

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

An Individualized Education Program serves the following purposes:

- Serves as a communication tool between parents and school personnel, and enables them as equal participants to jointly define the student's needs, determine type and level of services that will be provided to meet the needs, and anticipate outcomes of the services.
- Provides an opportunity for parents and school personnel to come to a mutual agreement regarding the student's individual educational needs.
- Serves as an evaluation device for use in determining the extent of the student's progress toward meeting the stated goals and objectives.
- Sets forth in writing a commitment of school resources so that individual needs of the student may be addressed.
- Serves as a management tool to ensure that each student's individual needs are addressed.
- Serves as a monitoring instrument that may be used by parents, administrators, and authorized monitoring personnel to ensure that the student receives a free appropriate education.

When IEPs Must Be In Effect

The IEP must be in effect for each child with a disability:

- At the beginning of each school year, the school district must have in effect an IEP for each child with a disability within the district's jurisdiction.
- School districts must provide special education and related services to a child with a disability in accordance with an IEP.

For Initial eligibility;

- A school district must conduct a meeting to develop an initial IEP within 30 calendar days of a determination that the child needs special education.
- As soon as possible following development of the IEP, special education and related services must be made available to the child in accordance with the child's IEP.

Accessibility of IEPs

The school district must ensure that the IEP is accessible to:

- Each regular education teacher, special education teacher, related service provider and any other service provider who is responsible for its implementation; and
- Inform each teacher and provider of his or her specific responsibilities for implementing the child's IEP and the specific accommodations, modifications and supports that must be provided for or on behalf of the child in accordance with the IEP.

PREPARING FOR THE IEP MEETING

In preparation of the IEP meeting the Case Manager should:

- Complete/update all demographic information on the child;
- Consider Assistive Technology needs of the child;
- Develop a draft of the IEP or review the existing IEP;
- Review current progress, assessment data and other relevant information concerning the student;
- Identify meeting participants;

- Invite team members;
- Ask parents to complete the "Parent Input to IEP" and return prior to or bring to the meeting; and
- If you think there may be disagreement at the meeting – invite the Special Education Director

Oregon Standard IEP Form

The school district has elected to use the Oregon Standard IEP form in the development, review and revision of all IEPs.

Special Education Staff is required to use the OrSped computer software program in the development of the IEP.

Identify Meeting Participants

IEP Team membership must include:

- One or both of the child's parents;
- The child where appropriate;
- At least one regular education teacher of the child, if the child is or may be participating in the regular education environment;
- At least one special education teacher of the child or, if appropriate, at least one special education provider of the child;
- A representative of the school district, who may also be another member of the team, who is:
 - Qualified to provide, or supervise the provision of, specially designed instruction;
 - Knowledgeable about the general education curriculum;
 - Knowledgeable about district resources; and
 - Authorized to commit district resources and ensure that services set out in the IEP will be provided.
- An individual who can interpret the instructional implications of the evaluation results (who may also be another member of the team); and
- Other individuals, including related services personnel, determined to have knowledge or special expertise regarding the child, invited by the parent or district.

If a purpose of the meeting will be consideration of the post-secondary goals for the student and the transition services needed to assist the student in reaching those goals:

- The school district must invite the student. If the student does not attend the meeting, the school district must take other steps to ensure that the student's preferences and interests are considered.
- To the extent appropriate, with consent of the parents or adult student, the school district must invite a representative of any participating agency that is likely to be responsible for providing or paying for transition services.

Notice of Team Meeting

The parent must be invited to participate in the IEP team meeting. Written notice is provided using the **Notice of Team Meeting**. Document attempts to schedule IEP meetings on a **Contact Log** or in OrSped under contact log link. Notify all team members of the meeting.

