Writing High-Quality IEPs
Best Practices & Supporting Guidance Document

*The following document is a tool designed to support IEP teams in drafting and developing high-quality IEPs. The purpose of the document is to emphasize specific requirements and best practices, thus minimizing common errors. It is the district's responsibility to ensure the CFRs and OARs are followed in developing IEPs for students. The guidance and examples embedded within each section should not be used as a way to monitor IEP compliance, but instead as a support in identifying best practices in the IEP process. Districts will continue to use the Procedural Compliance Review (PCR) Document for annual file reviews.

DEMOGRAPHICS
Best Practice and Supporting Guidance

- Resident District is the district responsible for FAPE; this is typically the same as the attending district, but will depend on current state statutes around district residency and enrollment (consider rules for inter-district transfers, charter schools, open enrollment, private schools, etc.)
- Attending district is the district the student is attending, and is responsible for implementation of the IEP
- Most Recent (re)Evaluation Date will be either the initial or most recent triennial date
- Re-Evaluation Due Date is next required triennial due date
- Oregon rules do not require a secondary eligibility; however, IEP teams may choose to identify in multiple categories. If a student does have a secondary disability, it should be identified on the IEP
- Students should be served in all areas of need, regardless of eligibility category

10 - Intellectual Disability	*20 - Hearing Impairment*	*40 - Visual Impairment*
43 - Deafblindness	*50 - Communication Disorder*	*60 - Emotional Disturbance*
70 - Orthopedic Impairment	*74 - Traumatic Brain Injury*	*80 - Other Health Impairment*
82 - Autism Spectrum Disorder	*90 - Specific Learning Disability*	

MEETING PARTICIPANTS
Best Practice and Supporting Guidance

- Required team members include:
  - Parent or Adult Student
  - Special Education Provider
  - General Education Teacher
  - District Representative
  - Individual Interpreting Instructional Implications of Evaluations
- For required team members to be excused, parent must be notified and give consent prior to the meeting being held; if parent does not give consent for excusal of a team member, all required team members must be present
- For someone to be identified as district representative, they must meet the following requirements:
  - Qualified to provide, or supervise the provision of, specially designed instruction;
  - Knowledgeable about the general education curriculum;

- o   Knowledgeable about district resources; and
- o   Authorized to commit district resources and ensure that services set out in the IEP will be provided.
- A team member may serve in multiple roles if they meet the requirement for the designated role
- A written agreement must be completed for a required team member to be excused
- When required team members are excused from all or part of the meeting, written input must be provided prior to the meeting
- The general education teacher is a required member if the student is or may be participating in the general education environment; this decision is made on an individual basis and should not be generalized based on placement (transition, LTCT, self-contained programs, etc.), eligibility category, age, or any other student characteristics; however, best practice is to always include the general education teacher in the IEP meeting to avoid predetermination
- When conducting IEP team meetings and placement meetings, the parent of a child with a disability and a school district may agree to use alternative means of meeting participation, such as video conferences or conference calls.

PROCEDURAL SAFEGUARDS
Best Practice and Supporting Guidance

- The District must provide Procedural Safeguards to parents at least one time a school year, and a copy also must be given to the parents –
    - o   Upon initial referral or parent request for evaluation;
    - o   Upon receipt of the first State complaint and upon receipt of the first due process complaint in a school year (provided by ODE);
    - o   In accordance with the discipline procedures; and
    - o   Upon request by a parent
    - o   When rights transfer at age of majority, safeguards should be provided to the parent and adult student
- Procedural Safeguards must be provided to the student at least one year before the student's 18th birthday
- Procedural Safeguards should be offered in a print format first unless parent indicates electronic mode is preferred
- If parents refuse a copy of the procedural safeguards, team should indicate YES on the IEP; parents were provided with the safeguards but declined a copy

SPECIAL FACTORS
Best Practice and Supporting Guidance

BEHAVIOR:
- The IDEA strongly supports the notion that IEP teams should proactively consider and implement BIPs (Behavior Intervention Plans) based on functions of the student's behavior (i.e., not waiting for a removal situation).
- Districts are required to address behavior that impedes the student's learning or the learning of others.
- Reasonable attempts must be made to obtain parent consent to conduct a Functional Behavior Assessment (FBA)
- If Yes, the IEP team must describe Behavior needs in the PLAAFP; needs may also be addressed in the following areas: service summary, goals, assessment, ESY and/or transition

