The Cover Page

★ Information is complete and accurate

★ Education Management Information System (EMIS)

★ Date of meeting and type of meeting

★ IEP Timelines

★ Amendments

District of Residence

The District of Residence (DOR) is the school or district where the student's parents/guardians reside, which is responsible for ensuring that an IEP is developed, implemented and is ultimately responsible for a Free Appropriate Public Education of the student.

DORs that have students who are educated outside their district have the responsibility for initiating and conducting meetings for the purpose of developing, reviewing and revising the IEP. Districts of Residence must maintain communication with the District of Service to ensure compliance and accurate implementation of the IEP.

Community Schools

Community schools are the district of residence. In the case when a community school places a child in a separate facility for their academic and/or functional services, the community school remains the DOR and continues to be responsible for the education of that child.

Future Planning Special Instructional Factors

Section 1 Future Planning

Yes

Must be addressed in the IEP

IEP Individualized Education Program

CHILD'S NAME:

1 FUTURE PLANNING

Parent's, teacher's and student's input needed

☐ Check when complete

2 SPECIAL INSTRUCTIONAL FACTORS

Items checked "YES" will be addressed in this IEP:

	YES	NO
Does the child have behavior which impedes his/her learning or the learning of others?	☐	☐
Does the child have limited English proficiency?	☐	☐
Is the child blind or visually impaired?	☐	☐
Does the child have communication needs (required for deaf or hearing impaired)?	☐	☐
Does the child need assistive technology devices and/or services?	☐	☐
Does the child require specially designed physical education?	☐	☐

☐ Check when complete

3 PROFILE

Child's Profile to include Reading Improvement and Monitoring Plan (if applicable):

☐ Check when complete

4 EXTENDED SCHOOL YEAR SERVICES

Has the team determined that ESY services are necessary?   Yes   No

If yes, what goals determined the need?

Will the team need to collect further data and reconvene to make a determination?   Yes   No

Date to Reconvene

☐ Check when complete

The Profile

3 **PROFILE**

Child's Profile to include Reading Improvement and Monitoring Plan (if applicable):

Statewide assessments data, RIMP data and any other important information

☐ Check when complete

- **Data and background information on the student**

- **Consider strengths of the student, areas of concern**

- **Instructional strategies that have been successful**

CUT & PASTE **All Assessment data found in the ETR** **CUT & PASTE**

- **Include relevant academic / behavioral information**

- **Language understandable to all team members**

Extended School Year

4 EXTENDED SCHOOL YEAR SERVICES

Has the team determined that ESY services are necessary?

If yes, what goals determined the need?

Will the team need to collect further data and reconvene to make a determination? ☐ Yes ☐ No

Date to Reconvene

☐ Check when complete

May happen at any time the school is NOT in session. Are provided beyond the normal school year; both days of the school year and hours of the school day.

*Summer School * Compensatory Services NO!
*Enrichment Programs

YES Prevent Significant Regression of Skills or Knowledge

Department of Education & Workforce

Present Levels of Academic Achievement and Functional Performance (PLOP)

The statement of present levels of performance should be written in language understandable to all, including the parent, and contain sufficient information to establish a baseline from which each annual goal is developed.

It must indicate the child's current academic and functional levels compared to expected *grade level standards* to provide a frame of reference.

Most current means the performance at the time of the writing of the IEP no more than 1 year old.

There must be a direct relationship between the annual goal and the present levels of academic achievement and functional performance.

Elements of a Measurable Goal

IEP Individualized Education Program   CHILD'S NAME:

6 MEASURABLE ANNUAL GOALS

NUMBER: 1   AREA:

1 Clearly Defined Behavior

PRESENT LEVEL OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE

2 Condition under which the behavior will occur

MEASURABLE ANNUAL GOAL

3 Criteria used to evaluate performance

METHOD(S) FOR MEASURING THE CHILD'S PROGRESS TOWARDS ANNUAL GOAL

- ☐ A. Curriculum Based Assessment
- ☐ B. Portfolios
- ☐ C. Observation
- ☐ D. Anecdotal Records
- ☐ E. Short-Cycle Assessments
- ☐ F. Performance Assessments
- ☐ G. Checklists
- ☐ H. Running Records
- ☐ I. Work Samples
- ☐ J. Inventories
- ☐ K. Rubrics

Clearly Defined Behavior

- The specific action the student will be expected to perform

- Based on one specific skill

- Do not blend skills, such as decoding and fluency in one goal

- Only one verb

Clear

Concise

Specific

AVOID

Targeted Math Skills

Targeted Reading Tasks

Department of Education & Workforce

2 **Condition under which the behavior will occur**

The condition can be defined as the

- **Situation**

- **Setting**

- **Given materials**

in which the behavior is to be performed.

