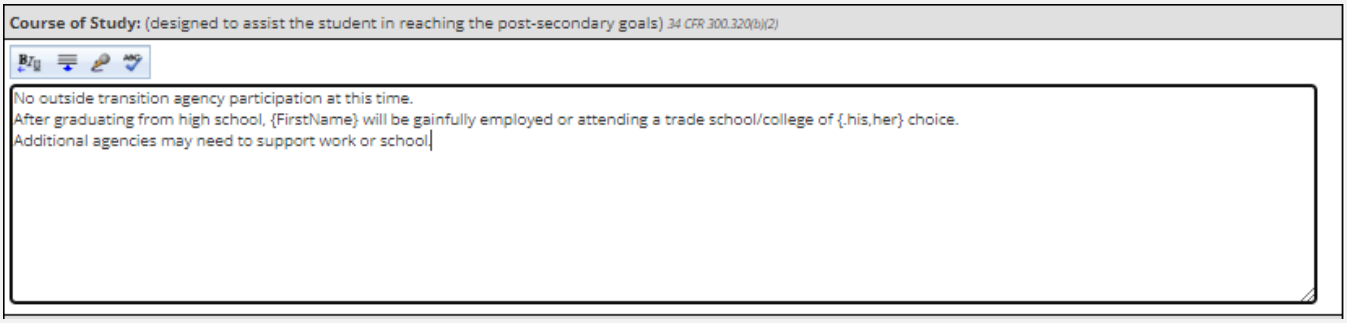
AFTER/WITHIN (TIME FRAME or EVENT), (STUDENT) will (GOAL BEHAVIOR) in (LOCATION) by (METHOD).

Projected Course of Study:



Coordinated Activities Instructions: Include any of the following options.

- ❑ Self-advocacy skills instruction
- ❑ Employment skills instruction
- ❑ College readiness instruction
- ❑ Organization and study skills instruction
- ❑ Complete personality and career interest inventories
- ❑ Obtain after-school/summer employment at (LOCATION)
- ❑ Complete job shadow for (CAREER/JOB)
- ❑ Obtain an internship in (CAREER FIELD)
- ❑ Volunteer at (LOCATION)
- ❑ Attend summer school for (CLASS)
- ❑ Take ACT
- ❑ Take SBAC state tests
- ❑ Complete and pass Work Samples for (SUBJECT)
- ❑ Access after-school tutoring
- ❑ Check in with teachers after absences
- ❑ Work with (STAFF ROLE) on (SPECIFIC SKILL)
- ❑ Attend college tour at (LOCATIONS)
- ❑ Obtain driver's license
- ❑ Obtain voter registration
- ❑ Seek letters of recommendation for college application
- ❑ Seek references for job applications
- ❑ Apply for colleges
- ❑ Apply for scholarships
- ❑ Apply for financial aid
- ❑ CREATE/UPDATE resume
- ❑ Complete mock job interviews
- ❑ (Related services such as Speech-Language, OT, PT, meeting with Voc Rehab, etc.)

List Courses Instructions:
Instructions: Legally, we must add transition-related courses for ALL REMAINING YEARS IN SCHOOL. List ONLY those courses that relate to transition goals -- not their full load of classes). Update this list each year as student's transition goals change.

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Agency Participation Instructions:
Try to invite outside agencies well in advance, if needed. Parents can also invite people from outside agencies. If the student has an outside therapist, OCP rep, DHS person, PSW, etc., then their input can be entered here.

Copy/paste-able:

(NAME) from (AGENCY) attended this year's IEP meeting for (STUDENT). HE/SHE/THEY reports that… (AGENCY) will provide support by…

END OF HIGH SCHOOL ONLY SECTION

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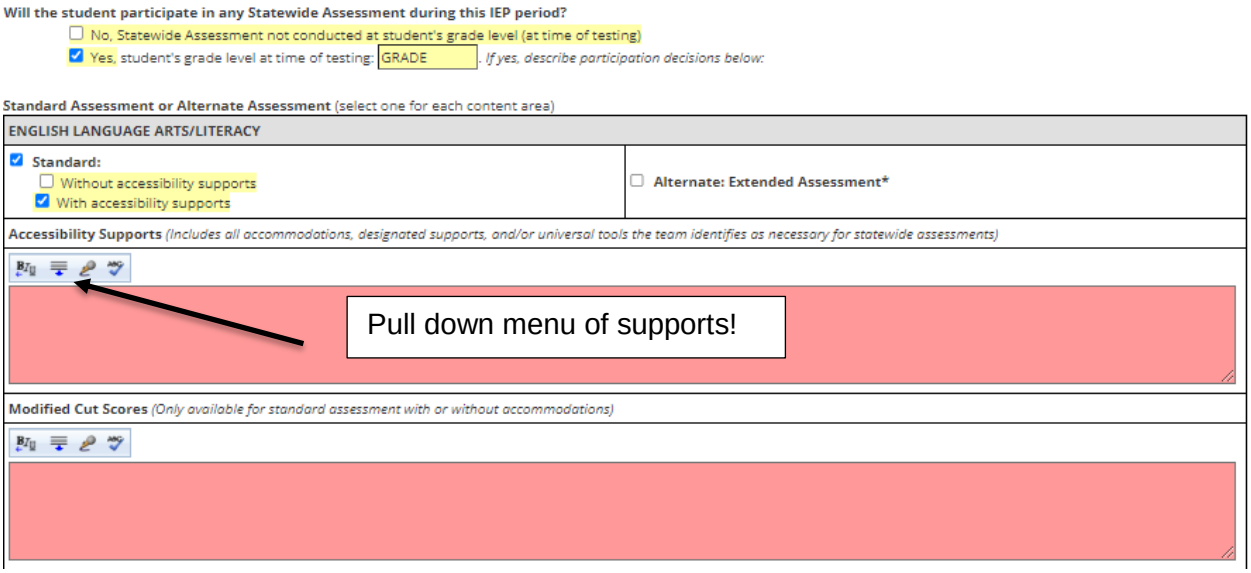
I. Required Testing and Assessments

Instructions: This section needs to be completed prior to the student entering 3rd grade unless their IEP date is prior to SBAC testing windows. (example: IEP in 2nd grade held in October does not need to required testing section to be initiated. 2nd grade IEP held in March may need to include required testing because state testing windows can be opened at that time.)



Testing Grade

Instructions: select grade level when test will be administered to the student. 3-8th and again 11th.

Assessment Area

Instructions: Select SBA English Language Arts/Literature and/or SBA Mathematics (3-8, 11). Students should only receive accommodations on tests in areas that are impacted by their disability. These accommodations are typically similar to those that are already provided to the student during the regular school year.

Administration Method

Instructions: Select administration method that is most appropriate for the student. To receive testing accommodations that are typically provided for the student throughout the school year select Standard: and the “with accessibility supports.”
If you select Standard: “without accessibility supports” Stop Here.

Accommodations

Instructions: Select ONLY THE ACCOMMODATIONS APPROPRIATE for the student. These accommodations must also be listed in the student’s service summary.
You can use a pulldown option to add accommodations or copy/paste from list provided. These lists can update per SBAC systems. Please check with your testing coordinator if you have questions or D.O.

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Copy/paste-able:

According to SBAC non-embedded accommodations, the following are to be provided (SELECT ONLY THE ACCOMMODATIONS APPROPRIATE FOR STUDENT):

- 100s number table
- Abacus
- Alternate Response Options
- Braille, Calculator
- Multiplication Table
- Print on Demand
- Read Aloud
- Scribe
- Speech-to-Text
- Word Prediction
- Breaks
- English Dictionary
- Scratch Paper
- Thesaurus
- Amplification
- Bilingual Dictionary
- Color Contrast
- Color Overlays
- Illustration Glossaries
- Magnification
- Medical Supports
- Read Aloud in Spanish
- Separate Setting
- Simplified Test Directions
- Translated Test Directions
- Translations

2022 SBAC GUIDE LINK

Assessment Area: Alternative: Extended Assessment*

Instructions: Typically, students who have a self-contained placement for Life skills or are fully core replaced will be the only students eligible for this assessment. The team must agree to this assessment and student will have a separate testing coordinator and proctor. If you have questions about Alternative vs Standard testing please reach out to your school psychologist to discuss differences. The Extended Assessment is NOT an alternative assessment for all students to take instead of the SBAC.

Caution! Modified Cut Scores

Instructions: This is only for students who take the SBAC. **This is not mandatory to provide.** If the team determines that they would like to have a modified cut score the score is lowered based off of average scores that the student has received. The function of a modified cut score is to change the minimum score that a student must receive to "meet." *This can initiate the student to be placed on a modified diploma track. This is why they are used infrequently and cautiously.*

Districtwide Assessments:

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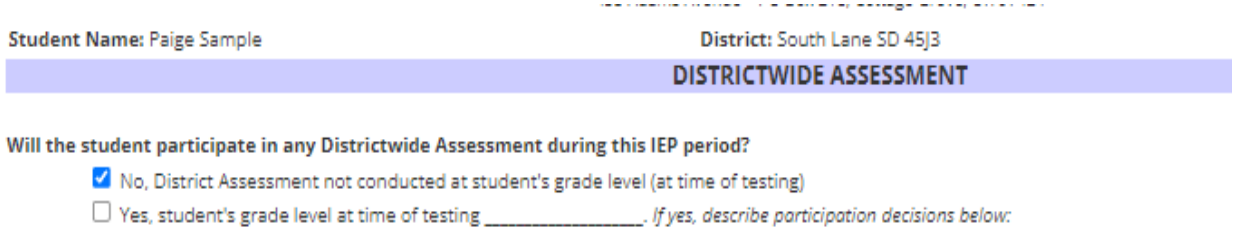

Selection

Instructions: Select NO, district assessment not conducted at students' grade level (at time of testing).

11th Grade ACT: Testing Grade

Instructions: SELECT YES then Select grade level when test will be administered to the student. This is typically 11th grade. Only follow this procedure if the student is planning on completing the ACT.

Assessment Area

Instructions: Select ACT.

Administration Method

Instructions: Select administration method that is most appropriate for student. Typically, students will receive "with accommodations."

Accommodations

Instructions: Select ONLY THE ACCOMMODATIONS APPROPRIATE for the student. These accommodations must also be listed in the student's service summary.

Copy/paste-able:

ACT-approved non-embedded accommodations: (SELECT ONLY THE ACCOMMODATIONS APPROPRIATE FOR STUDENT):

- Double time over multiple days
- Triple time over multiple days
- Standard time over multiple days
- Single session with authorized stop-the-clock breaks
- Time-and-a-half, single session, self-paced
- Time-and-a-half over multiple days
- Standard time for multiple-choice tests and double time for writing test, single session
- Braille (EBAE and UEB), large type, DVDs, or a reader
- Scribe or computer for the writing test
- Scribe to grid multiple-choice answers, if examinee is not able to circle answers in test booklet

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Top of Doc

II. Annual IEP Process

(Everything Past Present Levels)

When will progress be reported to the parent?

Instructions: Progress reports should be reported to the parent via "With Regular Progress Reports."

How will progress be reported to the parent?

Instructions: Progress will be reported via "Progress Reports."

Related Content Standards:

Typically provided for students who are accessing resource curriculum at grade at or just below grade level. **Not mandatory.** This can be provided for all students no matter their instructional level. Oregon does not have Standards for behavior or social skills.

Measurable Annual Goals

Instructions: Present Levels can be copy/pasted from the Summary of Present Levels of Academic Achievement and Functional Performance Page. **Goals are NOT aligned with alternate assessments aligned to alternate achievement standard** unless student is participating in alternate assessments through a Community, ALC or Life Skills Program.

LTO vs STO's

Notes: Typically, students who are receiving services in a resource placement will have goals written with LTO (Long Term Objectives). STO's (Short Term Objectives) are typically used to breakdown goals into their smaller steps or shorter steps. These goals are often seen in IEPs for Life Skills Placements. If a student **is** placed in a Life Skills classroom it is best practice to write goals with STO's attached to breakdown the skills. If a student is **not** placed in Life Skills, it is per the judgement of the Case Manager to write goals with or without STO's.

Pros and Cons

STO's: STO's take longer to write, must be connected to the PLAAFP, and create more work when progress reports are due. However, they are a closer analysis of a student's growth and area of need. **Caution!** STO's are not a place to add multiple goals for one service area. STO's MUST build upon each other and build up to the annual goal. The annual goal must be written to measure one area.
Example 1 (----student will increase oral reading by working towards ----)
Example 2 (----student will increase oral reading and comprehension by working towards -----)
Example 1 is 1 area = oral reading.
Example 2 is 2 areas = oral reading and comp.
It is recommended that you do not write goals with 2 or more separate skillsets.

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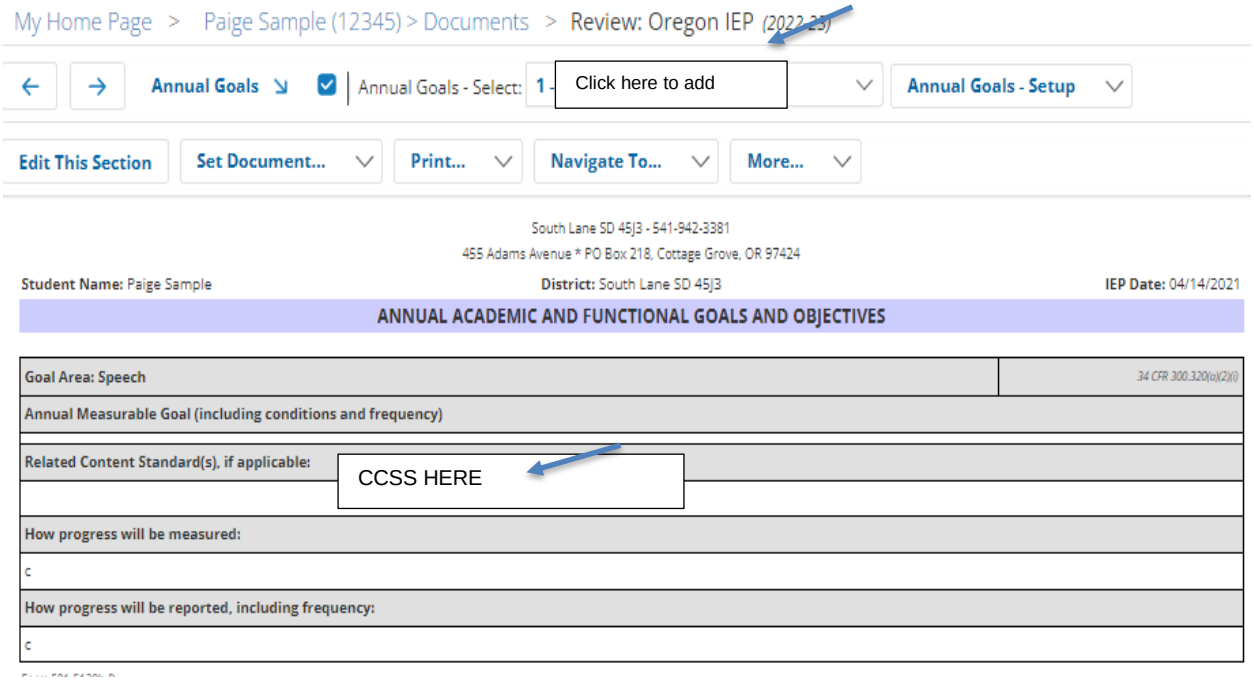
LTO's : LTO's are broader and are used more frequently. They take less time to write and require less work at the time that progress reports are due. They must be connected to the PLAAFP and sometimes do not demonstrate the smaller steps of growth throughout the year.