Additional Parent Participation Requirements for IEP and Placement Meetings:

- *The district must take steps to ensure that one or both of the parents of a child with a disability are present at each IEP or placement meeting or are afforded the opportunity to participate, including:*
 - *Notifying parents of the meeting early enough to ensure that they will have an opportunity to attend; and*
 - *Scheduling the meeting at a mutually agreed on time and place.*
- *If neither parent can attend, the school district must use other methods to ensure parent participation, including, but not limited to, individual or conference phone calls or home visits.*
- *An IEP or placement meeting may be conducted without a parent in attendance if the school district is unable to convince the parents that they should attend.*
- *If the school district proceeds with an IEP meeting without a parent, the district must have a record of its attempts to arrange a mutually agreed on time and place such as:*
 - *Detailed records of telephone calls made or attempted and the results of those calls;*
 - *Copies of correspondence sent to the parents and any responses received; and*
 - *Detailed records of visits made to the parent's home or place of employment and the results of those visits.*
- *The district considers attempts to convince parents to attend sufficient if staff:*
 - *Communicates directly with the parent and arranges a mutually agreeable time and place, and sends written notice to confirm this arrangement; or*
 - *Sends written notice proposing a time and place for the meeting and states in the notice that the parent may request a different time and place, and confirms that the parent received the notice.*
 - *"Sufficient attempts" may all occur before the scheduled IEP or placement meeting, and do not require the scheduling of multiple agreed-upon meetings unless the team believes this would be in the best interest of the child.*
- *If a purpose of the meeting is to consider postsecondary goals and transition services for a student, the written notice must also:*
 - *Indicate this purpose;*
 - *Indicate that the school district will invite the student; and*
 - *Identify any other agency that will be invited to send a representative.*
- *The school district must give the parent a copy of the IEP at no cost to the parent. If the parent does not attend the IEP meeting, the school district must ensure that a copy is provided to the parent.*
- *When conducting IEP team meetings and placement meetings, the parent of a child with a disability and the district may agree to use alternative means of meeting participation, such as video conferences and conference calls.*

IEP Team Attendance

- *A member of the IEP team is not required to attend an IEP meeting, in whole or in part, if the parent of a child with a disability and the school district agree **in writing** that the attendance of the member is not necessary because the member's area of the curriculum or related services is not being modified or discussed at the meeting.*

- A member of the IEP team may be excused from attending an IEP meeting, in whole or in part, when the meeting involves a modification to or discussion of the member's area of curriculum or related services, if:
 - The parent and school district consent in writing to the excusal; and
 - The member submits, **in writing** to the parent and the IEP team, input into the development of the IEP before the meeting.
- The regular education teacher of the child must participate as a member of the IEP team, to the extent appropriate, in the development, review, and revision of the child's IEP, including assisting in the determination of:
 - Supplementary aids and services, program modifications and supports for school personnel that will be provided for the child; and
 - Appropriate positive behavioral interventions and supports, and other strategies for the child.

MEETING FORMAT

During the Meeting

- Introduce all participants including names and titles;
- Describe the role of all participants – what people are expected to contribute;
- Clearly state the purpose of the meeting and expected outcomes;
- Agree on a time limit for the meeting;
- Have each team member sign in on the **Meeting Notes** form;
- Designate someone on the team to take meeting minutes;
- Discuss and develop, as a team, the sections of the IEP in the order presented on the IEP document (work from a draft document or the previous IEP);
- Explain **Procedural Safeguards Notice** "Parent's Rights"; and
- Set a timeline – not more than 2 weeks for parent to receive a final copy of the IEP documents.

** If at anytime there is disagreement regarding the content of the IEP that cannot be peacefully resolved during the meeting, the Case Manager should as politely as possible end the meeting and reschedule another IEP meeting to include the Special Education Director.*

Special Factors

In developing, reviewing and revising the child's IEP, the IEP team must consider the following special factors:

- Whether the child needs assistive technology devices and services. AT devices are items, equipment, or product system(s) used to increase, maintain, or improve the functional capabilities of a child. These devices may be either "low tech" (e.g., colored overlays, specialized pencil grips), or "high tech" (e.g., computers, software applications, portable note taking equipment). AT services assists the student in the selection, acquisition, or use of AT devices. IEP Teams uncertain of the types of assistive technology available to support a specific student's needs should complete a referral to the assistive technology team using the **Assistive Technology Referral Form**.
- The communication needs of the child. These may be addressed through specific goals and objectives, through related services, or through the provision of appropriate supplementary supports, modifications, or program accommodations.