LIMITED ENGLISH PROFICIENCY:
- Teams should indicate the English Language Proficiency Level as identified on the ELPA21 or other English language identification assessments in a way that is understandable to the team and family (e.g., 3: Intermediate)
- PLAAFP should further describe the English Language Proficiency Level; for example, simply stating in the present levels that a student scored a "3: intermediate" is not enough information to guarantee all members of the IEP team understand the student's English proficiency level

- IEP Teams should collaborate with the English Language Specialist to clearly understand and identify the student's language needs as they relate to the IEP

BLIND OR VISUAL IMPAIRMENTS:
- Braille must be included in the IEP unless, based on an evaluation of reading/writing skills, the team determines it is not appropriate for the student
- The use of braille must be considered annually
- To indicate a YES, student must meet OAR Eligibility Requirements for Vision Impairment
- If Yes, the IEP team must describe visual needs in PLAAFP; needs may also be addressed in the following areas: service summary, goals, assessment, ESY, and/or transition

COMMUNICATION:
- To indicate a YES, assessment data must reflect a student's need in at least one of the following areas: receptive, expressive, articulation, oral motor, pragmatics, fluency, or voice
- If Yes, the IEP team must describe communication needs in PLAAFP; needs may also be addressed in the following areas: service summary, goals, assessment, ESY, and/or transition

DEAF AND HARD OF HEARING:
- To indicate a YES, student must meet OAR eligibility requirements for Deaf or Hard of Hearing
- If Yes, the IEP team must describe hearing needs in PLAAFP; needs may also be addressed in the following areas: service summary, goals, assessment, ESY, and/or transition
- In the PLAAFP, teams may discuss and identify modes of communication, supports, or services (i.e., ASL, hearing aids, FM system, type of loss, interpreter, visual technology, etc.)

ASSISTIVE TECHNOLOGY:
- Assistive technology may include low tech devices (pencil grips, slant boards, raised line paper, etc.) and high tech devices (iPad, augmentative communication devices, software programs, etc.)
- Assistive technology device means any item, piece of equipment, or product system, whether acquired commercially off the shelf, modified, or customized, that is used to increase, maintain, or improve the functional capabilities of a child with a disability. The term does not include a medical device that is surgically implanted, or the replacement of such device.
- Assistive technology service means any service that directly assists a child with a disability in the selection, acquisition, or use of an assistive technology device (See OAR 581-015-2000 for complete definition)
- To indicate a YES, data must reflect a need for assistive technology device or service
- If IEP team determines student needs assistive technology based on classroom trials of equipment/program, no formal evaluation is required; the decision and supporting data should be documented in the present levels
- If an IEP team determines an assistive technology evaluation is needed, reasonable attempts must be made to obtain parent consent

ACCESSIBLE INSTRUCTIONAL MATERIALS:
- To indicate a YES, there must be evidence that indicates the student cannot use typical educational materials effectively due to a disability that impacts access to information
- Accessible instructional materials refers to changes in format of the materials, not in modifications to the content (braille, large print, audio, digital)
- Supports for students who cannot effectively use educational materials should be addressed in the statements of present levels of academic achievement and functional performance

PRESENT LEVELS OF ACADEMIC AND FUNCTIONAL PERFORMANCE:

STUDENT OVERALL STRENGTHS, INTERESTS, AND PREFERENCES

Best Practice Examples	Supporting Guidance
"…enjoys playing soccer with peers…" "…prefers eating off campus to the cafeteria…" "…team agrees that he has a great sense of humor…" "… laugh is contagious…" "…really enjoys her new foster parents…"	• This section is intended to capture student strengths, interests, and preferences that may not fit under academic or functional strengths • IEP Teams might identify strengths, interests and/or preferences to be later addressed in more detail within the Academic/Functional Performance • Identified strengths, interests, and/or preferences may be outside of Academic/Functional performance • Ensure that this section has depth and meaning so that it can inform practice and the development of the IEP and how to work with and build a relationship with the student.