Instructions: These goals should be ***individualized*** for the specific student's needs and present levels. Some of the goals below have standards listed. Standards are not necessary to copy into the IEP, but may be useful in discussions with parents and/or general educators. These are not the ONLY options for goals -- they are meant to be jumping-off points for teachers to spend more time individualizing for the student rather than writing goals from scratch.

Basic Goal Format: By (DATE), given (TASK, SUPPORT, AND MATERIALS), (STUDENT) will (PERFORM SKILL, TASK, OR KNOWLEDGE TO BE IMPROVED) at/with (PERCENTAGE OR SUCCESSFUL TRIALS) as measured by (ASSESSMENT METHOD).

General Goal Growth: Ambitious rates of growth are typically selected for reading ORF, writing WPM and math facts. Growth based off of parentage should be based off of the baseline score and increased at an ambitious but attainable rate. (Example: student who scored 0% accuracy, in adding fractions with common denominators, should have a goal written in that same area at a growth rate between 20 to 50% accuracy depending on the length of time the student will have specialized instruction in that area). This rate places the student at less risk, but is still attainable and the next goal can be written at a higher rate of accuracy).

LINK TO WEBSITE EXAMPLES
LINK TO WEBSITE TRANSITION GOALS

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J. Goals High School

Writing Goal Templates:

1. **Persuasive Writing:** By (DATE), when given a grade-level text and a prompt that requires the writer to take a position of opinion, (NAME) will develop a claim that addresses the prompt in a (5) paragraph essay, including (2) strengths and (2) limitations of the claim; (1) counterclaim, supported by at least (1) strength and (1) limitation of the counterclaim; at least (3) valid citations of textual evidence; (1) reference to intended audience's level of knowledge; and (1) comment about possible biases, for (2 OUT OF 3) texts. **(Standard W.11-12.1b)**

2. **Informative Writing:** By (DATE), given an informational writing prompt, (NAME) will compose a (4) paragraph formal, objective essay to examine a topic, with an introductory paragraph stating a central thesis and including information necessary to understand the topic, and (2) body paragraphs supporting the central thesis with (3-4) significant and relevant facts; the essay should also include (3-4) transitional techniques, and (1) concluding paragraph in (4 OUT OF 5) drafts, as measured by a teacher-created rubric. **(Standard W.11-12.2)**

3. **Persuasive Writing (more support):** By (DATE), given a prompt, (NAME) will use a T-Chart or claim web organizer to develop two claims and two counterclaims, analyzing each claim and counterclaim by citing one example of textual evidence and providing (1) strength and (1) limitation/drawback, for (2 OUT OF 3) texts/topics/prompts.

4. **Revising Writing:** By (DATE), when given a draft of the student's own work, (NAME) will correct at least (12) teacher-selected language convention skills with 80% accuracy in (4 OUT OF 5) student drafts.

5. **Using Formal Tone:** By (DATE), when given (5) examples of sentences with an informal tone, (NAME) will re-write the (5) informal sentences and write (5) equivalent sentences with formal tone.

6. **Using Text Evidence:** By (DATE), given an independent reading level text and writing prompt, (NAME) will write (2) paragraphs in response to the text with (1) clear thesis statement, (3-4) pieces of relevant evidence from the text with an explanation that connects to the thesis and integrates each piece of evidence into the paragraph, and (1-2) concluding sentences in (4 OUT OF 5) texts, as measured by (TEACHER-CREATED RUBRIC). **(Standard W.11-12.9)**

7. **General Writing:** By (DATE), given accommodations and specially designed instruction, (NAME) will increase writing skills by (1) point in the areas of (IDEAS, CONTENT, ORGANIZATION, VOICE, WORD CHOICE, SENTENCE FLUENCY, AND CONVENTIONS) as measured by Oregon state scoring rubric for writing.

Math Goals Templates:

1. **Pre-Algebra (Functions):** By (DATE), when given (5) problems on evaluating a function for a given input and interpreting the value of a function, (NAME) will correctly solve (4 OUT OF 5) problems in (2 consecutive) problem sets.

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2. **Pre-Algebra/Algebra (Polynomials):** By (DATE), when given problems involving adding, subtracting, or multiplying polynomials, (NAME) will use correct operations to solve (4 OUT OF 5) problems.

3. **Solving Word Problems:** By (DATE), when given a (2)-step word problem that has one unknown value, (NAME) will determine the value by creating and solving an equation using a variable for the unknown value for (4 OUT OF 5) word problems.

4. **Algebra (Solving/Plotting Inequalities):** By (DATE), when given a one-variable linear inequality, (NAME) will use algebraic operations and graphing to solve the inequality and plot the solution on a number line for (4 OUT OF 5) inequalities as measured by curriculum-based assessments. (**Standard HSA-REI.3)**

5. **Algebra (Solving Equations)** By (DATE), given no more than (30) grade-level algebra problems with (1) unknown variable, (NAME) will write equations and use algebraic operations and/or graphing to solve the problems with (__%) accuracy as measured by curriculum-based assessments.

6. **Algebra (General):** By (DATE), when given grade level, curriculum-based assessments, (STUDENT) will score at least (__) % on the following algebra concepts: (SOLVING MULTI-STEP EQUATIONS, GRAPHIC LINEAR FUNCTIONS, SOLVING SYSTEMS OF EQUATIONS, SIMPLIFYING EXPRESSIONS WITH EXPONENTS, AND GRAPHING QUADRATIC FUNCTIONS).

7. **Geometry (Calculating Area, Volume, Angles, etc.):** By (DATE), when given a problem that involves calculating missing lengths, areas, volumes, angles, or points on a coordinate grid, (NAME) will solve the problem by interpreting the context, drawing or labeling a diagram, and applying geometry principles to identify the missing measures with (__%) accuracy for (2 OUT OF 3) sets of problems. (**Standard HSG-SRT.8)**

8. **Geometry (Spatial sense):** By (DATE), when given grade-level, curriculum-based assessments, (STUDENT) will score at least (__) % on reasoning about geometric figures and properties and using (MODELS, COORDINATES, AND TRANSFORMATIONAL GEOMETRY) to solve problems.

9. **Geometry:** By (DATE), when given grade-level curriculum-based assessments, (STUDENT) will score at least (__) % on the following geometry concepts: (USING SEGMENT OR ANGLE ADDITION TO SOLVE FOR VARIABLES, IDENTIFYING TRIANGLE CONGRUENCE AND SIMILARITY, USING RULES OF PARALLEL AND PERPENDICULAR LINES TO FIND MISSING ANGLE MEASURES, FINDING INTERIOR ANGLES IN POLYGONS, FINDING AREA, SURFACE AREA, AND VOLUME OF POLYGONS).

Reading Goals Templates:

1. **Identifying Claim and Evidence:** By (DATE), given a grade level informational text and a claim, (NAME) will (ORALLY or IN WRITING) cite (3) pieces of supporting evidence and explain how the evidence supports the claim, for (3 OUT OF 4) text analyses. **(Standard RI.9-10.1)**

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2. **Identifying/Analyzing Literary Elements:** By (DATE), given a grade-level literary passage and a prompt to analyze literary elements, (NAME) will (ORALLY or IN WRITING) analyze (2) literary elements in the text by explaining their effects on the text and cite (3) pieces of supporting evidence, on (3 OUT OF 4) literary responses. **(Standard RL.11-12.3)**

3. **Identifying Central Idea(s) and Evidence:** By (DATE), given a grade level informational text and a prompt to analyze the development of the text's central ideas, (NAME) will state (orally or in writing) (2) central idea(s), cite (4) pieces of supporting evidence, and explain how the two central ideas build on each other, for (3 OUT OF 4) text analyses. **(Standard RI.11-12.2)**

4. **Analyzing Author's Claim (in writing):** By (DATE), given an independent level informational text and a prompt (verbally or in writing), (NAME) will write a (2) paragraph response that states the author's claim, cites (3) pieces of relevant evidence, and analyzes how evidence best supports the claim, showing proficiency in all three target areas (claim, evidence, and explanation) as measured by a (TEACHER CREATED RUBRIC) for (3 OUT OF 4) trials.

5. **General Comprehension (informational text):** By (DATE), given a(n) (INSTRUCTIONAL or GRADE-LEVEL) nonfiction text, (NAME) will correctly answer reading comprehension questions (multiple choice, short answer, or fill-in the blanks) with 80% accuracy in (4 OUT OF 5) texts.

6. **General Comprehension (literary text):** By (DATE), given a(n) (INSTRUCTIONAL or GRADE-LEVEL) literary text, (NAME) will correctly answer reading comprehension questions (MULTIPLE CHOICE, SHORT ANSWER or FILL-IN-THE-BLANKS) with 80% accuracy in (4 OUT OF 5) texts, as measured by (a teacher-created rubric or assessment).

7. **General Comprehension**: By (DATE), given (GRADE LEVEL OR INSTRUCTIONAL LEVEL text), (NAME) will be able to (COMPREHEND, SUMMARIZE, ANALYZE, SYNTHESIZE, EVALUATE) grade level informational and narrative texts with (__%) accuracy on curriculum-based assessments.

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K. Goals Middle School

Writing Goal Templates:

1. By (DATE), given (GRADE LEVEL OR INSTRUCTIONAL LEVEL WRITING PROMPT), STUDENT) will write a TEA paragraph including a topic sentence, evidence and analysis of his/her/ their answer while increasing his/her/ their writing score, based on state rubric, by 1 point in at least 1 area, as measured by OR state rubric.

2. By (DATE), given daily writing practice in class/ daily warm ups/ daily assignments, (STUDENT) will be able to write her/their/his name and date at the top right had corner, use extra paper to write notes, and number her/their/his answers and work to organize it on 10 or more teacher made assignments, as measured by teacher rubric.

3. By (DATE), given (GRADE LEVEL OR INSTRUCTIONAL LEVEL WRITING PROMPT), STUDENT) will increase her/ his/ their score by 1 point in the areas of Organization, or Language/Conventions using the CCSS scoring rubric.

Objectives

I. STUDENT will write essays that include a clear topic sentence.
II. STUDENT will include transition words between ideas.
III. STUDENT will write essays that contain a conclusion that restates her topic sentence.
IV. STUDENT will write sentences with beginning capitalization and end marks.
V. STUDENT will correctly spell high frequency words.

4. By (DATE), given (GRADE LEVEL OR INSTRUCTIONAL LEVEL WRITING PROMPT), STUDENT) will be able to increase her/their score by 1 point in the areas of Organization, Development, Language/Conventions using the CCSS scoring rubric.

Objectives

I. STUDENT will include transition words between ideas.
II. STUDENT will write essays that include an introduction, body of text, and conclusion
III. STUDENT will support ideas in writing with reasons, details, facts and examples.
IV. STUDENT will read over work to check for awkward constructions, misspellings, or punctuation errors.

Math Goals Templates:

1. By (DATE), given (GRADE LEVEL OR INSTRUCTIONAL LEVEL Curriculum based assessment), STUDENT) will score at least (__) % on the following concepts: Multiplying and dividing fractions, order of operations and grouping, evaluating expressions with one variable and evaluating expressions, as measured by teacher made rubric.

2. By (DATE), given (GRADE LEVEL OR INSTRUCTIONAL LEVEL Curriculum based assessment), STUDENT) will score at least (__) % in the following concept (***pick 1***) one step equations; two step equations; multi step equations, as measured by teacher made rubric.

3. By (DATE), given (GRADE LEVEL OR INSTRUCTIONAL LEVEL Curriculum based assessment), STUDENT) will score at least (__) % in applying properties to solve problems with exponents, as measured by teacher made rubric.

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4. By (DATE), given (GRADE LEVEL OR INSTRUCTIONAL LEVEL Curriculum based assessment), STUDENT) will score at least (__) % in applying distributive property to produce equivalent expressions, as measured by teacher made rubric.

5. By (DATE), given (GRADE LEVEL OR INSTRUCTIONAL LEVEL math facts sheet), STUDENT) will score at least (__) % accuracy in the following areas (***pick 1 or more***) multiplication, division, adding, subtracting, as measured by teacher made rubric.

6. By (DATE), given (GRADE LEVEL OR INSTRUCTIONAL LEVEL curriculum-based measure), STUDENT) will score at least (__) % accuracy in solving for the circumference of a circle, as measured by teacher made rubric.

7. By (DATE), given (GRADE LEVEL OR INSTRUCTIONAL LEVEL math facts sheet), STUDENT) will increase PRONOUN ability to select and apply mathematic operations, working toward the ___th grade benchmark, as measured by teacher made rubric.

Objectives: <u>The lower steps should have a higher % of accuracy than the higher steps.</u>

A. Student will solve problems involving exponents with __% accuracy.
B. Student will solve two-step equations with ___% accuracy
C. Student will solve multi-step equations with __% accuracy. (note this %age must be lower than previous STO).
D. Will write an equation from a graph in slope-intercept form with __% accuracy.

Reading Goals Templates:

1. By (DATE), given a grade level reading comprehension assessment, STUDENT will be able to read a text and answer a question by using a quote, explain how their/his/ her quote supports their/his/ her thinking and summarize the three key details in the story they, she, he read with ___% accuracy on 3 or more teacher made probes.

2. By (DATE), given a grade level reading comprehension assessment, STUDENT will increase their/his/ her accuracy by 20% in the following areas: inferencing, identifying main idea, summarizing, identifying key details, as measured by teacher made rubric.

3. By (DATE), given (GRADE LEVEL OR INSTRUCTIONAL LEVEL timed oral reading assessment) STUDENT will increase his/her/their reading fluency by___% wpm, as measured by CBM.

4. By (DATE), given (GRADE LEVEL OR INSTRUCTIONAL LEVEL timed oral reading assessment) STUDENT will increase his/her/their decoding strategy by___% accuracy, as measured by CBM.

5. By (DATE), given (GRADE LEVEL OR INSTRUCTIONAL LEVEL timed oral reading assessment) STUDENT will increase her/their/his ORF by placing between the __th and ___th percentile at grade level given a 1-minute ORF timing, as measured by CBM.

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L. Goals Elementary School

Writing Goal Templates:

1. By (DATE), given a 7-minute writing assessment, STUDENT will write ___# total words, placing them at the __ % percentile when compared to same aged peers, as measured by teacher made rubric.
2. By (DATE), given a 7-minute writing assessment, STUDENT will score ___ correct word sequences, which would place them at the __%percentile, as measured by teacher made rubric.

3. By (DATE), given a 7-minute writing assessment, STUDENT will use capitalization for beginning of sentences with ___% accuracy in 3 out of 4 teacher made writing probes.

4. By (DATE), given writing prompt and topic, STUDENT write a story with a beginning, middle and end on 4 out of 5 teacher made prompts

Objectives

I. Student will write a story with a beginning, middle, and end with a topic sentence, details, and descriptive words.
II. Student will form a paragraph with 5 sentences using an introductory sentence, 3 support sentences, and a concluding sentence, as measured by teacher made rubric.