- For a child whose behavior impedes the child's learning or that of others, the IEP must reflect the use of positive behavioral interventions, supports and other strategies to address that behavior. A Functional Behavior Assessment (FBA) and a Behavior Implementation Plan (BIP) should be considered.
- For a child with limited English proficiency, consider the language needs of the child as those needs relate to the child's IEP.
- For a child who is blind or visually impaired, provide for instruction in Braille and the use of Braille unless the IEP team determines, after an evaluation of the child's reading and writing skills, needs, and appropriate reading and writing media (including an evaluation of the child's future needs for instruction in Braille or the use of Braille), that instruction in Braille or the use of Braille is not appropriate for the child; and
- For a child who is deaf or hard of hearing, consider the child's language and communication needs, opportunities for direct communication with peers and professional personnel in the child's language and communication mode, academic level, and full range of needs, including opportunities for direct instruction in the child's language and communication mode.

If, in considering these special factors, the IEP team determines that a child needs a particular device or service (including an intervention, accommodation, or other program modification) for the child to receive free appropriate public education, the IEP team must include a statement to that effect in the child's IEP.

Present Levels of Academic and Functional Performance (Considerations)

Present Levels statements serve as a foundation for the development of the IEP. They provide a clear picture of the student's strengths and needs, as determined through evaluation. These statements guide the Team in identifying all services necessary to address the student's educational needs related to their disability (ies). Present Levels Statements should:

- Be written in language that is easily understood by all IEP Team members;
- Identify how the student's disability affects the student's involvement and progress in the general education curriculum (defined as the curriculum that is the same as for nondisabled students);
- Be based on **student data**, which reflect current academic achievement and functional performance;
- Demonstrate a clear linkage between the needs identified by the data in the Present Levels statements, the annual goal statement(s), and all other services in the IEP; and
- Indicate if a student has had an FBA (Functional Behavior Assessment) and/or BIP (Behavior Intervention Plan); and
- Provides data that compares student's level of functioning with same age/grade peers.

The Present Levels must include specific information addressing:

- The strengths of the student;
- The concerns of the parents for enhancing the education of their child;
- The present level of academic performance, including the student's most recent performance on state or district-wide assessments;
- The present level of developmental and functional performance (including the results of the initial or most recent evaluation);

- How the student's disability affects involvement and progress in the general education curriculum; and;
- For students 16 and older, the student's preferences, needs, interests, and the results of age-appropriate transition assessments; and
- Assistive Technology

Transition

Transition services are part of a long-range plan that coordinates the last years of high school and the years immediately following high school. They are an overall description of the services that are needed for the student to achieve the post-school outcomes desired, including all goals and objectives, activities, and other strategies determined by the Team as necessary to address the student's transition to post-school life. The IEP Team should document the student's transition services so that the linkage between the student's educational needs and the transition services the student will be provided is clear. The IEP Team must actively involve the student in developing his/her IEP.

The IEP for a student of transition age must include:

- *Appropriate measurable postsecondary goals based upon age-appropriate transition assessments related to training, education, employment, and, where appropriate, independent living skills.*
- *The course of study needed to assist the child in reaching these goals. This statement, which must be updated annually, is meant to address the classes, experiences, and activities that will be meaningful to the student's future, motivate the student to complete his or her education, and support post-school outcomes. A particular course of study may target academic classes, such as advanced placement courses, for the student. It also may focus on non-academic courses and activities such as vocational education courses or work experience. This course of study should relate directly to the student's postsecondary goals (e.g., "family and consumer science classes to acquire adult living skills, instruction in daily living skills, functional math, and community-based work experience in food service"; "math coursework through algebra II, all industrial arts classes that focus on engineering in construction fields, and community work experience"; "college preparation courses").*
- *Agency participation, if the IEP team determines an agency is likely to be responsible for providing or paying for transition services. If the representative from any other agency likely to be responsible for providing or paying for transition services does not attend, the IEP should document their input. If a participating agency fails to provide agreed-upon transition services contained in the IEP, the LEA responsible for the student's education shall, as soon as possible, initiate a meeting for the purpose of identifying alternative strategies to meet the transition objectives.*
- *The anticipated date of graduation and the type of diploma or alternate document the IEP Team anticipates the student will receive.*

School District and Participating Agency Responsibilities for Transition Services

- If a participating agency, other than the school district, fails to provide agreed-upon transition services described in the IEP of a student with a disability, the school district must, as soon as possible, initiate an IEP meeting to identify alternative strategies to meet the transition objectives for the student set out in the IEP and, if appropriate, to revise the student's IEP.
- Nothing in this part relieves any participating agency, including a state vocational rehabilitation agency, of the responsibility to provide or pay for any transition service that the agency would otherwise provide to students with disabilities who meet the eligibility criteria of that agency.