INPUT FROM PARENT(S) IN THE AREAS OF ACADEMIC ACHIEVEMENT AND FUCTIONAL PERFORMANCE, INCLUDING CONCERNS FOR ENHANCING THE EDUCATION THEIR CHILD:

Best Practice Examples	Supporting Guidance
"…parent has no concerns at this time…" "…parent is pleased with the progress, however continues to be concerned with…" "…parent would like to see more services in…" "…parent indicates student is struggling with homework content…" "…parent indicates student helps youngers siblings at home and may do well as a peer tutor…"	• This section should not be left blank because this would imply parent input/concerns were not considered • If parent does not attend, must still include input obtained through alternate means • May include what the student is working on at home as it relates to academic/functional performance • Parent input may include strengths as well as concerns related to academic/functional performance • Parent input and concerns are an integral part of the IEP process and should be considered in the development of the IEP

PRESENT LEVEL OF ACACEMIC ACHIEVEMENT, INCLUDING MOST RECENT PERFORMANCE ON STATE OR DISTRICTWIDE ASSESSMENT

Best Practice Examples	Supporting Guidance
"…file review shows multiple moves over past year, which may have impacted academic progress…" "…Student has a standard score of 74 reading comprehension, which indicates an area of weakness (100 is considered average)…" "…students scored 232 on the OAKS Science Assessment, meeting proficiency in high school is 240…" "…assessment indicates math is an area of	• Narrative supports and explains the data (scores, numbers, results) so it is understandable to parents and others • It must be clear to all team members what the data means in relation to grade level expectations • The impact statement is related to skills and levels of needed support; not due to a disability category • Strengths, needs, and impact should relate to academics • Each academic area (reading, writing, math) should be addressed and clearly identified as a strength or need • This section must contain a statement of how the student's academic needs impact his or her ability to participate and make progress in the general education curriculum

strength…" "…student's weaknesses in reading comprehension and fluency make it difficult to keep up with and participate in content area reading activites in the general education classroom…"	

PRESENT LEVEL OF FUNCTIONAL PERFORMANCE, INCLUDING THE RESULTS OF INITIAL OR MOST RECENT FORMAL OR INFORMAL ASSESSMENTS/OBSERVATION	
Best Practice Examples	**Supporting Guidance**
"…based on classroom observations and reports from teachers, student demonstrates strengths in fine motor, keyboarding, and speech…" "…student has needs in the area of social interaction with peers and controlling outbursts in class when situations are out of his control…" *(Statement would then be supported by data)* "…student initiated conversation with customer while working in the school coffee cart 2 times out of a 45 minute class period, compared to nondisabled peer initiating conversation 12 times during same time frame…" "…a functional behavioral assessment (FBA) was conducted on 10/12/2013 and a behavior intervention plan (BIP) was created to support the student in addressing self-stimulation concerns…"	• Narrative supports and explains the data (scores, numbers, results) so it is understandable to parents and others • It must be clear to all team members what data means in relation to developmental/age level expectations • The impact statement is related to skills and levels of needed support; not due to a disability category. • Strengths, needs, and impact statements should relate to functional skills • Functional strengths should be included as well as areas of need • If student has no functional needs, strengths should still be identified • This section must contain a statement of how the student's functional needs impact his or her ability to participate and make progress in the general education curriculum • Impact statement should reflect functional skills, not a disability category • Not all areas of functional performance listed on the IEP Document need to be addressed; IEP team will select and address areas of strengths and needs • Information about the FBA/BIP should be included here

TRANSITION PLANNING	
RESULTS OF AGE-APPROPRIATE TRANSITION ASSESSMENTS, INCLUDING STUDENT'S **PREFERENCES, INTERESTS, NEEDS, AND STRENGTHS (PINS)**	
Best Practice Examples	**Supporting Guidance**
"…based on a one on one interview, the student prefers…" "…the career portion of the ACT test identified a student strength as…" "…after observing student in his lunch position in the school coffee cart, it was determined he needs…"	• Assessments may be informal or formal (observation, interest inventories, ACT/SAT, Career-Information System, interview, etc.) • Assessments should provide information about student's PINS in relation to Education, Training, Employment, and Independent Living • This section should explain which assessments were used, and the PINS identified through those assessments