Grade level material NEEDS to be specifically defined to their ABILITY level or their EXPECTED grade level.

Department of Education & Workforce

IEP Individualized Education Program — CHILD'S NAME:

6 MEASURABLE ANNUAL GOALS

NUMBER: 1   AREA:

PRESENT LEVEL OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE

Currently Donna is able to solve subtraction problems with regrouping **at 60% accuracy in 2 out of 5 trials**

MEASURABLE ANNUAL GOAL

When given subtraction problems with regrouping, Donna will solve the problems **at 80% accuracy in 4 out of 5 trials**

METHOD(S) FOR MEASURING THE CHILD'S PROGRESS TOWARDS ANNUAL GOAL

- ☐ A. Curriculum Based Assessment
- ☐ B. Portfolios
- ☐ C. Observation
- ☐ D. Anecdotal Records
- ☐ E. Short-Cycle Assessments
- ☐ F. Performance Assessments
- ☐ G. Checklists
- ☐ H. Running Records
- ☐ I. Work Samples
- ☐ J. Inventories
- ☐ K. Rubrics

If Observation is checked, there must be a written record to support this method of data collection.

- **The level the student must demonstrate for mastery. For Example: 80%**

- **The number of times that skill or behavior must be demonstrated. For Example: 4 out of 5 trials.**

- **The annual goal and the baseline in the present levels must be stated in the same unit of measurement.**

- **Avoid vague terms like increase or decrease**

- **Include both level of degree and level of mastery**

Department of Education & Workforce

Progress Monitoring

➢ Used to determine if the student is making progress on IEP goals

➢ Determine if the specially designed instruction, accommodations and interventions in the IEP are working

➢ Can be a basis to reevaluate the IEP and reconvene the IEP team to make any needed adjustments in the services and supports

➢ Using the same unit of measurement in a goal

➢ Indicate the frequency of reporting progress to the child's parent

Remember: while progress REPORTING to parents occurs at each grading period, progress MONITORING can occur throughout the grading period to guide instructional decisions.

Progress Report Optional Form 6A

OP-06 PROGRESS REPORT

School Year:

Student Name:

Date: Reporting Period:

Progress Reports must be provided to parents of a child with a disability at least as often as report cards are issued to all children.

Goal #:   Goal: **When given a passage to read, Donna will read 66 WPM with 100% accuracy in 3 out of 4 trials.**

Objective #:   Objective:

Summarize the measurable data utilized to assess progress	**Donna is currently reading 30 WPM. She is progressing towards mastering her goal of 66 WPM**		
	Quantitative Data used to Demonstrate Progress		
Data Source	Data Points	On Trac	Goal Met?
Running Records	**2 out of 4 times at 75% mastery**		

Report the student's current performance on the GOAL compared to the goal mastery criteria from the IEP

Add Next Goal | Add New Reporting Period

Refers to the method being used for measuring the child's progress towards their annual goal.

Refer to the number of times and the percentage of accuracy the child is presently performing towards mastering their annual goal.

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Workforce

Specially Designed Instruction (SDI)

Adapting to the NEEDS of a child

Content	Methodology	Delivery of Instruction

Address → Unique NEEDS of the child

Ensure → Child has ACCESS to the General Education Curriculum or Extended Standards.