Transfer of Rights

Procedural Safeguard rights associated with IDEA transfer to the student at the age of majority. In Oregon the age of majority is 18; when the student gets married; or when the student becomes emancipated. The IEP Team must plan ahead, and assist the student and the parent in understanding and preparing for the transfer of rights. There are two "points in time" associated with the transfer of rights. The first occurs at least one year before the student reaches the age of majority, and is an IEP content requirement. The second occurs when the student reaches the age of majority, and is a procedural safeguard requirement requiring written notice, but is not part of IEP content.

- At least one year before student turns 18: On the IEP form, the Team documents that the discussion(s) with the student regarding the transfer of rights has occurred. This is indicated on the IEP by checking the "yes" box under transfer of rights; and,
- When the student reaches the age of majority: The district must provide written notice of the transfer to the student and the parent. This written notice must be provided at the time the student reaches the age of majority, which may or may not be at the time of the annual review.

Participation in Statewide/Districtwide Assessment

All students in Oregon must have full access to the Oregon Statewide Assessment System (OSAS). The IEP Team must document decisions about the student's participation for each assessment area that is conducted for the student's grade level during the IEP period.

A public agency shall not exempt a student with a disability from participation in the Oregon State Assessment System to accommodate the student's disability unless the parent has requested, **in writing to the district Special Education Director**, an exemption. Teams should complete the assessment decisions for all students on the IEP form fully explain to the parent the content of the selected assessment.

The IEP Team must determine the student's appropriate levels of participation in the OSAS for each subject area of assessment. For many students with disabilities, the decisions will not be difficult. For some, however, the Team will need to make an extra effort to determine the appropriate test. Input from every member of the IEP Team, including the parent, is helpful in determining the assessment that best allows the student to demonstrate his/her knowledge and skills in each subject area assessed. The assessment options are:

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

In addition to decisions regarding participation in statewide assessments, all students must have full access to district wide assessments. At this time (2007) Crook County School District assesses all grade levels for writing.

Measurable Annual Goals, Including Academic and Functional Goals

Annual goals are statements, written in measurable terms that describe what the student can reasonably accomplish in a 12-month period. There should be a direct relationship between the goal statements and the student's present levels of educational performance. The goals should also be designed to assist the student in reaching the student's postsecondary goals.

- In developing the measurable annual goals the IEP team must consider:
 - Meeting the student's needs that result from the disability;
 - Meeting the student's needs to enable involvement in and progress in the general education curriculum;
 - Instruction and/or related services;
 - Community experiences;
 - Employment and other post-school adult living objectives; and
 - Acquisition of daily living skills, if appropriate
- Each goal must include:
 - **Criteria:** How will the skill be demonstrated by the student to be considered successful; and,
 - **Evaluation Procedures:** How the student's performance will be evaluated. Identify the criteria and evaluation procedures for each annual goal.

How Progress will be Reported to Parents

The IEP must include a description of how the child's progress toward meeting the annual goals will be measured and when progress reports will be provided. Progress toward annual goals must be reported to parents at least as often as nondisabled children receive written reports to parents. Progress reports are sent 4 times per year (usually the natural school reporting dates for mid-term and semester) including the annual IEP review. They include a description of how the child's progress toward meeting the annual goals will be measured and when the reports will be provided.

- Identify how progress will be reported to parents: **written progress report**
- When progress will be reported to parents: **4x per year including IEP**

Short Term Objectives

The IEP must include measurable short-term objectives for students taking **alternate assessments** based on alternate achievement standards.

Write short-term objectives for the student. Short-term objectives are intermediate performance steps that will enable parents, students and teachers to gauge, at intermediate times during the year, how well the student is progressing toward the annual goals by either:

- Breaking down the skills described in the goal into discrete components; or
- Describing the amount of progress the student is expected to make within specified segments of the year.