5. By (DATE), given a grade level writing assessment, STUDENT will be able to write a multi-paragraph essay with topic sentences and supporting details on 4 out of 5 teacher made prompts.

6. By (DATE), given a grade level writing assessment, STUDENT will be able to write a complete paragraph, as measured by teacher made rubric.

Objectives:

I. Using inventive spelling, student will be able to write three sentences on topic.
II. Student will be able to write a topic sentence.
III. Student will be able to write a concluding sentence.
IV. With assistance, Student will edit *pronoun here* written work for correct capitalization, punctuation, and spelling.

Math Goals Templates:

1. By (DATE), given curriculum-based math assessment, STUDENT will improve scale score by ___# points with an overall scale score of ____#, as measured by teacher made rubric.

2. By (DATE), given (GRADE LEVEL OR INSTRUCTIONAL LEVEL math facts sheet), STUDENT) at least (__) % accuracy in the following areas (***pick 1 or more***) multiplication, division, adding, subtracting, as measured by teacher made rubric.

3. By (DATE), given (GRADE LEVEL OR INSTRUCTIONAL LEVEL math assessment), STUDENT) will score at least (__) % accuracy in the following areas (***pick 1 or more***) multiplication, division, adding, subtracting, as measured by teacher made rubric.

4. By (DATE), given a group of coins and dollars, STUDENT will be able to correctly count money up to $10 with __% accuracy, as measured by teacher made rubric.

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5. By (DATE), given a grade level or instructional level math assessment assessing fractions, STUDENT will be able to compare, and generate equivalent fractions with like denominators and add and subtract fractions with like denominators with ___% accuracy, as measured by teacher made rubric.

6. By (DATE), given instructional level math assessment, STUDENT will increase *pronoun here* ability to apply mathematical operations working toward the benchmark, as measured by teacher made rubric.
   Objective:
   I. STUDENT will be able to compute the sum of three digits plus three digits with varied regrouping
   II. STUDENT will be able to subtract two digits from two digits with borrowing required.
   III. STUDENT will be able to compute selected multiplication and division facts.
   IV. STUDENT will identify, name and use models to demonstrate meaning and relative size of commonly used fractions (wholes, halves, thirds, fourths, eights).

Reading Goals Templates:

1. By (DATE) given reading fluency passage, STUDENT will increase oral reading fluency to __% accuracy 7 out of 10 opportunities.

2. By (DATE), given reading fluency passage, STUDENT will read ____ correct words per minute which corresponds to the __th percentile when compared same aged peers, as measured by CBM.

3. By (DATE), given a ___th grade vocabulary assessment, STUDENT will score ___, placing them at the __ percentile when compared to same aged peers, as measured by CBM.

4. By (DATE), given a ___th grade reading comprehension assessment, STUDENT will score a ___, placing them the __ percentile when compared same aged peers, as measured by CBM.

5. By (DATE), given an instructional level reading assessment, STUDENT will increase reading skills in the areas of decoding and word recognition, to approach benchmark, as measured by teacher made rubric.

   Objectives:
   I. STUDENT will be able to read previously taught CVCe words at ___% accuracy.
   II. STUDENT will be able to read selected words containing the consonant digraphs /th/, /wh/, /sh/, and /ch/ at ___% accuracy.
   III. STUDENT will be able to read previously taught sight words at ___% accuracy.

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M. Goals Behavior & Social

LINK TO WEBSITE EXAMPLES

1. **Appropriate Class Participation:** By (DATE), during small group instruction, (NAME) will show (3) appropriate participatory behaviors for the duration of the instruction, for (4 OUT OF 5) small group instruction sessions.

2. **Dealing with Peer Conflict/Distraction:** By (DATE), when a peer behaves undesirably during a school activity, (NAME) will use a pre-taught coping strategy and return to the activity within (2) minutes, for (4 OUT OF 5) peer conflicts.

3. **Taking Conversational Turns:** By (DATE), (NAME) will engage in 4 conversational turns with a peer without interrupting and wait for his/her turns to speak across all settings in 4 OUT OF 5 conversations.

4. **Appropriate Communication with Adults:** By (DATE), when communicating with adults in the classroom (or another academic or social setting) where (NAME) previously expressed oppositional behavior, (NAME) will use (1) self-control strategy to calm down within (2) minutes, and then communicate his/her thoughts respectfully using an I-statement, while refraining from using negative communication for (3 OUT OF 3) adult interactions.

5. **Active Listening:** By (DATE), when listening to a peer or teacher speak during a (30)-minute academic class discussion, (NAME) will demonstrate (2) active listening skills, for (5 OUT OF 5) student presentations or discussions.

6. **Self-Advocacy/Independent Work:** By (DATE), when working independently (or another classroom setting) when (NAME) previously demonstrated learned helplessness behavior, (NAME) will select a self-monitoring strategy to independently problem solve prior to asking the teacher for help on how to proceed with the activity, and will ask no more than (2) questions of teacher or peers during (45) minutes of (4 OUT OF 4) independent work periods.

Organization/Study Skills Goals:

1. **On-Task Behavior:** By (DATE), during a (40)-minute class period, given an academic task, (NAME) will independently remain on-task (i.e., actively working on the task, minimal disruption to self/others, asking relevant questions of peers/teacher), for at least (40) minutes or until the task is completed as directed, in (4 OUT OF 5) academic tasks.

2. **Completing Multi-Day Assignments:** By (DATE), when given a multi-day assignment to be completed outside of the classroom, (NAME) will demonstrate use of at least (1) goal-achievement strategy, for (5 OUT OF 5) multi-day assignment opportunities.

3. **Prepared/Punctual in Class:** By (DATE), during the transition time between class periods, (NAME) will quickly find all materials needed for the next class and arrive to class on time with all materials prepared and readily accessible without having to return to the locker for (7 OUT OF 8) class periods.

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4. **Turning in Homework:** By (DATE), upon entering the classroom at the start of the class period, (NAME) will locate their completed homework and turn in the homework to the designated classroom location within (2) minutes of prompting, for (4 OUT OF 5) turning in homework opportunities.

5. **Achieving Short-Term Goals:** By (DATE), after setting a short-term academic goal and creating a self-monitoring checklist with at least (7) steps, (NAME) will track their goal progress by marking off each step as it is completed for (5 OUT OF 5) goals.

6. **Binder/Folder Organization:** By (DATE), when prompted to take out class materials for a routine binder check, (NAME) will present an organized binder with (4) requirements and corresponding materials behind each labeled section, for (4 OUT OF 5) binder check opportunities.

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N. *Services Summary

*Start date for services are the DAY AFTER the IEP is held and agreed upon.
*End date for services are ONE DAY BEFORE the next IEP due date (subtract 2 days from the current IEP meeting date and add one calendar year).

Specially Designed Instruction

Instructions: Select the areas of needed specially designed instruction. For each selected area of SDI, there needs to be a corresponding description in Present Level of Academic Achievement and/or Functional Performance and a corresponding IEP PLAAFP AND GOAL. ALL 3 MUST CORRESPOND.

Specially Designed Instruction Area: Must match area of service needed per the PLAAFP and GOAL.

Amount of Time:

Standard times for students in inclusion classes are between 30 and 120 minutes/week for reading, written language, and math. Times for students in self-contained classes are 300 minutes/week (social skills, academics, vocational skills, etc.). This will vary depending on the needs of the students. Students on modified diplomas will most likely require more time. Transition minutes will be determined by individual schools and case managers. Speech/Language Pathologist will determine minutes for students' Speech/Communication services.

Freq: Weekly/ Monthly/ Yearly

Location: General Ed Class
General Ed Class/Resource room
Self-Contained/Resource room

Provider: LEA (local education agency) SLP (Speech path)

Role: Regular Ed Teacher (for reading, writing, and math unless student is in self-contained academic classes or resource room). Rule: Individual providing instruction in this area is the role.
Special Ed Teacher (for transition, social skills, behavior, study/organizational. Reading, writing math are provided by general education, classroom teacher or special education teacher)
Speech/Language Pathology (communication skills, speech services)

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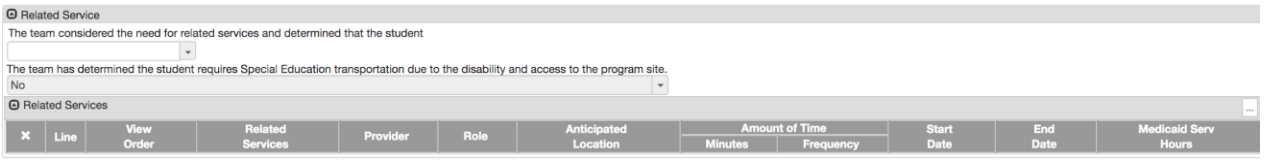
Related Services



Related services typically include **transportation** and **speech** language pathology. Additional services (physical/occupational therapy, school health services, nurse services, medical consults, interpreting, etc.) may be added with district-level guidance.

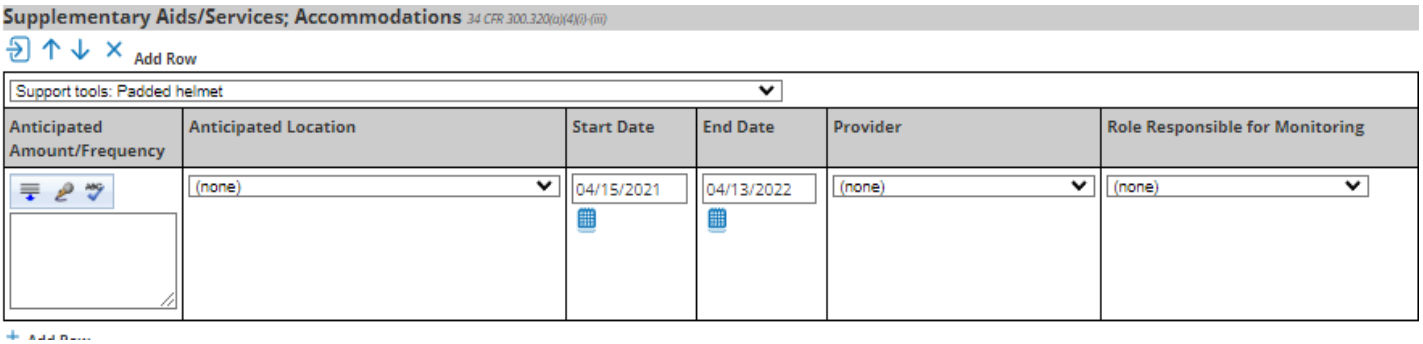
Instructions for adding transportation services:
For transportation services, select “is in need of related services” and save.

Related Service: Transportation services
Minutes: The estimated time of drive to and from school.
Frequency: Per day
Anticipated location: To and from school
Provider: LEA (Local Education Agency)
Role: Other

IF SELECTED then SELECT YES REPORT TO ODE.

Instructions for adding speech services:
For speech language services, the speech pathologist normally inputs this information. However, case managers need to consider the services minutes when calculating extent of removal.

Supplementary Aids and Services



Service Description:
Label each as “Accommodation:” or “Modification:” and copy/paste from the list below to facilitate wording uniformity. Modifications must be content-area specific.

Provider:
LEA (Local Education Agency)

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Role:
For Setting, Response, and Timing Accommodations/Modifications, the role will be a Regular Ed Teacher UNLESS student is removed from General Ed classes 100%.

For MOST Organization and Behavior Accommodations/Modifications, the role will be the Special Educator.

Anticipated Location:
If a student is not removed from the general education setting, their anticipated location of receiving services will be “General Education Classroom.”

If a student is partially removed from the general education setting, the anticipated location of receiving services will be “General Education/Resource Room.”

If a student is fully removed from the general education setting, the anticipated location of receiving services will be “Special Education Classroom.”

If a student is receiving supports embedded throughout the school day, such as Behavior Support Plan, Step-Up Plan, Point Card, etc., the anticipated location should be “All school environments.”

Amount of Time:
Minutes should be based on actual time spent providing the service, and not on length of class periods or other scheduling factors.

Frequency determines how often students should receive the actual service. “Per class” or “Per assignment/test” are typically appropriate for most accommodations. Do NOT use “as needed,” “with teacher approval” etc.

Standard Accommodations

***Accommodations are supports for student to complete the standard.**

Presentation Accommodations

- Accommodation: Entire tests and/or assignments read aloud (when reading is not being assessed)
- Accommodation: Selected portions of tests and/or assignments read aloud
- Accommodation: Text-to-speech
- Accommodation: Think-aloud or whisper phone
- Accommodation: Checks for understanding on questions, instructions, and content
- Accommodation: Scaffolded/differentiated materials
- Accommodation: Simplify language in written instructions and test / assignment questions
- Accommodation: Paraphrase questions, instructions, and content
- Accommodation: Repetition of questions, instructions, and content
- Accommodation: Rephrasing and/or clarifying questions, instruction, and content
- Accommodation: Break down assignments/tasks/content into smaller units
- Accommodation: Chunking of texts
- Accommodation: Pre-written class notes, summaries, study guides, main ideas summaries

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- Accommodation: Organizational aids
- Accommodation: Frequent and/or immediate feedback
- Accommodation: Provide student with copy of student/teacher notes
- Accommodation: Use word bank to reinforce vocabulary and/or when extended writing is required
- Accommodation: Peer tutoring/paired work arrangement
- Accommodation: Audio books
- Accommodation: Provide home sets of textbooks/materials
- Accommodation: Delete extraneous information on assignments and assessments, when possible
- Accommodation: Separate long paragraph questions into bullets, whenever possible
- Accommodation: Use pictures/visual aid to support reading passages, whenever possible

Response Accommodations

- Accommodation: Shortened assignments/assessments to demonstrate mastery
- Accommodation: Use of teacher-approved notes on tests if it does not change or lower the learning standard
- Accommodation: Use of calculator on all tasks requiring computation
- Accommodation: Use of manipulatives
- Accommodation: Note-taking support (teacher/student notes, guided notes, closed notes, limit amount to be copied from board)
- Accommodation: Allow for wait time for responses
- Accommodation: Provide advanced notice to student when calling on in class
- Accommodation: Access to computer for lengthy writing assignments (one paragraph or more)
- Accommodation: Provide alternative methods of assessment to demonstrate mastery
- Accommodation: Option to retake tests/assessments when student has not met standard (must be <u>different</u> assessment with same standard)

Setting Accommodations

- Accommodation: Preferential seating away from distractions and to promote engagement/productivity
- Accommodation: Additional time for movement in 90-minute classes
- Accommodation: Advanced preparation for schedule changes
- Accommodation: Provide frequent changes in activities or opportunities for movement
- Accommodation: Provide manipulatives and/or sensory activities to promote listening and focusing skills
- Accommodation: Provide breaks to promote productivity and engagement
- Accommodation: Small group instruction, when possible
- Accommodation: Testing in a separate location, when possible

Timing Accommodations

- Accommodation: Extended time on assignments and tests without grade penalty (specific time and a half or double the time)

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Organizational/Skills Accommodations