APPROPRIATE, MEASURABLE POST-SECONDARY GOALS (PSGs) BASED UPON AGE-APPROPRIATE TRANSITION ASSESSMENTS	
Best Practice Examples	**Supporting Guidance**

"…after graduation, student will enroll in…"
 	
"…after completion of culinary training program, student will obtain part-time employment with assistance from VR in a local bakery…"
 	
"…after completion of the transition program, student will independently use public transportation to travel to and from employment…"
	• Goals must address education AND training AND employment AND MAYBE independent living (if appropriate)
	• For some students, education and training may be the same goal; it must be clear that both were addressed
	• If Education and Training goals are the same, team may indicate both were addressed by any of the following:
	   ○ Duplicating the goal in both education and training sections
	   ○ Indicating the goal in the education section and stating "see education section" for the training goal (or vice versa)
	   ○ Indicating in the education section that "education goal is the same as training goal" (or vice versa)
	• PSGs must be measureable and written for after the student leaves K-12 education; if the student is in an 18-21 transition program, PSGs goals are written for after the student leaves this program
	• PSGs should link directly back to age-appropriate transition assessments

TRANSITION SERVICES / ACTIVITIES	
Best Practice Examples	**Supporting Guidance**

"…resume development…"
"…Instruction in workplace problem solving…"
"…participation in community based work experience in a local autoshop…"
	• Transition Services may include any of the following:
	   ○ Instruction
	   ○ Related Services
	   ○ Community Experiences
	   ○ Development of employment and other postschool adult living objectives
	   ○ Acquisition of adult living skills
	• Transition Services support progress towards PSGs and should directly link to Transition Assessments
	• These services MAY be described on the service summary page, depending on the activity (Instruction or related services)
	• These services MAY be supported by a measureable annual goal, if the team determines necessary

COURSE OF STUDY	
Best Practice Examples	**Supporting Guidance**
Example: PSG indicates student will be attending a local community college to prepare for a career in carpentry. 10th Grade 11th Grade Wood shop Advanced Woods Weight Training Geometry	• Multiyear description of areas of study students will participate in to make progress towards PSGs • This is NOT a description of graduation requirements • Areas of study must directly relate to PSGs • This is defined as a "Projected Course of Study", and may change as students move through grades, different opportunities become available, or PSGs change • If student PSG indicates enrollment in a program requiring a high school diploma, course of study may include specific coursework required for attainment of the diploma; this should not be a general statement of

English Personel Health Algebra 12th Grade Transition Program Employability Training Cashier/Money Skills Consumer Math Community Center Writing in the Cooking Class Workplace	"student will complete coursework required for standard diploma"

AGENCY PARTICIPATION	
Best Practice Examples	**Supporting Guidance**
"…VR will likely be providing services after graduation, but parent/adult student refused consent for attendance to IEP meeting at this time…" "…based on transition assessment, postsecondary goals, and present levels of performance, the IEP team determined student will not need adult services after graduation, therefore no representative was invited…" "…DD Caseworker was invited with parental consent, but did not attend…" "…VR Counselor was invited with parental consent but could not attend, the following information was provided to the team…" "…a VR Counselor attended the meeting and provided the following information…"	• Written consent for agency participation in the IEP meeting is required from the parent or adult student prior to inviting an agency representative • If parent or adult student refuses consent to invite an agency representative, document the refusal in this section • Examples of agencies include Vocational Rehabilitation, Office of Developmental Disabilities Services, Brokerages, and others • Agency representation does not include school district staff, such as YTP Specialists, Transition Specialists, or Transition Network Facilitators • Not every student will require agency participation • If agency participation is not required, document this decision by the team in this section • If a representative was invited but did not attend, and information was provided to the team regarding services, document the information in this section • Examples of agencies: Vocational Rehabilitation, Office of Developmental Disabilities Services, Brokerage Services