Service Summary

The Service Summary documents the IEP Team's decisions regarding necessary services for the student. These services must be based on peer-reviewed research, to the extent practicable.

Indicate the services that will be provided to, or on behalf of, the student. (If necessary, use a second page to document additional services.)

- **Specially-designed instruction** - adapting, as appropriate to the needs of an eligible child the content, methodology, or delivery of instruction:
 - To address the unique needs of the child that result from the child's disability; and
 - To ensure access of the child to the general curriculum, so that he or she can meet the educational standards within the jurisdiction of the public agency that apply to all children.

- **Related services**- services that assist the student to benefit his or her special education program. Related services are provided to help the student achieve his or her annual goals and objectives. Related services include but are not limited to:
 - Transportation (* Note: Refer to procedures for Special Transportation later in this section)
 - Speech/Language
 - School Health
 - Nursing
 - Audiology
 - Occupational Therapy
 - Physical Therapy
 - Educational Interpreting
 - Counseling
 - Psychological
 - Orientation and Mobility

- **Supplementary aids/services** - services and other supports that are provided to enable children with disabilities to be educated with children without disabilities to the maximum extent appropriate (in regular education classes, extracurricular and nonacademic settings).

- **Accommodations** – supports/services that assist students in accessing their grade level curriculum and validly demonstrating their learning. It is an alternative approach to how curriculum or assessments are presented to or responded to by the student: They include a variety of alternative to presentation format, response format and setting, timing and scheduling. An accommodation does not substantially change level content or performance criteria. The changes are made in order to provide a student equal access to learning and equal opportunity to demonstrate their learning.

- **Modifications** – changes to instruction and/or performance that results in a student working toward a different standard or grade level goal than other students at their grade level. It is a substantial change in what a student is expected to learn and/or demonstrate. The changes are made to provide student opportunities to participate meaningfully and productively in learning

experiences and environments. They include changes in instruction level, content and performance criteria.

- **School personnel supports** – specified training to be provided to a teacher on behalf of the student.

Indicate the anticipated amount/frequency, location (e.g., general education class, resource room, self-contained class, work-site, etc.), starting and ending dates for services (month, day, AND year), and provider for:

- Each area of specially designed instruction (e.g., reading, math, physical education, vocational, travel training);
- Any related services to be provided;
- Modifications, Accommodations and/or Supplementary Aids & Services to be provided to the student;
- Supports for school provided on behalf of the student.

The amount/frequency of any service should **NOT** be identified as a “range” (e.g. “30-60 minutes/week”) or as an unspecified period of time (e.g. “as needed”, “if appropriate”). The amount/frequency of each service cannot be established based on convenience of school personnel, or because of shortages of personnel or uncertainty regarding staff availability.

- Indicate Provider – (see summary of IEP services)
In most instances the provider will be LEA (Local Education Agency).
Only Regional Services provided for the following services are listed as Regional:
 1. Autism specialist services – direct or consult;
 2. Deaf/Hard of Hearing Specialist/teacher services – direct and/or consult;
 3. Orthopedic Services (Occupational and/or physical Therapy) for student with “Severe OI” on OREST or written evaluation;
 4. Vision specialist/teacher services - direct or consult.

Nonparticipation Justification

The IEP must explain the extent, if any, to which the student will not participate with nondisabled peers in the regular classroom and in extracurricular and other nonacademic activities.

A child may be educated in a non-inclusive setting when the following factors have been considered:

- The educational benefits of full-time placement in regular education;
- The nonacademic benefits of such a placement;
- The effect the disabled child has on the teacher and the children in the regular class; and

There must be a description of the extent (amount) of any removal from the regular class environment, and provide justification for the removal.

Statements might include: Student (name) will be pulled out for __ minutes (weekly, daily, monthly) to meet their IEP goals in _____, _____, and _____.

Special Transportation

Special transportation can be arranged for students who are unable to ride the regular bus for the following reasons:

- Student is in a wheelchair or has other medical conditions which may be permanent or temporary.
- Student has a documented behavior problem related to his/her disability, which impedes his/her success on the larger bus.
- Student attends a program outside his/her home school area.
- Student is on an IEP and transportation is a part of the IEP.