- Accommodation: Check-in/Check-out for organizational support
- Accommodation: Monitor independent work
- Accommodation: Prompts to turn in work / stay on-task / write down assignments in planner
- Accommodation: Encouragement and reminders to self-advocate (ask for help when needed, make-up work or tests, ask for accommodations, communicate needs, etc.)
- Accommodation: Notify in advance of changes to routine/schedule
- Accommodation: Home-school communication system
- Accommodation: Provide structured time for organization of materials
- Accommodation: Provide assistance with organization
- Accommodation: Reminders to turn in work

Behavioral/Communication

- Accommodation: Behavior Support Plan
- Accommodation: Behavior contract
- Accommodation: Behavior point card
- Accommodation: Anger management training
- Accommodation: Crisis intervention
- Accommodation: Encourage student to ask for assistance when needed
- Accommodation: Encourage/reinforce appropriate behavior in all school settings
- Accommodation: Frequent eye contact/proximity control
- Accommodation: Frequent reminder of rules/expectations
- Accommodation: Reinforce behavior through non-verbal/verbal communication
- Accommodation: Strategies to initiate and sustain attention
- Accommodation: Use of positive/concrete reinforcers
- Accommodation: Monitor independent work
- Accommodation: Access to fidget/sensory toy
- Accommodation: Step-Up Plan (for students on partial-day schedule ONLY)

Modifications

*** Modifications are a change to the standard.**

***All modifications must be content-area specific. Indicate reading, writing, math, etc.**

Instructional

- Modification: Limited amount of required reading
- Modification: Modified or alternate content
- Modification: Alternative curriculum
- Modification: Lower reading level
- Modification: Alternate learning target or objective
- Modification: Lower completion standard

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Testing

- Modification: Altered/modified assignments
- Modification: Modified grading system
- Modification: Open notes for assessments (notes include: class notes, teacher/peer notes, book)
- Modification: Reduce number of answer options
- Modification: Remove “except” and “not” questions, when possible
- Modification: Revise format of test (i.e. fewer questions, fill-in-the-blank)
- Modification: Simplified sentence structure, vocabulary, and graphics on assignments and assessments
- Modification: Omit assignments requiring copying in a timed situation
- Modification: Allow copying from paper/book
- Modification: Shorten assignment and/or drop duplicate assignments assessing same standards
- Modification: Assistive technology when not allowed on assessment
- Modification: Explaining or re-wording test questions
- Modification: Option to retake/correct tests/assessments when student has not met standard (may be the same test)
- Modification: Passing rate per test/assessment is 45% in (SPECIFIC CONTENT AREA - for example, writing, math, reading, etc.)

POWER SCHOOLS/ TIENET LIST

This link will take you to the Power School Tienet List

Program Modifications/Supports for School Personnel

Related services typically include **transportation** and **speech** language pathology. Additional services (physical/occupational therapy, school health services, nurse services, medical consults, interpreting, etc.) may be added with district-level guidance.

Instructions for adding transportation services:
For transportation services, select “is in need of related services” and save.

Related Service: Transportation services
Minutes: The estimated time of drive to and from school.
Frequency: Per day
Anticipated location: To and from school
Provider: LEA (Local Education Agency)
Role: Other

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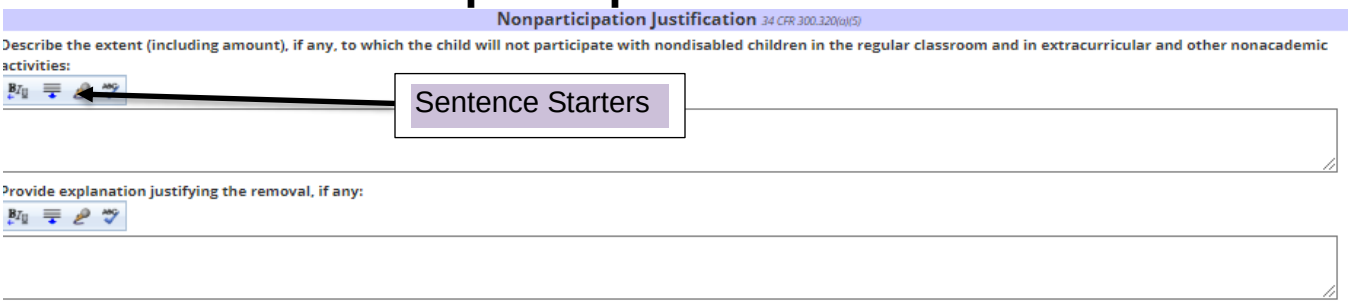
O. Statement of Nonparticipation Justification



Instructions: Removal = any class or activity which is restricted to ONLY students with IEPs. Co-taught classes or low-level/remedial classes do not count as removal.

Extent of Removal

Instructions Secondary: Average minutes for 1 class per week: 200 (don't forget to add monthly SLP/OT service minutes if needed). Total minutes in school per week: 2125 (includes breaks and lunch) 1 class = 9.4% of time at school

Instructions Elementary: Total minutes in school per week: _____ (includes breaks and lunch) – the total minutes of the removal. Divide this total by the total minutes of the day and you have the extend of removal in %age form.

Copy/paste-able:

(NAME) will be removed from the general education environment for (NUMBER) minutes per week. This is (NUMBER)% of the school day.

Explanation and Justification

Copy/paste-able:

(NAME)'s deficits in (AREA, AREA, and AREA) require specialized instruction in the area(s) of (INSTRUCTION, INSTRUCTION, and INSTRUCTION). HE/SHE needs to be removed from the general education setting in the class(es) (SUBJECT, SUBJECT, and SUBJECT) in order to adequately access and achieve progress in the curriculum and toward HIS/HER IEP goals.

Extended School Year

Instructions: ESY should be kept as is unless directed by district-level supervisors.

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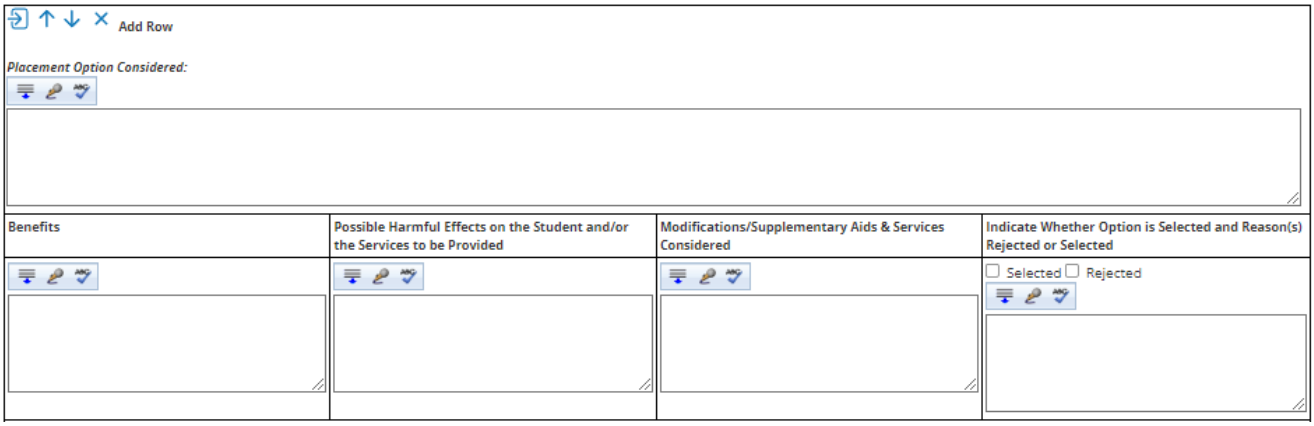
P. Placement Determination



Meeting Participants

Instructions: Add participants and select "invited" in order to generate signature lines for printing.
Parent(s) (auto-populates)
Person knowledgeable about the child (special educator, district representative, or regular education teacher)
Person knowledgeable about the evaluation data (special educator, district representative or other certified specialist)
Person knowledgeable about the placement options (special educator, district representative or other certified specialist)

Placement Decisions

Instructions: Add at least 2 options to be discussed. Do NOT fill in Selected/Rejected until discussion in the IEP meeting. Other sections may be pre-filled and added to or revised during the meeting.

Description of Placement Option Considered

Instructions: Add at least 2 placement options from the drop-down menu. If only listing 2, they should be "next to" each other on the continuum -- one slightly more restrictive than the other -- rather than polar opposites.

Selected and Rejected

Instructions: Choose from drop-down menu. **Only ONE option may be selected**, but **multiple may be rejected.**

Start Date

Instructions: Select the date the day AFTER the IEP meeting date (even if it is a weekend/non-school day).

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Rationale for Acceptance or Rejection

Instructions: Copy and paste the Removal Justification Statement from the IEP in this space.

Copy/paste-able:

(NAME)'s deficits in (AREA, AREA, and AREA) require specialized instruction in the area(s) of (INSTRUCTION, INSTRUCTION, and INSTRUCTION). HE/SHE/THEY needs to be removed from the general education setting in the class(es) (SUBJECT, SUBJECT, and SUBJECT) in order to adequately access and achieve progress in the curriculum and toward HIS/HER IEP goals.

Additional Description of Placement

Instructions: This section is optional. You may describe which classes students will take in a self-contained environment, which pull-out services they will receive, types of classes a student will take in the regular ed environment, etc.

Benefits/Harmful Effects

Instructions: Select TWO from the drop-down menu for each of these.

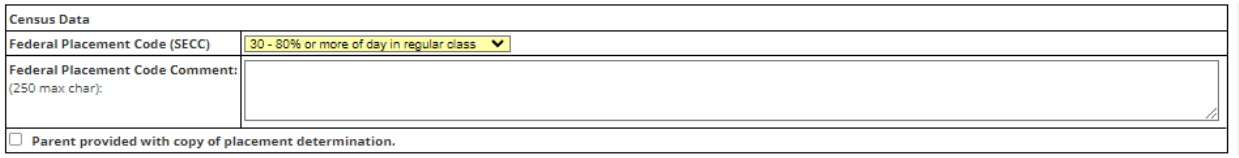
***if student is not attending home school, check "parent requested boundary waiver" in each option discussed (possible harmful effects)**

Modifications/Supplementary Aids

Instructions: Select at least ONE from the drop-down menu.

Percentage of Removal – Federal placement Code

Instructions: *The %age of removal is the total number of service minutes divided by the total minutes of general education services. This is typically measured from start and end times in a school. Each building may have different general education minutes per-day.*



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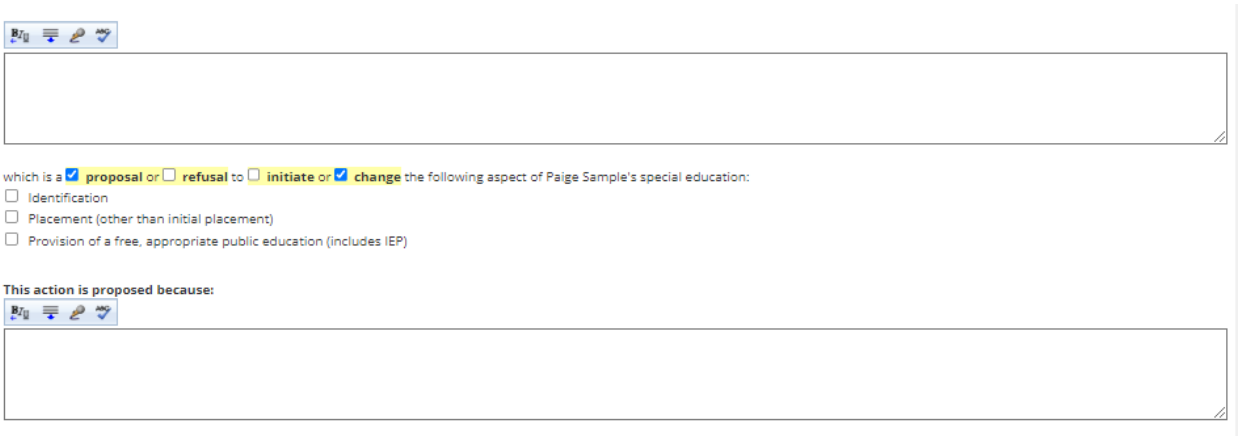
Q. Prior Notice of Special Education Action- (Annual IEP - FAPE)



NOTE: District Office Completes these forms!

Instructions: Click statement for "notice to inform you of the following actions:"
Add STUDENT's IEP for the next calendar year has been written by the IEP team. Team discussed and updated the following: (list parts of IEP that were updated like PLAAFT, Goals, Service minutes).

Document Date: Day of the IEP meeting.

Description of Actions Proposed or Refused by the District:
Instructions: Identify goal areas and list the following types of changes in the following areas:

- ❑ Proposal to initiate or change an aspect of the IEP
- ❑ Refusal to initiate or change an aspect of the IEP
- ❑ Initiate something new in the IEP or for an initial IEP.
- ❑ Change something in the IEP like any updates.

Copy/paste-able:
INCLUDE IN EACH YEARS IEP: {FirstName}'s IEP team has conducted an annual meeting to consider progress toward goals as well as required services, accommodations and modifications in order to make adequate progress in the school program.
Can also add following statement or use pulldown options.
FAPE: Specific (GOAL AREA), (GOAL AREA), and (GOAL AREA) goals have been developed and placement has been determined, based on the IEP, in the least restrictive environment for the student.
Specific changes to the IEP and Placement Determination include:

- Updated/created Transition Plan
- Student's removal from the general education is now (XX) minutes per week.
- Changed/Added/Removed (IEP CHANGE)
- Changed/Added/Removed (IEP CHANGE)

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Explanation of why the district proposes or refuses to take the action:

Copy/paste-able:
Please use pull down option for included IEP statement.
Can use following statement.
An Individualized Education Plan (IEP) is required to be reviewed, revised, adopted, and implemented annually. Placement has been determined, based on the final IEP, as required by law, and conforms to the Least Restrictive Environment of the student.

Description of each evaluation procedure, assessment, record, or report used as a basis for the proposed or refused action:

Copy/paste-able:

File Review
Transcript Audit
Previous Evaluation Reports
Progress toward IEP goals
Recent informal and curriculum-based assessment data
Parent input
Teacher reports
Student input/interview

Description of other options considered and why those options were rejected:

Copy/paste-able:
The IEP team determined that {FirstName}'s current performance levels and service needs have changed. The updated IEP reflects these changes.
Can Add…
Not conducting a review of the IEP, as well as not revising, adopting, or implementing the new IEP was rejected as these are requirements of the law.

Other relevant factors:

Please contact your child's case manager at any time to inquire about the IEP or to request a meeting. An annual IEP review meeting will be scheduled no later than one year from the current IEP date.
Can use…
The team is required to conduct an annual review of the student's IEP at least once every 365 days to determine whether goals are being achieved and to revise the IEP as appropriate, including recent assessment data, parent input, anticipated needs and/or program modifications. Parent(s) and student support the IEP and Placement as written.