DIPLOMA OPTIONS AND TRANSFER OF RIGHTS
Supporting Guidance

DIPLOMA OPTIONS:
• IEP teams determine if diploma type is regular, modified, extended, or if the student will work towards a certificate of completion
• If a district has other advanced diploma options or diploma seals, these are advanced regular diplomas, and regular diploma should be selected
• Modified diplomas require parental or adult student written consent within the year the diploma will be awarded; however, the IEP itself does not serve to meet this requirement
• Diploma conversations should begin by 5th grade for students taking extended assessments, but may occur for any student at any time; documentation may be found in the present levels or transition pages
• A diploma decision must be made no later than two years before the anticipated graduation date
• Diploma decisions may change if the student's circumstances have changed

- Earning an Oregon diploma (regular), or by aging out, ends a student's right to FAPE; students earning modified, extended, certificates, or GEDs are still eligible for services through age 21
- A student ages out when he or she reaches the end of the school year in which he or she turns 21

TRANSFER OF RIGHTS:
- Parents and students receive notification of Transfer of Rights at two different times:
    - First, at least one year before the student turns 18, parent and student must be notified that rights WILL transfer at 18
    - Second, parents and students must be notified at 18 that rights DID transfer
- Procedural Safeguards should be provided to the parent and student when Transfer of Rights notification occurs
- If parents have legally retained guardianship of the student beyond age 18, and provided the district with appropriate documention, document this in PLAAFP or Age Appropriate Transition Assessment section

STATE & DISTRICT TESTING
Supporting Guidance

SELECTING ASSESSMENTS:
- Oregon's Extended Assessments are designed specifically for students with the most significant cognitive disabilities
- Because the Extended Assessment measures alternate achievement standards, a student should only take the Extended Assessment if his or her learning objectives and expected outcomes focus on alternate standards or functional applications of the general curriculum
- If Extended Assessment is selected, there must be a statement describing why the student cannot participate in the standard assessment

ACCESSIBILITY SUPPORTS:
- Team should document all accessibility supports identified as needed, including specific universal tools, designated supports, and accommodations
- Team should identify any embedded universal tools that must be turned off due to potential distractions
- Each identified accessibilty support should be labeled as a Universal Tool, Designated Support, or Accommodation
- Students should not see an accessibility support for the first time on an assessment; any identified supports used on assessments should also be used in instructional settings and will be found on the service summary page as an accommodation

MODIFIED CUT SCORES:
- Modified cut scores may only be used for Essential Skills for Graduation if the student is receiving a modified diploma
- Modified cut scores are used for determining proficiency levels on essential skills for graduation, and should only be used at the high school level
- Teams should review trend data from previous assessments to determine an individualized modified cut score
- Cut score(s) should be based on the individual and should not be determined for groups of students or for districtwide proficiency levels
- Once a team determines a modified cut score, the student must achieve this level on a future attempt; previous scores cannot be used to meet essential skills requirement
- Team may change modified cut scores based on student progress towards proficiency

ELPA:
- Teams may not exempt a student from all four domains
- Decisions about exemptions are based on access to the assessment, not disability or placement
- The IEP team must include staff knowledgeable about language acquisition and the ELPA in order to make an informed decision in which language domain(s) the student will participate

Kindergarten Assessment:
- Accessibility Supports should be determined and documented at the transition meeting between the Early Childhood IFSP team and Kindergarten IEP team
- Teams may exempt students from Early Literacy Domain and/or Early Math Domain, but not from Approaches To Learning Domain. The decision to exempt a student from taking a domain should be based on an informed decision by the IEP team after considering all available accommodations and modifications.

Districtwide Assessments:
- Districtwide assessments are assessments given to all students across the district in a given grade or content area course (ex, Algebra I, DIBELS, EasyCBM, PSAT, ACT, Star Reading, Star Math)