Transportation Protocol

- Special education teacher fills out **Request for Special Transportation** form AND sends the parent a copy of the **cover letter**.
- Form is faxed to Instructional Services (FAX 416-9961)
- Request is approved and faxed to the Transportation Department.
- Transportation Department/Bus Driver contacts the parent regarding pick up and drop times.
- If this is a special education student, transportation is added to IEP.
- Special Education case manager must notify instructional services of transportation changes when a student's placement has changed.

It takes at least 2 days to add new transportation or make changes to current transportation.

In June, special education teachers send parents the **Special Needs Transportation Information** letter that explains who to contact in case they move over the summer so that their child has transportation the first day of school.

Extended School Year (ESY) Services

- What is Extended School Year (ESY)?
 - ESY is the provision of special education and related services outside the normal school time or calendar.
 - ESY is only given to students when breaks in the school year cause the students to lose skills on IEP goals (regression), AND the student doesn't regain (recoupment) those skills back after a reasonable period of time.
 - The purpose of ESY is to address IEP goals. ESY is not available for related services only.
 - ESY looks VERY different for different children.
- Who gets ESY?
 - Any student with a disability who:
 - Loses skills on IEP goals during breaks; and
 - Doesn't gain the skills back in a reasonable period of time after the break.
- Who decides who gets ESY?
 - The IEP team makes the decision;
 - The IEP team must consider ESY if a parent or school personnel bring it up.

- Documenting Team Decision for ESY:
 - If the team determines that the student needs ESY services check “yes” and identify the specific areas from the child’s IEP in which regression and lack of recoupment occur and determine the specific ESY services to be provided on the “Service Summary.”
 - If the team determines that ESY services are to be considered at a later date, indicate the date by which the Team will meet again to discuss the need for ESY services.
 - If “yes” case manager should:
 - ✓ Amend service summary to reflect ESY as a service
 - ✓ Sign written agreements to change IEP
 - ✓ Fill out Action Form
 - If “no” case manager should
 - ✓ Fill out Action Form indicating no ESY
 - If ESY consideration was a parent request and the team decides that the child does not qualify for ESY, the team completes a **Prior Notice of Special Education Action** form describing the school refusal to provide these services.

Guidelines for Determining Regression/Recoupment

Complete the ESY Worksheet

The only required consideration is documented evidence (data) related to regression and recoupment, or in the absence of such evidence, the professional judgment of the IEP team members.

1. To determine regression and recoupment, the IEP team must insure that the following information is available:
 - Information indicating the student’s level of functioning on the IEP goals under consideration taken immediately before a planned break in educational services;
 - Information indicating the degree of regression on the IEP goal under consideration that has occurred over the break time; and
 - Information regarding the student’s level of functioning on the IEP goal under consideration taken at the conclusion of a reasonable recoupment period after the break in educational service.

2. Sources of data for documenting regression and recoupment periods may include:
 - Progress on goals and objectives on consecutive IEP’s;
 - Progress on reports maintained by educators, specialists, and others having direct contact with the student before and after interruptions in the educational program;
 - Reports by parents of loss of skills listed on the IEP over break periods; medical and other agency reports indicating degenerative-type difficulties which become exacerbated during breaks in educational services;
 - Observations by educators and others, and
 - Results of criterion referenced tests.

3. Data collection techniques for documentation may include written documentation such as:
 - Daily monitoring;
 - Behavior Checklists;
 - Student self-assessments;
 - Parent assessments; and/or
 - Documented observations of the student.
4. Reasonable recoupment periods are:
 - Six to eight week break - 20-30 instructional days;
 - Three to six week break – 5-7 instructional days;
 - Two week break – 3-5 instructional days;
 - One week break – 2-3 instructional days.

The team may not use a lack of sufficient documentation as a basis for denying ESY if inadequate efforts have been made to collect sufficient documentation. The team must consider predictions of future loss and failure to regain skills. The team will use their judgment to determine if the student's lack of progress, severity of disability, and /or current breakthrough opportunities is likely to result in regression or lack of recoupment without ESY services.