This decision is proposed to be implemented on:
(DATE **AFTER** IEP MEETING)

Procedural Safeguards provided to parents:
(CASE MANAGER INITIALS)

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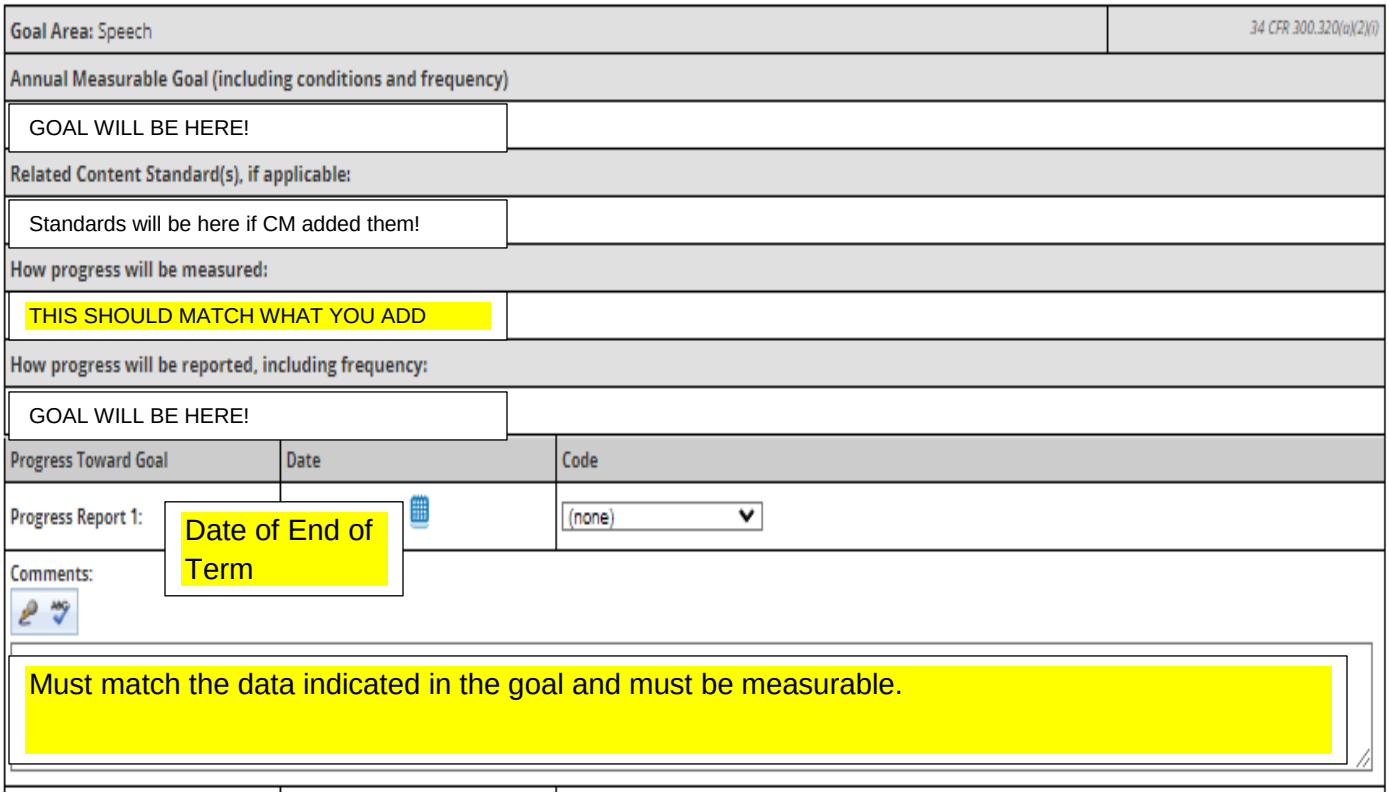
III. Progress Reports

A. Progress Report Assessments

Instructions: Progress reports must be completed at least 3 times per year. Typically, a student will only have 2 completed within a year because one will be completed during the term that their IEP is held. The end of each Semester is preferred because more assessment data is readily available in Power Schools/Tienet. Students may also need to complete individualized assessments in order to demonstrate progress on goals. See Appendices: Progress Monitoring Tools for data collection options.

B. Progress Report Document:



A. Progress Code: use drop-down menu.
B. Comment: explain Progress Code briefly. You **must** include:
   - ❑ Data (percentage, ratio, fraction, etc.)
   - ❑ Source with topic (Ex: Balancing Equations Quiz, Unit Assessment (WWII), Analytical Essay)
   - ❑ Recent date (can be month or quarter)

   You **may** also include:
   - ❑ Teacher reports or explanations
   - ❑ Outside factor explanations (lack of attendance, concept not yet introduced)

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- ❑ Areas of achievement and areas of continued struggle (i.e., can balance equations but continues to struggle to solve for a variable)

IF IEP HAS BEEN HELD DURING THIS PROGRESS REPORT:

Copy/ Pate: Student's IEP was held this term. Please see present levels in most current IEP.

Copy/paste-able:

1: Your child did not work on this goal during the reporting period (see explanation below).

(STUDENT) has not yet demonstrated progress on this goal. (EXPLANATION). Progress will be reported in/on (TIME FRAME).

Ex: Student has not yet demonstrated progress on this goal. This goal was updated by the IEP team less than 4 weeks ago. Progress will be reported on midterm grades and Spring Progress Reports.

2: Progress is not sufficient to meet this goal by the time the IEP is reviewed. An IEP review will be held immediately.

(STUDENT) has not made progress on this goal, as evidenced by (PERCENTAGE, FRACTION, OR RATIO) on (ASSESSMENT TYPE AND/OR DATA SOURCE) in (MONTH OR QUARTER). Teachers report that (EXPLANATION FOR LACK OF PROGRESS).

Ex: Student has not achieved this goal, as evidenced by his earning 10 minor referrals and 6 major referrals in the 4th quarter. Teachers report that he frequently arrives over 20 minutes late to class, and when present, he often refuses to attempt class assignments.

3: Progress has been made towards the goal, but the goal may not be met. Instructional strategies may need to be changed.

(STUDENT) has made some progress on this goal, as evidenced by score(s) of (PERCENTAGE, FRACTION, or RATIO) in (ASSESSMENT TYPE and/or DATA) in (MONTH or QUARTER). However, (STUDENT) still struggles to demonstrate this level of mastery in (CLASS, ENVIRONMENT, or ASSIGNMENT) as evidenced by (PERCENTAGE, FRACTION, or RATIO) in (ASSESSMENT TYPE and/or DATA) in (MONTH or QUARTER).

Ex: Student has made some progress on this goal, as evidenced by scores of 80%, 70%, and 85% on Common Errors Quizzes in January. However, Terry still struggles to demonstrate this level of mastery in written assignments, as evidenced by a score of 2/5 on "Conventions" in an Analytical Essay in 2nd Quarter.

4: Progress has been made towards the goal. It appears that the goal will be met by the next IEP review.

(STUDENT) is making progress on this goal, as evidenced by his/her score(s) of (PERCENTAGE, FRACTION, OR RATIO) on (ASSESSMENT TITLE AND/OR TYPE) in (MONTH OR QUARTER).

Ex: Student is making progress on this goal, as evidenced by his score of 70% on quarterly reading comprehension assessment in January.

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5: Performance is at or above what is required to meet the goal by the next review.

(STUDENT) has achieved this goal, as evidenced by his/her score of (PERCENTAGE, FRACTION, OR RATIO) on (ASSESSMENT TITLE AND/OR TYPE) in (MONTH OR QUARTER).

Ex: Student has achieved this goal, as evidenced by her score of 85% on a Unit Assessment (Fractions) in the 2nd quarter.

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IV. Triennial Reevaluation Process

A. Triennial: Prior Written Notices

NOTE! Triennials and Initial EVALUATIONS are completed by School Psychologist and/or SLP

Instructions: When documenting a triennial reevaluation, the PWN+ and PWN both have drop-down fillables for all sections EXCEPT those titled "**Description of each evaluation procedure….**" You may use the following list for each.

Copy/paste-able:

File Review
Transcript Audit
Previous Evaluation Reports
Progress toward IEP goals
Recent informal and curriculum-based assessment data
Parent input (this is required)
Teacher reports

Dates for Triennial PWN Documents:
PWN+ (Prior Written Notice - Notice of Triennial) should have the same date as the Meeting Request and Parent Permission documents.

PWN (Prior Written Notice - Notice of Eligibility) should have the same date as the Reevaluation/IEP documents.

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B. Triennial: Case Manager & Sped Teacher

CASE MANAGER / Special Ed Teacher Support for School Psych List:

- ❑ Collect Assessment Data from Special Ed class or General Ed classes.
    - ❑ Reading, Writing, Math, Science, etc.
- ❑ Collect Work Samples from Special Education Classes or General Ed classes.
    - ❑ Notes, writing samples, projects, etc.
- ❑ Collect behavioral data.
    - ❑ Point card, referral, observational, anecdotal.
- ❑ Collect functional skills
    - ❑ Peer connections, independence on campus, organization etc.

Student Testing:

Unless the team has selected "additional testing determined not necessary" the student will be completing pull out academic testing if the student has academic concerns or services.

If the student is completing testing with the school psychologist or another specialist consider the following:

- ✓ Before testing begins communicate with the student that some people may be pulling them out to complete some work together.
- ✓ Introduce the student to the assessor AFTER in class observations.
    - It is important that the student not know they are having an in-class observation.
- ✓ Assure the student is not being graded on any of their work and it has no effect on their grades.
- ✓ Expect increased needs for breaks when student is testing.
- ✓ Expect possible heightened emotions or increased behaviors.
- ✓ Consider not having the student make up missing work while they are testing.

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V. Transfer IEP Process

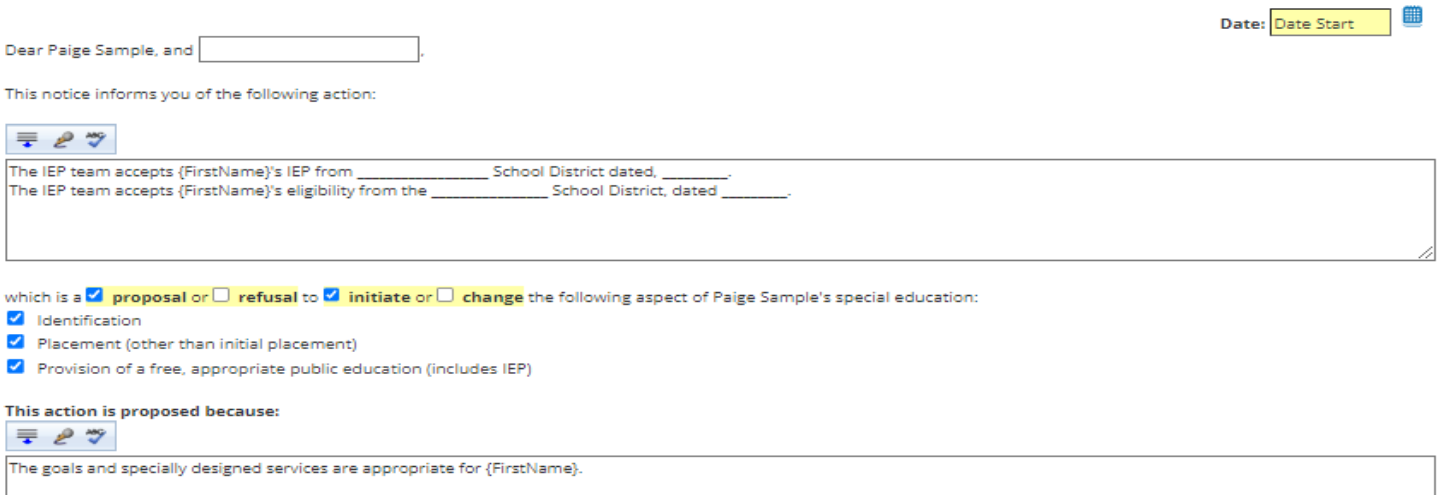
Instate: Any school district in Oregon

You have 10 School Days to provide comparable Special Education service.

Instructions:

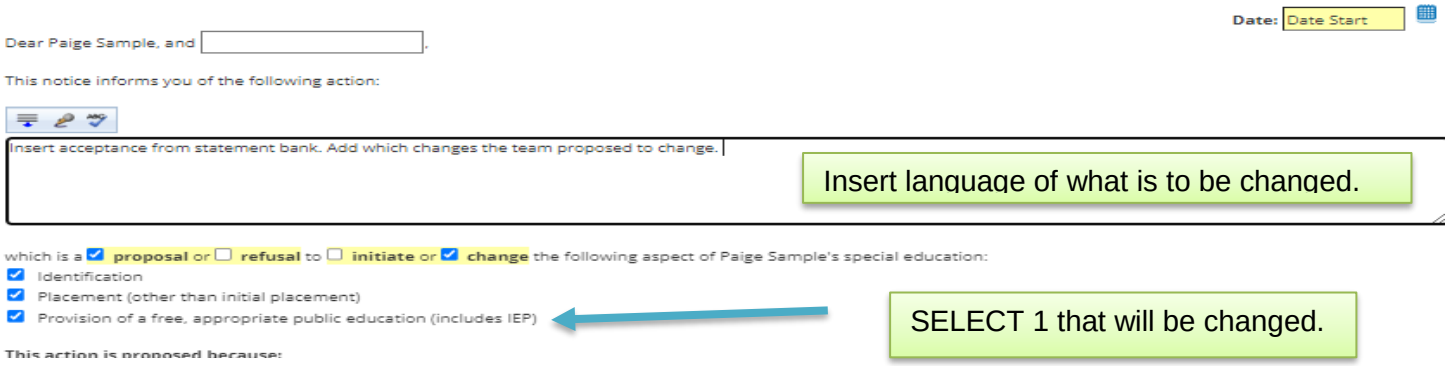
- ✓ *Open School Aged Forms for Student.*
- ✓ *Select Prior Notice of Special Education Action*

<u>If you are accepting all parts of the IEP (Goals, services, accomm/modifications, minutes of service, placement) complete the following:</u>



- ✓ Select all options to accept the IEP from another district in the dropdown menu.

<u>If you need to make CHANGES to the IN STATE IEP (Goals, services, accomm/modifications, minutes of service, placement) complete the following:</u>



- ✓ *Print the portion of the IEP that will be amended and hand write the amendment over the printed IEP. Or Type your changes and attach it to the IEP electronically. These will both be uploaded.*
- ✓ *Hold a team meeting with parent/guardian invited to discuss and review changes.*

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Out of state: Any school district outside of Oregon:

- ✓ You have 10 School Days to provide Special Education service.
- ✓ OUT OF STATE IEP's trigger an INITIAL IEP to be completed by the School Psychologist.
- ✓ Services are provided to the student while the Initial evaluation is completed.
- ✓ **School Psychologist can use some, all, or none of the data provided in the student transfer documents/evaluations/eligibility to complete Oregon Eval.**
- ✓ School has 60 school days to compete the evaluation and hold the initial evaluation meeting.
- ✓ **DO NOT USE THE DATE OF THE OUT OF STATE IEP FOR NEW IEP DOCUMENTS.**
- ✓ The IEP is in initial evaluation and therefore all documents that are completed for the Initial are created like a new document and new evaluation.
- ✓ The dates must match the Oregon eligibility and not the previous eligibility.