ANNUAL ACADEMIC AND FUNCTIONAL GOALS AND OBJECTIVES

Best Practice Examples	Supporting Guidance
"…given a graphic organizer and a word processor, two times each quarter student will develop a 5 paragraph essay with an introduction, body, and conclusion with no more than 7 grammatical or mechanical errors…" "…progress will be measured by classroom-based writing assignments and reported on progress reports on a quarterly basis…"	- Each goal must align with baseline data in the present levels of performance - Goals may be related to academic or functional standards - All areas of SDI must have at least one goal - Students taking the Extended Assessment for a subject area, must have measurable, short-term objectives as part of the goal - A district may determine how to indicate alignment to standards (by domain, strand, cluster, or standard language) in a way that is meaningful and understandable to all team members - Goals should be written to meet the S.M.A.R.T. Goals Guidelines: (S) Specific, (M) Measureable, (A) Attainable, (R) Relevant, and (T) Time-bound - Mode of measurement is the evidence or artifacts the team uses to determine progress and attainment of goals, such as observation data, curriculum-based assessments, student work samples, behavioral data, self-charting data, or formative assessments - Progress for each goal should provide enough information for the team to identify current levels of performance in the goal area - Each S.M.A.R.T. Goal should contain the following components:

GOAL COMPONENT	EXPLANATION
Given what…	Means…**Under what conditions?** - Accommodations (change in materials, procedures, alternative response, formats, etc.) - Assistive Technology (dictation software, calculators, visuals, etc.) - Specialized Instruction - Instructional Strategies (prompts, graphic organizers, etc.) - Modification (change in 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 Assessment
	• Self-Charting Progress
	• Classroom Progress (grades)
	• Student Work Samples
	• … and others

SERVICES
Supporting Guidance

SPECIALLY DESIGNED INSTRUCTION:
- Specially designed instruction means adapting, as appropriate to the needs of an eligible child under this part, the content, methodology, or delivery of instruction-- (i) To address the unique needs of the child that result from the child's disability; and (ii) To ensure access of the child to the general curriculum, so that the child can meet the educational standards within the jurisdiction of the public agency that apply to all children. CFR 300.39
- Simply put, SDI is changing the content, methodology or delivery of instruction based on the individual student's needs
- May include: reading, writing, math, behavior, transition, social/emotional, and speech/language

RELATED SERVICES:
- Includes **transportation** and such developmental, corrective and other supportive services as are required to assist a child with a disability to benefit from special education, and includes **orientation** and **mobility** services, **speech** language pathology and **audiology** services, **interpreting** services, **psychological** services, **physical and occupational therapy**, recreation including therapeutic **recreation**, **school health** services and school **nurse** services, **counseling** services, including **rehabilitation** counseling services, **social work** services in school, **parent counseling and training**, school health services and medical services for **diagnostic** or **evaluation** purposes, and includes early identification and assessment of disabling conditions in children.
- For complete definition of each of the above related services, see CFR 300.34

SUPPLEMENTARY AIDS AND SERVICES:
- "Supplementary aids and services" means aids, services and other supports that are provided in regular education classes or other education-related settings and in extracurricular and nonacademic settings to enable children with disabilities to be educated with children without disabilities to the maximum extent appropriate. CFR 300.42
- Accommodations are devices, practices, interventions, or procedures provided to a student with a disability that affords equal access to instruction and assessment; Accommodations do not change the learning expectations, construct, grade-level standard, and/or measured outcome.
- Modifications are also devices, practices, interventions, or procedures that afford equal access to instruction or assessment; Modifications change the learning expectations, construct, grade-level standard, and/or measured outcome.
- An assistive device or service, including the teaching of the device to the student, may go in this section

- The aid or service should be specific and replicable; simply writing "Assistive Technology" is not sufficient

PROGRAM MODIFICATIONS/SUPPORTS FOR SCHOOL PERSONNEL:
- It is the responsibility of the IEP team to determine what types of program modifications or supports are necessary to support staff and to specify these in the IEP
- Examples may include: attending a conference or training related to the student's needs, getting help from another staff member or administrative person, having an aide in the classroom, getting special equipment or teaching materials
- Common supports such as "Consultation" and "Training" should be more clearly defined; WHO is consulting/training with WHOM, about WHAT

ANTICIPATED AMOUNT/FREQUENCY:
- This does not always need to be a number; it should be clearly understandable by the entire IEP team for implementation
- "As needed", "Upon teacher permission", or "When appropriate" are not acceptable because each is a subjective interpretation of student need
- When documenting amount/frequency consider the following question: "If you were handed this IEP and did not know the student, could you implement the service?"
- Amount/Frequency should be based on actual time spent providing the service, and not on length of class periods or other scheduling factors
- Amount/Frequency should be based on data as described in the Present Levels