Transfer Students

- *In state: If a child with a disability (who had an IEP that was in effect in a previous school district in Oregon) transfers to a new district in Oregon, and enrolls in a new school within the same school year, the new school district (in consultation with the child's parents) must provide a free appropriate public education to the child (including services comparable to those described in the child's IEP from the previous district), until the new district either:*
 - *Adopts the child's IEP from the previous school district; or*
 - *Develops, adopts and implements a new IEP for the child.*
- *Out of state: If a child with a disability (who had an IEP that was in effect in a previous school district in another state) transfers to a new district in Oregon, and enrolls in a new school within the same school year, the new school district (in consultation with the child's parents) must provide a free appropriate public education to the child (including services comparable to those described in the child's IEP from the previous district), until the new district:*
 - *Conducts an initial evaluation (if determined necessary by the new district); and*
 - *Develops, adopts and implements a new IEP, if appropriate, that meets applicable requirements.*

Progress Reports

All progress reports are completed in District Records Management system and should be completed 4 times each year including the annual IEP review. These reporting periods should occur at the natural reporting times when all students are receiving progress reporting information (mid-term, end of semester, etc.).

Respond to each goal's progress with a sentence or two that describes where the student is currently functioning in relation to the goal. The report should closely align with the current and specific data you have on the student's daily work or most recent assessments. You should have frequent progress monitoring data on each goal and should use this and current information to report student progress.

Keep all progress reports until the end of the year. Alphabetize them and turn in to Rhonda when you check out for the summer. If students leave mid year send copies of those progress reports so we can include them in the request for records.

Grading

If grades are the standard used for granting general education credit, students with disabilities enrolled in that class should receive grades. Grades provide a measure of the student's mastery of a particular subject area.

Alternative grading systems such as pass/fail or an asterisk to identify "modified curriculum" may be appropriate as long as those grading policies and practices are not discriminatory and are available to all students.

The IEP team decides whether a student will or will not be graded using an alternative grading system.

- Modified grades cannot be used unless identified on the IEP (this is an IEP team decision)
- We cannot identify a student as ERC, SPED, etc. on a report card---you can give the course or class a different name
- You can use asterisks to signify modified grades----as a flag
- You cannot use an asterisk with the word IEP

Three Steps to Determine What Grade to Award:

- Determine (in writing) the core curriculum content of each class (i.e., what essential skills should every student have gained by the end of the course).
- If the student is expected to demonstrate all core skills, but in different modes or amounts, the student is receiving accommodations and the grade should **NOT** be marked modified. Examples include:
 - ✓ Fewer problems (but problems that test the entire range of skills)
 - ✓ Assistance with spell-check, calculator, computer, etc.
 - ✓ Oral testing or written responses not counted down for spelling
 - ✓ **SO LONG AS** none of these are core skills for the class at issue
- If the student is excused from demonstrating some of the course's core skills, the student is receiving modifications and the grade **SHOULD** be marked modified. Examples include:
 - ✓ Test problems cover only part of the skills taught
 - ✓ Test is not timed, includes fewer problems, or spelling isn't counted IF these skills are the focus of the course

Review and Revision of IEPs

Annual Review of the IEP:

Each school district must ensure that the IEP Team reviews the child's IEP periodically, but at least once every 365 days, to:

- Determine whether the annual goals for the child are being achieved; and
- Revise the IEP, as appropriate, to address:
 - Any lack of expected progress toward the annual goals and in the general education curriculum, if appropriate;
 - The results of any reevaluation;
 - Information about the child provided to, or by, the parents;
 - The child's anticipated needs; or
 - Other matters.

Agreement to amend or modify IEP between annual IEP Team meetings:

- Changes to the IEP may be made either by the entire IEP team at an IEP team meeting, or by amending the IEP rather than by redrafting the entire IEP; or
- The parent and school district may agree that an IEP meeting is not necessary to revise the student's IEP between annual IEP meetings.

If changes are made to the child's IEP:

- Complete the **Written Agreements** form;
- Give the parent **Prior Notice of Special Education Action** describing the IEP change;
- The IEP revision must be written on the student's IEP, dated and amended in District Records Management system;
- If new IEP pages are required, these pages must be stapled to the IEP;
- A complete copy filed with the student's education records; and
- A copy given to the parent upon request.

Send copies of the following items to the district office:

- IEP cover page with date amended;
- Signed and dated **Written Agreements**;
- Revised IEP pages; and
- **Prior Notice of Special Education Action**