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VI. Appendices

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A. Case Manager VS Special Education Instructor

Case Management

- Check in with Case Management Assistant every 2-6 weeks to Schedule IEP's/3 years
- Generate and Send TIF's (Teacher Information Forms) to all gen ed teachers for each IEP.
    - -Send reminders to complete forms 2 days before meeting
    - -Consolidate information from forms and enter into IEP
- Meet with School Psych regularly to coordinate IEP/3-year meetings
- Generate new paperwork in Power School/Tienet for Out of district transfer students
- Send IEP meeting reminders to classroom teachers the day before/day of meeting.
- Enter revisions to IEP's - placement, PWN, IEP, abbreviated day form, acceptance forms etc.
- *Edit, finalize IEP's for unlicensed special ed teachers send to DO*
    - *Make any recommended revisions*
- Assess and schedule New students
- Set up placement, IEP, transition meetings for incoming high need students
- Coordinate high needs student plans with: School psychologist, behavior specialist, sped director, outside agencies (CenterPoint, Lane School, etc.), Sped director
- Create & monitor Step Up plans, behavior plans, safety plans
- Create and monitor point card data- if needed
- Set up specialized transportation
- Update Shared Caseload lists for teachers
- Update accommodations lists for teachers
- Create Spreadsheet of Sped students served in gen ed classes
    -Assess students in goal areas if data is not collected in class.
- Create Spreadsheet of separate setting for State Assessments: Complete IEP progress reports 1x each trimester for each goal
- Do file reviews for Gen ed students that come up in GL team meetings
- Monitor progress of student goals
- Meet with School Psych about student concerns and progress/ gen ed students too.
- Communicate/collaborate with SLMH counselors
- Collect and share information/documents with alternative placements
- Collaborate and collect data for transitioning students from outside placements.
- Align data collection with outside placements. - Lane school typically.

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- Provide tools, resources and practice for students who have sensory needs.
- Meet with 1 to 1's to monitor progress of students.
- Train incoming students on school wide expectations and set up lockers.
- Snapshots updated and provided to teachers.
- Meeting with students and checking in with them on their goals and needs.
- Checking in with teachers regularly about student behavior and concerns.
- Team meetings to discuss current concerns.
- Check in with teachers to make sure accommodations are being met.
- Create, monitor tier 3-point cards and provide incentives.
- Observe students
- Contact parents and check in regularly regarding student behavior progress
- General contact with D.O about process/procedures

Special Ed Teaching

- Check in with students who attend your classes
- Instruct in the areas you have been assigned.
    - Creating lesson plans, assessments (unit and quiz) aligned with goals, academic and intervention levels, and CCSS.
- Collect pre and post data every term.
- Collect and provide up to date data for CM IEPs.
    - *(Data on individual student goals collected no more than 4 weeks prior to the IEP. Best practice is just before the IEP or within 2 weeks).*
- Collect progress monitoring data every 2 to 4 weeks. (*unless specified otherwise*).
    - Example: Easy CBM monitoring (math, comp, vocab, ORF/PRF), dibbles, math chapter or unit assessments, math fact timings, writing prompts, behavioral observations, and when appropriate daily assignments or homework completion scores.
- Have measurable and consistent data that is shared with CM and aligns with goals and other team members data monitoring.
- Follow behavior plans.
- Follow medical and safety plans
- Fill point cards
- Manage behavior in the classroom and communicate behavioral progress and concerns with CM. (timeline is based on team agreements)
- Create behavior expectations with students.
- Observe students

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- Contact parents and check in regularly regarding student behavior and academic progress
- Check in with parents
- Check in with students
    - Some teams may assign students as your focus student during the school year.
- Communicate with staff about student needs
- General contact with CM and Admin about process/procedures
- Create sub that include information about the students that is pertinent to the substitute and emergency contact information for on campus staff.

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B. Case Management Annual Checklist

Start of Year:

- ❑ ***HAVE DISTRICT Administrative Assistant to SpEd Director*** Enter your in-student's team in Power Schools/Tienet to place them in your portfolio.
- ❑ Review student information: -- This can be done in "Reporting" then District Reports
  - ❑ IEP/Triennial due dates
  - ❑ Case Manager
  - ❑ Required team members
  - ❑ Diploma type
- ❑ Review student's SDI and schedule to ensure they match
- ❑ Review student's Placement Determination and schedule to ensure they match
- ❑ Email ALL student's teachers AND counselor regarding student needs, accommodations, and modifications. **Include course modification plan if applicable.**
  - ❑ Can be done with "snapshots" from each IEP. These should be shared.
- ❑ IF STUDENT HAS A BEHAVIOR SUPPORT PLAN:
  - ❑ Review behavior support plan to ensure it is clear and applicable
  - ❑ Provide a copy to administrators, campus monitors, ALL student's teachers AND counselor
  - ❑ Follow up as needed to clarify
- ❑ IF STUDENT HAS PARTIAL DAY SCHEDULE:
  - ❑ Submit Transportation ticket to ensure transportation is set up
- ❑ Contact student's parent/guardian: phone, email, and/or mailed letter
- ❑ Contact student:
  - ❑ Transition/Start-of-Year interview
  - ❑ Provide student with copy of their accommodations/modifications
  - ❑ Review schedule, Behavior Support Plan, Point Card (if applicable)
  - ❑ Review diploma options and transcript (if applicable)

End of Trimester1/Start of Trimester 2:

- ❑ Check in with student regarding accommodations/modifications for final exams
- ❑ Complete Progress Report in Power Schools/Tienet
- ❑ Review student's SDI and Trimester 2 schedule to ensure they match
- ❑ Review student's Placement Determination and Trimester 2 schedule to ensure they match
- ❑ Check in with student regarding Trimester 2 schedule and Trimester 1 grades/credits
- ❑ IF STUDENT HAS A BEHAVIOR SUPPORT PLAN:
  - ❑ Review behavior support plan to ensure it is clear and applicable
  - ❑ Provide a copy to administrators, campus monitors, ALL student's teachers AND counselor
  - ❑ Follow up as needed to clarify

End of Trimester2/Start of Trimester 3:

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- ❑ Check in with student regarding accommodations/modifications for final exams
- ❑ Complete Progress Report in Power Schools/Tienet
- ❑ Review student's SDI and Trimester 3 schedule to ensure they match
- ❑ Review student's Placement Determination and Trimester 3 schedule to ensure they match
- ❑ Check in with student regarding Trimester 3 schedule and Trimester 2 grades/credits
- ❑ IF STUDENT HAS A BEHAVIOR SUPPORT PLAN:
    - ❑ Review behavior support plan to ensure it is clear and applicable
    - ❑ Provide a copy to administrators, campus monitors, ALL student's teachers AND counselor
    - ❑ Follow up as needed to clarify

End of Trimester 3:

- ❑ Enter required courses/services in a Forecasting Document or Planning Document
- ❑ Meet with student to discuss:
    - ❑ *Forecasting* or Planning Sheet (make sure it is finished)
    - ❑ Accommodations/Modifications for final exams
    - ❑ Outlook for next year (changes in services, upcoming testing, etc.
    - ❑ Trimester 3 grades and credits (if applicable)
    - ❑ Transcript/on-track for chosen Diploma Option (if applicable)

Periodically throughout the year:

- ❑ Follow up with teachers, counselor, and student regarding grades, assignments, delivery of accommodations/modifications
- ❑ Monitor student grades and troubleshoot as needed
- ❑ Contact parent/guardian regarding questions, concerns, updates, etc.
- ❑ Help student self-advocate and connect with school resources (Tutoring, food pantry, counselor, etc.)
- ❑ Provide individualized/periodic accommodations: organization support, point card, etc.
- ❑ IF STUDENT HAS PARTIAL DAY SCHEDULE: schedule Step-Up review meetings and/or document parent declining to meet (must happen every 4-6 weeks)

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C. Annual IEP Process Checklist

4-6 week before due date:

- ❑ Check with CMA to make sure meeting is scheduled and all required team members are invited
- ❑ Check in with student regarding upcoming meeting: purpose, topic, attendance, etc.

2-3 weeks before meeting date:

- ❑ Email teachers (or ensure CMA has emailed teachers) regarding Teacher Attendance.
- ❑ Send out Teacher Information Form or questions regarding student present levels in the areas of academics, behavior, social skills etc.
- ❑ Follow up with teachers as needed to ensure feedback is provided
- ❑ Identify data showing progress on goals (assessment grades, observations, attendance/referral data, etc.)
- ❑ Informally assess student as needed to generate essential data

1 week before:

- ❑ Contact parent regarding upcoming meeting; ask for input/topics to be discussed
- ❑ Update IEP Draft, PLD, and PWN in Power Schools/Tienet as much as possible prior to meeting

Day of meeting:

- ❑ Ensure printed copies are available:
    - ❑ IEP Draft
    - ❑ PLD Draft
    - ❑ Current grades
    - ❑ Transcript if available and applicable
    - ❑ Work samples if available
    - ❑ Diploma options handout- (if applicable)
    - ❑ Modified Diploma documentation, Transfer of Rights documents, Behavior Support Plan, etc. (if applicable)
    - ❑ Parental Rights booklets (English and Spanish)
- ❑ Email meeting invitees to remind them of meeting purpose, time, and location

1-10 days post-meeting:

- ❑ Complete and validate IEP, PLD
- ❑ Complete PWN with changes/adjustments to IEP
- ❑ Provide original signature pages and parent initial pages to CMA for finalized IEP
- ❑ Email teachers AND counselor regarding updates to IEP (COPY AND PASTE FROM PRIOR WRITTEN NOTICE)
- ❑ Check in with student regarding changes (if they were not at the meeting)
- ❑ Provide new printout of accommodations/modifications to student (if applicable)

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D. Triennial Reevaluation Checklist (SLD)

6-8 weeks prior to due date:

- ❑ Check which is due first: annual or reevaluation. THIS IS YOUR 'REAL' DUE DATE.
- ❑ Check with CMA and School Psychologist regarding meeting request, meeting date, and required invitees.
- ❑ SP or CM Call parents to request permission for testing:
  - ❑ KTEA-Brief (parent may decline)
  - ❑ Observation
  - ❑ Curriculum-based assessment
- ❑ Create Parent Permission form in Power Schools/Tienet. Date = same as meeting request date.
- ❑ Create PWN (for Notice of Triennial) in Power Schools/Tienet. Date = same as meeting request date.

4-6 weeks prior to due date:

- ❑ *If there is a possibility that the student may be found ineligible for SPED services:* contact parent/guardian via phone to give a heads-up and/or discuss
- ❑ If applicable: conduct KTEA-Brief testing (document attempts if student is absent/refuses)

2-3 weeks prior to due date:

- ❑ Create new Form for student
- ❑ Conduct classroom observation of student
- ❑ Document classroom observation of student on Form
- ❑ Document KTEA-Brief scores and/or CBM data on Form

1 week prior to due date:

- ❑ Create Eligibility document in Power Schools/Tienet (see Table of Contents)
- ❑ Create Eligibility Summary document in Power Schools/Tienet. (see Table of Contents)
- ❑ Update IEP and PLD as for Annual IEP (see Table of Contents)

Day of Meeting:

- ❑ Conduct Reevaluation portion of IEP meeting BEFORE reviewing annual IEP
- ❑ Check boxes for eligibility as they are discussed
- ❑ Get signatures:
  - ❑ Parent Permission
  - ❑ Eligibility Summary
- ❑ Make sure Agree/Disagree boxes are checked on Eligibility Summary
- ❑ Conduct Annual IEP review as usual
- ❑ Create PWN documents
  - ❑ Notice of Eligibility
  - ❑ FAPE (for annual IEP)

Within 10 days post-meeting:

- ❑ Update/revise all documents to reflect IEP team discussion and decisions
- ❑ Validate all documents in Power Schools/Tienet

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- ❑ Turn in all signature pages, parent initial pages, and checked pages to CMA

E. Case Management Family Introduction Letter

Instructions: This introduction letter can be personalized for each case manager and/or student; this template is just one option. This can be emailed to parents or mailed home at the start of the school year. Template is on next page to ensure letterhead is aligned.

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DATE

To the family of (STUDENT NAME):

Welcome to the YEAR school year! My name is (CASE MANAGER NAME), and I will be the case manager for your child this year. As (STUDENT NAME)'s case manager, I will be working to make this school year one of growth both academically and socially. I hope to keep the lines of communication open throughout the year.

My role as (STUDENT NAME)'s case manager will be to collaborate with classroom teachers, monitor (HIS/HER/THEIR) academic progress, ensure (HE/SHE/THEY) receives specially designed instruction and accommodations in the appropriate areas, and meet periodically with (HIM/HER/THEM) to discuss school-related issues.

Additionally, I will facilitate the implementation of (STUDENT NAME)'s current IEP. Later this year, you will be contacted about attending (HER/HIS/THEIR) annual IEP meeting. At this meeting, we will review and amend the (STUDENT NAME)'S IEP based on (HIS/HER/THEIR) present strengths and areas of need.

Please feel free to contact me at (PHONE NUMBER AND EMAIL) anytime with questions, updates, or concerns. I can be reached most easily through email. I look forward to working with you and your family to ensure a successful school year!
Sincerely,

Case Manager
(SUBJECT AREA) Teacher
Email address:
Phone number:

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F. Email to teachers/counselor regarding new student with IEP Template

Copy/paste-able

Dear colleagues,

A new student, (NAME) will be joining your class(es) starting (DATE). Their schedule and IEP should be in Power Schools/Tienet soon if it is not already. Please be aware that this student has an IEP for (DISABILITY), and receives Specially Designed Instruction in (AREA and AREA). As much as possible, the student has been placed in the classes that match their required services and abilities as stated in their IEP. The accommodations and modifications that this student must receive in the classroom are:

- (ACCOMMODATIONS AND MODIFICATIONS HERE)

(OTHER INFO AS NEEDED)

For more information, please be sure to access the student's IEP in Power Schools/Tienet, and please let me know if you have questions or concerns about the student or how to implement their IEP. Thank you!

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G. Email to teachers/counselor regarding updated IEP Template

Copy/paste-able

Dear Colleagues,

(STUDENT) had an IEP meeting this week. Thank you to all who attended and/or provided data and feedback! Below is a reminder/update regarding this student's IEP:

Eligibility:

Receives specially designed instruction in the following areas:

Receives the following accommodations in all classes:

Modified diploma track? Yes/No

If yes, see modified coursework handout attached.

Significant parent comments/concerns:

Other significant IEP changes/reminders:

Please contact me, the student's case manager, via email or at x(number) with additional questions/concerns about this student's IEP. Thank you!

