

Oregon Standard INDIVIDUALIZED EDUCATION PROGRAM

DEMOGRAPHICS

Student	Resident District	IEP Meeting Date
Gender: ___ M ___ F Grade: ___	Attending District	Annual IEP Review Date
Date of Birth (mm/dd/yy)	Attending School	Amendment Date
Secure Student Identifier (SSID)	Case Manager	Most Recent (re)Evaluation Date
Primary Disability Code & Category	Secondary Disability Code & Category – OPTIONAL	Re-Evaluation Due Date

MEETING PARTICIPANTS

Student	Parent/Guardian/Surrogate	Parent/Guardian/Surrogate
Special Education Teacher / Provider	Special Education Teacher / Provider	District Representative
General Education Teacher	General Education Teacher	Individual Interpreting Instructional Implications of Evaluations
Agency Representative, if appropriate	Other	Other
Other	Other	Other

NOTE: If required team member participates through written input or is excused from all or part of the IEP meeting, attach documentation of parent's and district's agreement to participate by written input or excuse.

A district provided interpreter was used for this meeting: YES ☐ NO ☐ Name _____

PROCEDURAL SAFEGUARD NOTIFICATION 34 CFR 300.504(a)

Parent was provided the special education procedural safeguards in his/her native language or other mode of communication

YES ☐ NO ☐

If student is of transition age, he/she was provided the special education procedural safeguards in his/her native language or other mode of communication

YES ☐ NO ☐ N/A ☐

SPECIAL FACTORS

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

A. Does the student exhibit behavior that impedes his/her learning or the learning of others? _____ YES _____ NO	34 CFR 300.324(a)(2)(i)
<i>If YES, the IEP addresses the use of positive behavioral interventions and supports, and other strategies, to address that behavior(s).</i>	
B. Does the student have limited English Proficiency? _____ YES _____ NO	34 CFR 300.324(a)(2)(ii)
<i>If YES, the IEP team must consider the language needs of the student as those needs relate to the student's IEP.</i>	
C. Is the student blind or visual impaired? _____ YES _____ NO	34 CFR 300.324(a)(2)(iii)
<i>If YES, Braille needs are addressed in the IEP, or an evaluation of reading/writing needs is completed and a determination is made that Braille is not appropriate.</i>	
D. Does the student have communication needs? _____ YES _____ NO	34 CFR 300.324(a)(2)(iv)
<i>If YES, the IEP addresses communication supports, services, and/or instruction.</i>	
E. Is the student deaf or hard of hearing? _____ YES _____ NO	34 CFR 300.324(a)(2)(iv)
<i>If YES, the IEP addresses the student's language and communication needs, opportunities for direct communication with peers and professional personnel in the student's language and communication mode, academic level, and full range of needs, including opportunities for direct instruction in the student's language and communication mode.</i>	
F. Does the student need assistive technology devices or services? _____ YES _____ NO	34 CFR 300.324(a)(2)(v)
<i>If YES, the IEP addresses assistive technology devices or services.</i>	
G. Does the student require one or more specialized formats (braille, large print, audio, and/or digital text) of educational materials because blindness or other disability prevents effective use of standard print materials? _____ YES _____ NO	34 CFR 300.210(b)(3); 300.172(b)(4)
<i>If YES, alternate format(s) is/are identified in the IEP.</i>	

PRESENT LEVELS OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE

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

Student's overall strengths, interests, and preferences:	34 CFR 300.324 (a)(1)(i)
Input from parent(s) in the areas of academic achievement and functional performance, including concerns for enhancing the education of their child:	34 CFR 300.324 (a)(1)(ii)
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 Narrative and supporting data:	34 CFR 300.320(a)(1); 300.324(a)(iii)
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 Narrative and supporting data:	34 CFR 300.320(a)(1)

TRANSITION PLANNING

Beginning not later than the first IEP to be in effect when the child turns 16, or younger if determined appropriate by the IEP team, and updated annually, thereafter, the IEP must include: 34 CFR 300.320(b)

Results of age-appropriate transition assessments, including student's preferences, interests, needs and strengths (PINS) 34 CFR 300.320(b)(1); 34 CFR 300.43(a)(2)

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

34 CFR 300.320(b)(1)

Training
Education
Employment
Independent living skills (where appropriate)

Transition Services/Activities: Transition Services include instruction, related services, community experiences, the development of employment and other post-school adult living objectives, and if appropriate, acquisition of daily living skills and provision of a functional vocational evaluation. 34 CFR 300.43
Course of Study: (designed to assist the student in reaching the post-secondary goals) 34 CFR 300.320(b)(2)
Agency Participation: To the extent appropriate, with consent of the parents or adult student, the school district must invite a representative of any participating agency likely to be responsible for providing or paying for transition services. 34 CFR 300.321(b)(3)

Graduation 34 CFR 300.102(a)(3)(i)-(iii)	Transfer of Rights 34 CFR 300.320(c), 300.520
Anticipated Graduation Date: _____ ☐ With Regular Diploma ☐ With Modified Diploma ☐ With Extended Diploma ☐ With Alternative Certificate	The student and parent were informed of his/her rights under Part B of IDEA that will transfer to the student at the age of majority: ☐ YES ☐ Date student was informed: _____ ☐ Date anticipated transfer will occur: _____ <i>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.</i>

STATEWIDE ASSESSMENT 34 CFR 300.320(a)(6)

Will the student participate in any Statewide Assessments during this IEP period?