ANTICIPATED LOCATION:
- As much as possible, the location must be clear to the student, family, and IEP team where the service will be provided (general education, special education, self-contained, community, work-site, etc.);
- In some circumstances it may be appropriate, based on individual student needs, to have a service identified as more than one location if it is explained in the present levels; for example, a team may identify location as "general education/special education" to allow flexibility in providing services with minimal disruption to the student's participation in the general education classroom

START/END DATE:
- Should include month, day, and year
- Services may start on the day of the IEP meeting or at future date as determined by the IEP team
- Services will likely end the day before the next annual IEP meeting is required, although may end at a sooner date as determined by the IEP team

PROVIDER:
- The provider is the agency or entity providing the service
- Typically the LEA is the provider for instruction and services; however, other examples of providers may be OSD, Regional, or ESD, depending on the service

ROLE RESPONSIBLE FOR MONITORING:
- The team identifies the role of the staff member, not a specific person's name (ex. special education teacher, general education teacher, speech language pathologist, teacher of the visually impaired, administrator, Occupational Therapist, autism consultant/specialist)
- This staff is responsible for monitoring implementation of the service and progress on goals
- The person responsible will vary depending on the service being provided, and should be determined by the IEP team (ex. consultation may be provided by a regional staff member, but the team may determine the special education teacher will be responsible for monitoring the implementation and progress on this service)
- If the position responsible for delivering the special education services is anyone other than a certified special education teacher or related service provider, then the certified special education teacher/related service provider must design and supervise the instruction, and monitor and evaluate the student's progress

NON-PARTICIPATION JUSTIFICATION

Best Practice Examples	Supporting Guidance
"…student is removed from the general education setting for 45 minutes per day to receive specially designed instruction in math calculation in a small group setting in the resource room…" "…student is removed from the general education setting for 120 minutes per week to access social skills instruction in a self-contained environment. Group meets every Monday, Wednesday, Friday for 40 minutes…" "…student is removed from the general education setting for 400 minutes per month to receive additional special designed instruction in reading comprehension skills in the resource room environment. Resource classes meet every other day in a block schedule, so either two or three times per week…"	• The IEP must explain the extent, including amount, if any, to which the student will not participate with non-disabled peers in the regular classroom and in extracurricular and other nonacademic activities. • Describe the extent (amount) of any removal from the regular class environment, and provide justification for the removal. • This is not a range of times • Nonparticipation should be quantifiable, but may be written as number of minutes removed or percentage of time removed, as determined by the IEP team • The IEP team determines the timeframe in which the calculation is developed (day, week, month, etc.); this should be explained in the nonparticipation justification statement • Explanation for removal cannot be due to a disability category

EXTENDED SCHOOL YEAR (ESY) SERVICES

Supporting Guidance

- ESY services must be provided if the IEP team determines that these services are necessary for the student to receive a free appropriate public education.
- The purpose of extended school year services is the maintenance of the student's skills or behaviors, not the teaching of new skills or behaviors.
- Regression means significant loss of skills or behaviors in any area specified on the IEP as a result of an interruption in education services
- Recoupment means the recovery of skills or behaviors specified on the IEP to a level demonstrated before the interruption of education services
- School districts must develop criteria for determining the need for extended school year services. Criteria must include regression and recoupment time based on documented evidence or, if no documented evidence, on predictions according to the professional judgment of the team OAR 581-015-2065 (5)
- Because districts may include additional considerations in their ESY policies, a student may not experience regression or recoupment, but may still be eligible based on the district ESY policy
- If the team determines that the student requires ESY services, check "yes" and identify the specific ESY services to be provided. ESY services must be directly tied to IEP goals and objectives, with services individualized for the student, as appropriate.
- The IEP must indicate the specific special education and related services to be provided, and the anticipated amount, frequency, location, and starting and ending dates for these services.
- If the team determines ESY services will be decided at a later date, indicate the date by which the team will meet again; there must be a revision to the IEP by the determined date identifying the team's decision for ESY services