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H. Start-of-Year CM/Student Interview Template

Name: _____ Grade: _____ Date: _____/_____/_____

Start-of-Year Interview

1. What are the classes/subjects you're **best** at?

2. What are the classes/subjects you need the most **help** with?

3. What are your **top 2-3** hobbies or interests?

4. Do you want to go to **college** or **tech school** after high school? If so, what would you want to study?

5. What **career/job** do you want in the future?

6. Do you have any **job or volunteer experience** right now? If so, what?

7. Check the item(s) that describe you:
   - ❑ I have my Driver's License
   - ❑ I have my Learner's Permit
   - ❑ I have my own car
   - ❑ I have a city bus pass
   - ❑ I know how to ride the city bus but I don't have a pass
   - ❑ I ride a bicycle to get around
   - ❑ I mostly get rides from family to get around

8. Where do you want to live after high school?
   - ❑ My own house/apartment
   - ❑ In a house/apartment with roommates
   - ❑ With family
   - ❑ Somewhere else: _____

9. How do you think you learn best in most classes?

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A. **LISTENING to Instruction**: Listening to lectures, hearing instructions orally, talking to others, giving speeches, listening to an audio cassette vs. looking at pictures
B. **SEEING Instruction**: Use of the overhead projector or chalkboard, watching a film or video instead of listening to an explanation, use of visual props such as maps
C. **HANDS-ON Instruction**: Hands-on activities, use of manipulatives, dramatizations, movement during instruction

10. What helps you do your best work in class?
    A. **Quiet!** I like to work by myself and quiet helps me focus.
    B. **Music!** I focus better when I can listen to music on my headphones or in the room.
    C. **Group work!** I work better if I can work with a partner or group to get the work done.

11. Which describes your organization best?
    A. **VERY organized.** I keep my binder/backpack neat, I know what my homework is, and I almost ALWAYS get it done in time.
    B. **KINDA organized.** I can find what I need in my backpack and I get my homework done when I have time in school. I usually get big papers or projects done on time.
    C. **NOT organized.** I sometimes lose papers that I need, and my binder/backpack usually has a lot of unfinished work in it. I don't really do homework unless I have a class that gives me time to do it. I turn in late work a lot.

12. What is your **personal goal** for this school year?

13. Is there **anything else** your Case Manager should know about you to help you succeed?

For CM use ONLY:

- ❑ Reviewed answers to these questions with student
- ❑ Reviewed IEP purpose and disability with student
- ❑ Gave student copy of accommodations/modifications
- ❑ Discussed diploma options: Regular Modified Certificate

Student Info:
Age: _____ DOB: _____/_____/_____ IEP Date: ____/____/_____
Triennial? Y N

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I. Mid-Year CM/Student Intake Interview Template

Name: _____ Grade: _____ Date: _____/_____/_____

New Student Interview

1. What are the classes/subjects you're **best** at?

2. What are the classes/subjects you need the most **help** with?

3. What are your **top 2-3** hobbies or interests?

4. Do you want to go to **college** or **tech school** after high school? If so, what would you want to study?

5. What **career/job** do you want in the future?

6. Do you have any **job or volunteer experience** right now? If so, what?

7. Check the item(s) that describe you:
   - ❑ I have my Driver's License
   - ❑ I have my Learner's Permit
   - ❑ I have my own car
   - ❑ I have a city bus pass
   - ❑ I know how to ride the city bus but I don't have a pass
   - ❑ I ride a bicycle to get around
   - ❑ I mostly get rides from family to get around

8. Where do you want to live after high school?
   - ❑ My own house/apartment
   - ❑ In a house/apartment with roommates
   - ❑ With family
   - ❑ Somewhere else: _____

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9. How do you think you learn best in most classes?

   A. **LISTENING to Instruction**: Listening to lectures, hearing instructions orally, talking to others, giving speeches, listening to an audio cassette vs. looking at pictures
   B. **SEEING Instruction**: Use of the overhead projector or chalkboard, watching a film or video instead of listening to an explanation, use of visual props such as maps
   C. **HANDS-ON Instruction**: Hands-on activities, use of manipulatives, dramatizations, movement during instruction

10. What did you **like** about your last school?

11. What did you **dislike** about your last school?

12. What can your **teachers** do to help you succeed in your classes?

13. Is there **anything else** your Case Manager should know about you to help you succeed?

For CM use ONLY:

- ❑ Reviewed transcript, current grades, and new schedule with student
- ❑ Reviewed location of CM's classroom/office and how to contact
- ❑ Reviewed answers to these questions with student
- ❑ Reviewed IEP purpose and disability with student
- ❑ Gave student copy of accommodations/modifications
- ❑ Contacted teachers regarding student and accommodations

Student Info:

Age: _____ DOB: _____/_____/_____ IEP Date: ____/____/_____

Triennial? Y N

Transfer type: In-district In-state Out-of-state Previous school/district: _____

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J. Special Transportation Directions

Instructions: The SLANE Transportation Department does NOT automatically receive notice when Special Transportation is added or removed from an IEP. The case manager should submit a Transportation Ticket to ensure this transportation is set up in a timely manner.

Note: As of September 2022, South Lane School Dist. is using email to contact transportation and will be creating a ticketing system for ease of use.

Request Type: Special Education (drop-down menu) Transportation (drop-down menu)

K-12 (drop-down menu)

Subject Line: (STUDENT ID NUMBER)

Copy/paste-able (usually auto-populates):

Subject Line - Include the Students ID Number

Requested Start Date:

Student Name:
Attending School:
Reason(s) Special Education Transportation is needed: **Transportation Services required as per student's most recent IEP.**

Parent or Guardian:
Address:
Home Phone:
Work Phone:
Pick Up Address:
Drop Off Address:

Protocols or Comments:
Wheel chair etc…..

Date of IEP providing transportation:

Student Schedule:
Example: Modified schedule 8:30 AM – 11:30 AM

Early Release Day Schedule:
Example: Pick up at 10:30 AM on Early Release Days

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K. Behavior Support Plan Template

Diagram 1 BEHAVIOR SUPPORT PLAN: COMPETING BEHAVIOR PATHWAY

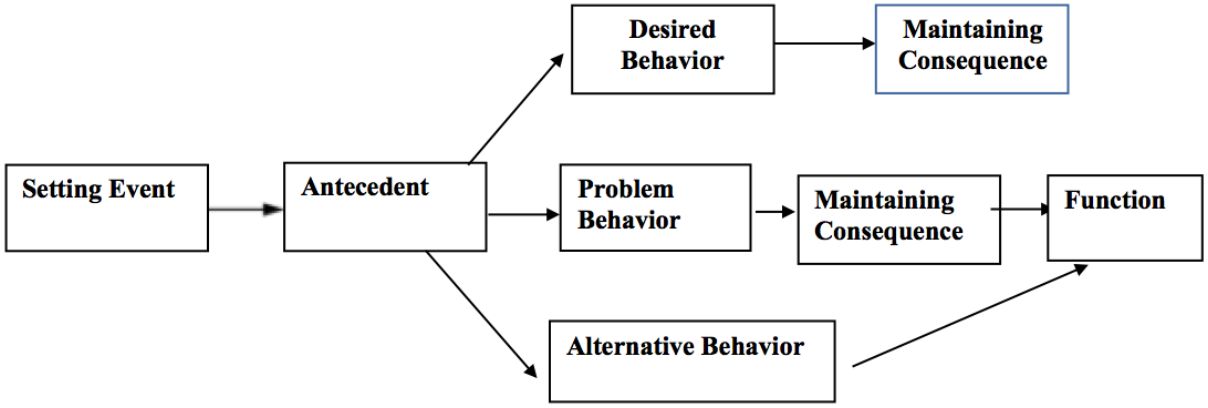

Table 3: Example of Competing Behavior Pathway				
		Follow Instruction **(Desired Behavior)**	Finish and do preferred activity **(Maintaining Consequence)**	
(Setting Events) Transition to a different activity in the schedule	**(Antecedent Predictors)** Demand or request – especially an academic task or request to clean up	**(Problem Behavior)** Non-compliance, tantrum, property description, aggression, elopement	**(Maintaining Consequence)** Negatively reinforced for release of task demands	**(Function)** Escape task demands
		Say "All done" and the activity is over/demand removed. **(Positive Alternative /Replacement Behavior)**		

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Behavior Support Plan

Administration Building
Office of Special Services
455 Adams Ave., Cottage Grove, Or 97424
541-942-3381

Student: **Date:** **Case Manager:**

Student's strengths:

Build a Competing Behavior Pathway

Team Members: _____

_____

_____

Routine: _____

Desired Behavior	Consequence

Setting Event:	Antecedent	Problem Behavior	Consequence/Function

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	Replacement Behavior	

Setting Event Strategies	**Manipulate Antecedent**	**Teach Behavior**	**Alter Consequences**
Eliminate/ Neutralize Setting Events	**Eliminate/Modify Antecedents**	**Alternate Behavior**	**Reinforce Alternative/Desired Behavior**
	Prompt Alternative/Desired Behavior	**Teach Desired Behavior/Skills**	**Respond to Problem Behavior/Redirect/Extinguish**

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Concerning Behaviors:	Staff Response:
	•
	•
	•
	•
	•
	•

Emergency Contacts:

Accommodations Include (Full accommodations can be found in IEP):

-
-

For any further information on this plan please contact one of the following individuals:

Name:
Phone:
Email:

Name:
Phone:
Email:

Name:
Phone:
Email:

NOTE: District Behavior Specialist should be contacted prior to the need to a Behavior Support Plan. They will support in planning and guiding the plan.

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L. Step-Up Plan PDF Template

Baseline Data:

Student Strengths:

Developmental history:

Anecdotal reports from preschool staff and information collected during classroom observations suggest that STUDENT

Results from standardized behavior rating scales suggest that STUDENT demonstrates some aspects of behavioral emotional difficulties that fall in the elevated to clinically significant range in both the home and school environments.

Home-based data suggests elevated difficulties in the areas List all that apply

Adaptive skills:

Behavioral data: (number of referrals, physical aggression, safety concerns, etc).

Rationale for Shortened Day:

Behavior data collected over the past month at _____School suggests that a temporary reduction in STUDENT NAME school day might be beneficial as it would relieve some of the pressure PRONOUN is feeling throughout the day and allow PRONOUN to build academic and emotional stamina. STUDENT school support team also determined that a temporary reduced day schedule combined with a behavioral data driven, leveled support system which provides STUDENT with more staff support would be the most beneficial course of action, resulting in this proposed change of schedule.
Behavioral data indicates that STUDENT episodes of problem behaviors can begin just after school starts, where PRONOUN becomes over-stimulated, engages in extreme non-compliance behaviors, and has shown little ability to de-escalate and recover. This can last throughout the time PRONOUN is on campus. This leveled plan will allow STUDENT a shorter school day while on Levels 1 through 4 so PRONOUN can experience more school success over her day and have time to develop and practice successful behavior strategies in addition to building up STUDENT stamina and tolerance for being in PRONOUN general education class.

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Step-Up Plan Criterion and Steps:

Step Up Overview
To begin START DATE

THIS IS AN EXAMPLE: SEE NOTES FOR INDIVIDUAL STEPS.

Level 1:
Student will start on Level 1. On Level 1, Student will attend school from 8:30-10:00. Level 1 components include:
Supervised recess with peers. Student will need to maintain close proximity to a staff member.
EA/staff instruction/support outside the classroom..
Targeted inclusion into the general education milieu with EA support.
Daily social skills instruction/compliance training.
Daily rewards if Student meets the daily percentage goal on PRONOUN point card.

(When creating a Step Up Plan you need to have criteria that can be measurable and observable. You are working on building student skills that can be maintained.) You are very specific here.

Criteria to Reach Level 2:
Student needs to earn 75% or more on PRONOUNdaily point cards for 8 out of 10 days before moving to Level 2. Incidents of serious behavior (destruction of property, physical/verbal aggression, unauthorized leaving the designated area of supervision) may result in changes to the behavior plan and level of support.
Level 2
Changes to Student day on Level 2 include:
1 hour increase in school day (10:00 to 11:00)
Supervised recess with peers. Student will need to maintain close proximity to a staff member.
Targeted inclusion into the general education milieu with EA support.
Reduction of 1:1 EA support
Daily rewards if Student meets the daily percentage goal on PRONOUN point card.
Criteria for moving to Level 3:
Student needs to earn 80% on PRONOUN daily point cards for 8 out of 10 days before moving to Level 3. Incidents of serious behavior (destruction of property, physical/verbal aggression, unauthorized leaving the designated area of supervision) may result in a level/privilege drop and potential changes to the behavior plan.

(When creating a Step Up Plan it is suggested that you create a criteria that can be measurable and observable for the team meeting again to discuss other options (stepping down, adjusting, etc). You are very specific here.

Step-Up Plan POWER SCHOOLS/TIENET Template

Abbreviated School Day

Meeting must occur with IEP team.

Instructions: This is to be filled prior to a Special Education team meeting with Parents attending and, appropriately, the student.

Navigation:

- ➔ **Go to Create New Document.**
- ➔ **Go to Abbreviated School Day.**

Step 1 plan review dates.

These dates are determined by the team and can be as short as 5 days and as long as 6 weeks. South Lane school district tends to have shorter periods of time between steps. The period of time must be backed by the data collected and have reasonable and agreed upon length.

Review Findings
Article

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Remember: Reducing a student's access to public education is not to be done lightly and without multiple interventions tried prior to the decision.

Reducing a student's day is TEMPORARY and is meant to give the student time to adjust and gain back positive experiences at school.

The team must agree to the process and should include District Special Education Director and Behavior Specialist.

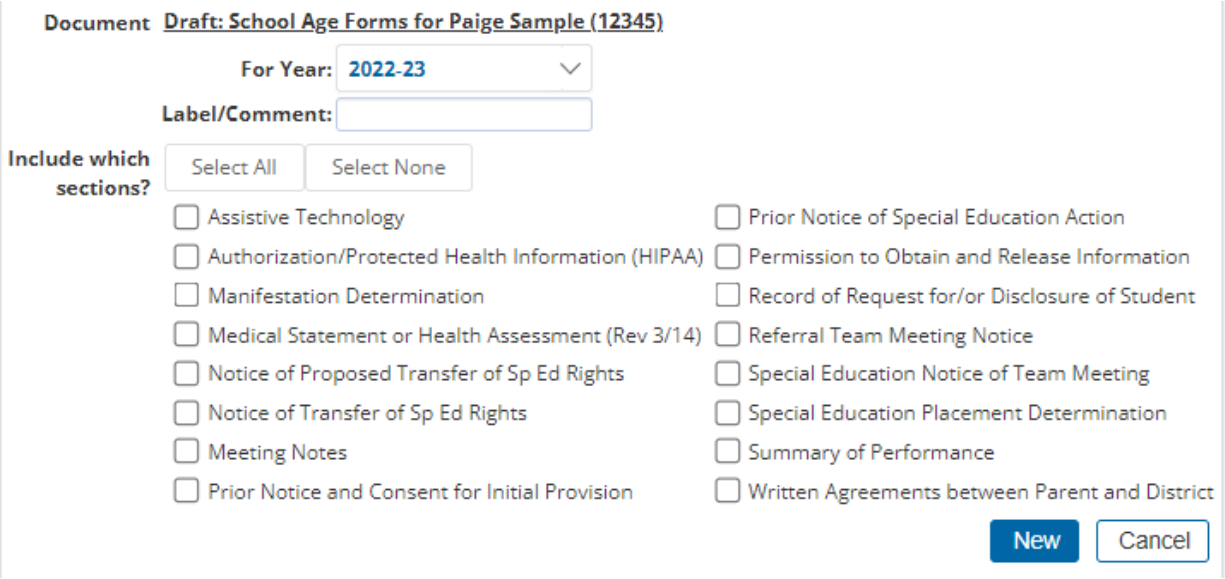
Note:

- **Step up plans must be uploaded and attached to the IEP.**
- **If a student's placement changes then amendments need to be made as well as PWN.**
- **Please contact D.O. about documentation for each step.**

M. Stand-Ready Letter Template

Instructions: This is to be sent when a parent has refused services for a student who is eligible for services.
Navigation:

➔ **Go to Create New Document.**
➔ **Go to School Aged Forms**



SELECT Prior Notice of Special Education Action (AKA) Sped Action Form.