- ☐ No, Statewide Assessment not conducted at student's grade level (at time of testing)
☐ Yes (student's grade level at time of testing _____). If yes, describe participation decisions below:

Standard Assessment or Alternate Assessment (select one)	Accessibility Supports (includes all accommodations, designated supports, and/or universal tools the team identifies as necessary for statewide assessments)	Modified Cut Scores (Only available for standard assessment with or without accommodations)	*Explanation State why student cannot participate in standard assessment and why particular alternate assessment selected is appropriate for student.
☐ Standard: English Language Arts / Literacy ☐ Without accessibility supports ☐ With accessibility supports ☐ Alternate: Extended Assessment*			
☐ Standard: Mathematics ☐ Without accessibility supports ☐ With accessibility supports ☐ Alternate: Extended Assessment*			
☐ Standard: Science ☐ Without accessibility supports ☐ With accessibility supports ☐ Alternate: Extended Assessment*			
☐ Standard: Social Sciences ☐ Standard without accessibility supports ☐ Standard with accessibility supports			

Standard Assessment	Accessibility Supports (includes all accommodations, designated supports, and/or universal tools the team identifies as necessary for statewide assessments)	Exemption Decisions (identify appropriate domains) Due to the nature of some students' disabilities, an IEP team might exempt the student from responding to a particular domain	*Explanation Statement why student cannot participate in select domains
☐ English Language Proficiency Assessment (ELPA) ☐ Without accessibility supports ☐ With accessibility supports		☐ *Listening ☐ *Reading ☐ *Writing ☐ *Speaking	
☐ Kindergarten Assessment (KA) ☐ Without accessibility supports ☐ With accessibility supports		☐ *Early Literacy ☐ *Early Math ☐ *Approaches to Learning	

DISTRICT-WIDE ASSESSMENT

District-wide Assessment

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

- ☐ No, District-wide Assessment not conducted at student's grade level (at time of testing)
☐ Yes, student's grade level at time of testing _____. If yes, describe participation decisions below:

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

ANNUAL ACADEMIC AND FUNCTIONAL GOALS AND OBJECTIVES

Goal Area:	34 CFR 300.320(a)(2)(i)
Annual Measurable Goal (including conditions and frequency):	
Objectives (if needed):	
Related Content Standard(s), if applicable:	
How progress will be measured:	
How progress will be reported, including frequency: 34 CFR 300.320(a)(3)(i)	
Progress Towards Goal	34 CFR 300.320(a)(3)(ii)
Date of Progress: ____/____/____ Narrative and supporting data:	
Date of Progress: ____/____/____ Narrative and supporting data:	
Date of Progress: ____/____/____ Narrative and supporting data:	

SERVICES

The IEP team must identify and provide appropriate services to enable the student:

- To advance appropriately towards attaining the annual goals 34 CFR 300.320(a)(4)(i).
- To be involved in and make progress in the general education curriculum and to participate in extracurricular and other nonacademic activities 34 CFR 300.320(a)(4)(ii)
- To be educated and participate with other children with disabilities and nondisabled children in extracurricular and other nonacademic activities 34 CFR 300.320(a)(4)(iii) & 300.107

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

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

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

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

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

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

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

EXTENDED SCHOOL YEAR (ESY) SERVICES 34 CFR 300.106; OAR 581-015-2065

Criteria/Inquiry:

Does the student experience regression on his/her IEP goals and objectives?

☐ Yes ☐ No ☐ More information needed

Explanation:

Does the student experience a prolonged recoupment period of time to relearn previously learned skills?

☐ Yes ☐ No ☐ More information needed

Explanation:

Other factors considered by the team:

Decision:

Does the student require ESY services?

☐ Yes (described below, including goals to be addressed) ☐ No ☐ To be determined by _____

Specialty Designed Instruction 34 CFR 300.39	Anticipated Amount & Frequency	Anticipated Location	Starting Date	Ending Date	Provider	Role Responsible for Monitoring
Related Services 34 CFR 300.34	Anticipated Amount & Frequency	Anticipated Location	Starting Date	Ending Date	Provider	Role Responsible for Monitoring