See District Example

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N. Meeting Notes

MEETING NOTES

Attendees: **Date:** _____/_____/_____

_____ _____ _____

_____ _____ _____

_____ _____ _____

_____ _____ _____

Meeting Category

- ❑ Parent meeting
- ❑ Discipline
- ❑ Medical
- ❑ Other
- ❑ 504
- ❑ IEP
- ❑ Behavior Plan

Notes: *(notes take in abbreviated form. Basic details documented with decisions, conclusions, and agreements).*

❑ Notes continued

Follow up:

_____

_____

_____

Documented Signature: _____

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O. ODE and Additional Recourses

Present Level Checklist

As you review an IEP's present levels, use this checklist of questions as an evaluation of how well the team has developed an appropriate and comprehensive present level. These questions were compiled by the work and efforts of SPED teachers and staff across the state of Oregon. *This tool is not intended to be an all-inclusive list, but rather a sampling of questions.

YES	NO	QUESTIONS
		OVERALL STRENGTHS, INTERESTS, AND PREFERENCES: • Are the student's interests and motivations addressed? • Are the student's strengths relevant and not subjective? • Are the student's demographics included? • Are the student's preferences and needs identified?
		INPUT FROM PARENT IN ACADEMIC ACHIEVEMENT & FUNCTIONAL PERFORMANCE, INCLUDING CONCERNS: • Is parent input evident? • Does the parent have input on academic and functional performance? • Are the parent concerns documented and addressed? • Is the information translated for the parent, if needed?
		PRESENT LEVELS OF ACADEMIC ACHIEVEMENT (STRENGTHS, NEEDS, IMPACT) • Is quality input included from parents, teachers, the student and other professionals? • Are the student's strengths clearly identified or addressed? • Are the student's needs clearly identified or addressed? • Is it clear what skills need to be addressed? • Are strategies and accommodations listed with indications of effectiveness? • Is there a description of how the current skills are being taught? • Is the data linked to the grade level performance? • Are the academic strengths and weaknesses linked to standards? • Is there evidence of discussion around state and district assessments? • Is the data current and described in an understandable manner? • Is there an explanation for each score or date set listed? • Does the narrative support the data? • Does the narrative address progress on previous goals? • Is there evidence of gains made or not towards IEP goals? • Are the impacts on education addressed? • Is there a clear impact statement that summarizes IEP areas of need? • Is the impact statement related to skills and levels of needed support?

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		PRESENT LEVELS OF FUNCTIONAL PERFORMANCE (STRENGTHS, NEEDS, IMPACT) • Is quality input included from parents, teachers, the student and other professionals? • Are the student's strengths clearly identified or addressed? • Are the student's needs clearly identified or addressed? • Is it clear what skills need to be addressed? • Are strategies and accommodations listed with indications of effectiveness? • Is there a description of how the current skills are being taught? • Is student performance compared to the performance of peers? • Is there evidence of discussion around initial or most recent evaluation results? • Is the data current and described in an understandable manner? • Is there an explanation for each score or date set listed? • Does the narrative support the data? • Does the narrative address progress on previous goals? • Is there evidence of gains made or not towards IEP goals? • Have all environments been addressed (school, home, community, etc)? • Have all special factors been addressed? • Are there any cultural considerations? • Are the impacts on education addressed? • Is there a clear impact statement that summarizes IEP areas of need? • Is the impact statement related to skills and levels of needed support?
		LANGUAGE USAGE & ORGANIZATION: • Has the document been correctly organized and proofread? • Is the PLAAFP clear and understandable? • Will a new school understand the student as described in the PLAAFP? • Does the PLAAFP contain parent-friendly language? • Are statements based on data and is subjective language avoided? • Were acronyms avoided? If acronyms were used, were they defined? • Have all of the IEP team members contributed to the PLAAFP development?
		TONE: • Is the PLAAFP written in a positive manner? • Is the language used in the IEP clear? • Is the tone used in the IEP a positive one? • Are there statements describing how the student can be successful?

NOTE: Compiled by the work and efforts of SPED teachers and providers across the state of Oregon (8/2015).

P. ODE Goal Writing Guide

Goal Writing Guide

Goal Development – After reviewing your present levels (academic and functional performance) develop S.M.A.R.T. (***Specific, Measurable, Attainable, Relevant, Time-Specific***) goals that address the individual needs of the student. You will need to do some evaluation of what is most important or what skills build upon each other in order to select the more appropriate goals.

Goal Component	Explanation
Given what…	means… **Under what conditions?** • Accommodations (change materials, procedures, alternative response, formats, etc.) • Assistive Technology (dictation software, calculators, visuals, etc.) • Specialized Instruction • Instructional Strategies (prompts, graphic organizers, etc.) • Modification (change the standard) • Environmental (classroom with predictable routines, etc.)
Who…	means… **The Student**
Will do what…	means… **Observable Behaviors** • Actions: create, make, analyze, sequence, summarize, complete, describe, attempts, builds, reads, etc.
How Often…	means… **Frequency** • Daily, weekly, during content area, throughout the school day, when work is expected, etc.
How Accurately…	means… **How well or independently** • Percentage of accuracy, with how much assistance, etc.
Mode of Measurement	means… **Assessment (as measured by…)** • Progress monitoring • Teacher Observation • Curriculum Based Assessments • Behavioral Data • Formative Assessments • Self-Charting Progress • Classroom Progress (grades) • Student Work Samples • … and others

NOTE: *This is just one way to develop a goal. There might be another process or tool that you may wish to share.*

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Q. ODE PLAAFP Template

Present Levels of Academic and Functional Performance
Writing Template

	PRESENT LEVELS OF ACADEMIC PERFORMANCE (Includes Transition for 16 and Older)	PRESENT LEVELS OF FUNCTIONAL PERFORMANCE (Includes Transition for 16 and Older)
STRENGTHS OF THE STUDENT		
EDUCATIONAL INPUT FROM PARENTS, INCLUDING CONCERNS		
RESULTS AND EXPLANATION OF CURRENT DATA, INCLUDING MOST RECENT EVALUATION		
NEEDS OF THE STUDENT		
IMPACT OF DISABILITY WITH CHILD'S INVOLVEMENT & PROGRESS IN THE GENERAL EDUCATION CURRICULUM		

R. ODE Updates

S. ODE LINKS

T. Diploma Options Link

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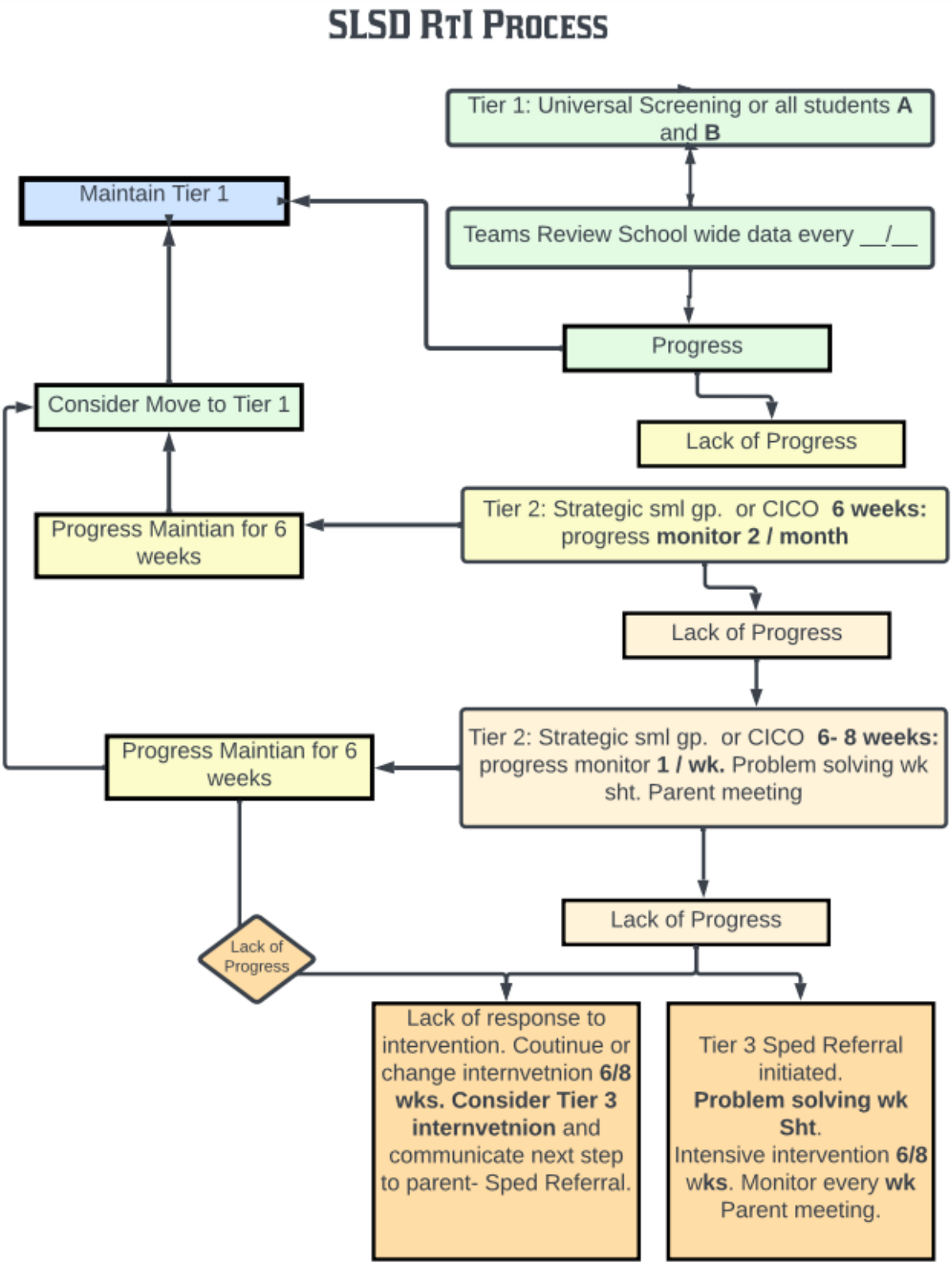
U. RTI Flow Chart



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V. Special Education Notice of Team Meeting

455 Adams Avenue ^ PO Box 218, Cottage Grove, OR 97424

Special Education Notice of Team Meeting

Student Name: Paige Sample **Date of Birth:** 02/27/2002 **Date:** Date made

Dear Paige Sample, Parents/ Guardian and again,

In order to discuss the educational needs of your child, you are invited to attend a conference at
School Name (ID) lookup / non-lookup ,
scheduled for Date at Time in .

The purpose of this meeting is to:

- ☐ Review existing information about your child, and
  - ☐ Decide whether your child is eligible for special education, or
  - ☐ Continues to be eligible for special education, or
  - ☐ Decide whether additional testing is needed.
- ☐ Develop or review an individualized education program (IEP) and placement for your child. The development of the IEP will be based on information from a variety of sources including the most recent evaluation, progress reports, test results, and information from you.
- ☐ Consider your child's transition needs or services for a student age 16 or older. (To the extent appropriate, with the consent of the parents or adult student, the district must invite a representative of any participating agencies likely to be responsible to provide or pay for transition services.)
- ☐ Review your child's recent change of placement due to suspension.
- ☐ Review anticipated date of graduation.
- ☐ Meet for Manifestation Determination

Select appropriate items

The invited individuals and their titles are listed below. The student who is or will be 16 or older while the IEP is in effect must be invited to any meeting if the purpose of the meeting is to consider postsecondary goals and transition services.

The individuals required to attend are:		
Name	**Position**	**Agency**
Required attendee etc (ID) lookup / non-lookup		(none)
Other individuals invited to attend are:		
Name	**Position**	**Agency**
(ID) lookup / non-lookup		(none)

You have the right to bring other individuals who have knowledge or special expertise regarding your child. Please contact me if you plan to invite others not listed on this invitation to the meeting. Please let me know if you require an interpreter, translator, or other necessary accommodations. For an IEP meeting, you and the district may agree to excuse a required participant or allow their participation by submission of written input. See *Written Agreement* form.

We highly encourage you to participate in all meetings about your child's education program. If you cannot attend this meeting, but would be able to participate if the confere if you have questions concerning your rights, please contact me, (ID) lookup by at .

Add Case Manager Name

Sincerely, Name: (ID) lookup

Sign before sending!

Signature **Title**

Phone **Email**

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W. IEP Agenda Examples: Printable

Initial/ Triannual

Introductions:
Purpose:
School psych review data:

- Has staff share
- Shares data and testing information
- Reviews eligibility qualifications
- Discusses if student is eligible or not.
- Team discusses if they agree or not.

IEP portion if found eligible: (Pause for Questions at different sections)

- Strengths (parents, and all staff share + student if present)
- Additional data of present levels if not covered in School Psych report.
- Goals (drafted)
- Testing accommodations etc.
- Services including minutes of service and accommodations etc.
- Placement.
- Then review other pages of the IEP (Special factors, PWN, etc.) It is important to explain what these portions of the IEP are. Especially at the initial IEP.

❖ *Have someone taking notes during the meeting using printable meeting notes or the Tienet meeting notes format.*

Annual

Introductions:
Purpose:

(Pause for Questions at different sections)

- Strengths (parents, and all staff share + student if present)
- Present levels (with data available for presentation)
- Goals (drafted)
- Testing accommodations etc.
- Services including minutes of service and accommodations etc.
- Placement.
- Then review other pages of the IEP (Special factors, PWN, etc.) It is important to explain what these portions of the IEP are. Especially at the initial IEP.

❖ *Have someone taking notes during the meeting using printable meeting notes or the Tienet meeting notes format.*

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Parent meeting

Introductions:
Purpose:
Goal:

(Pause for Questions at different sections)

- **Parent concerns or team concerns**
- **Share present levels and present data (copies are helpful).**
- **Discuss options and needs.**
- **Decide outcome.**

- *Have someone taking notes during the meeting using printable meeting notes or the Tienet meeting notes format.*

Abbreviated Day/ Behavior Meeting

- *Have someone taking notes during the meeting using printable meeting notes or the Tienet meeting notes format.*
- Have outline of Step up plan and options to discuss.
- Have present level data printed and ready to share and discuss.

Start with

Introductions:
Purpose:
Goal:

(Pause for Questions at different sections)

Strengths: (have everyone share)
Present levels (teachers, family, specialist share).
Introduce A.D form and options.
Discuss: *(general purpose is to decrease negative experiences for student and support student in building positive experiences and increase skills to add to positive day).*

- Have options to discuss.
- Be flexible/creative yet direct.

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Contributors:

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Cassidi Howard- Special Services Administrative Assistant
Jen Lesniak – School Psychologist
Brian Middleton- Behavior Specialist
Lisa Sherman- Special Education Instructor & Case Manager
Oregon District Partners

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