Meet → The educational Standards that apply to ALL children
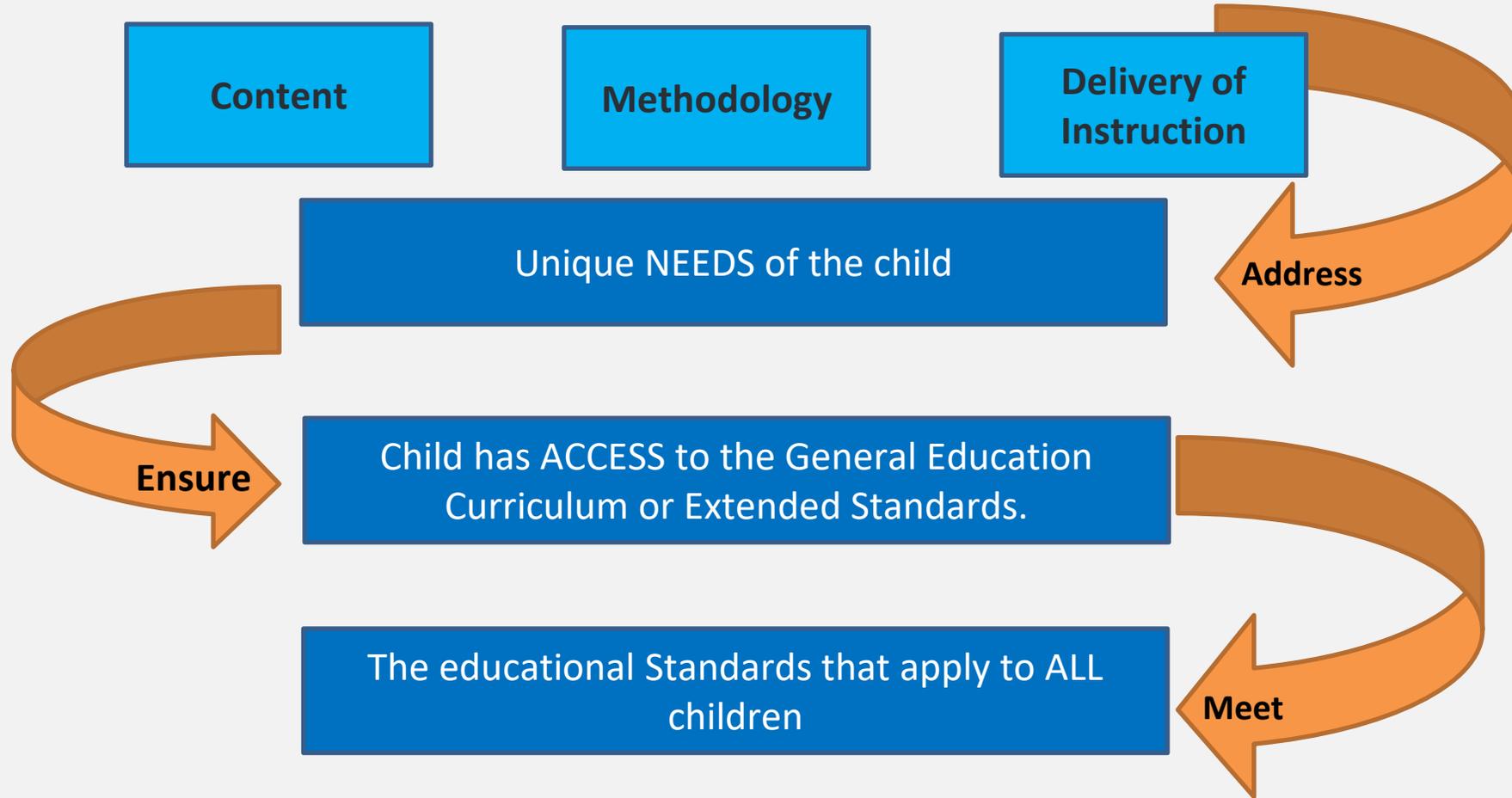
Specially Designed Instruction (SDI) – continued

- ✓ HOW you are teaching the child
- ✓ HOW the delivery of instruction is different from what every child receives
- ✓ Must be a clear connection to the SPECIFIC goal referenced and the location of service
- ✓ Amount of TIME must reflect the need of the individual student
- ✓ NOT based on a schedule or availability of staff
- ✓ Should have only 1 provider and location
- ✓ Can be related service

Department of Education & Workforce

Specially Designed Instruction (SDI) - continued

➢ Instructional methods and strategies specifically designed for each individual student and goal

➢ *Not a list of Accommodations*

➢ Assist the student in progressing toward achievement in their goals

➢ *Provided by Intervention Specialist and Related Service Provider NOT by a General Education Teacher or Paraprofessional*

➢ Role of Paraprofessional and General Education Teacher should be documented in **support for school personnel**

Please remember to indicate the type of instruction the student's SDIs will be provided, either whole group, small group or one on one. Best practice for small group is to place a size limit on the number of student allotted for SDI instruction.

Department of Education & Workforce

Assistive Technology

Any item, piece of equipment, or product system, whether acquired commercially off the shelf, modified or customized

➢ Increase, maintain or improve the functional abilities of a student with a disability

➢ Proprietary names should not be used

➢ A surgically implanted device is NOT assistive technology

ASSITIVE TECHNOLOGY SERVICE means any service that directly assists a child with a disability in the selection, acquisition or use of an assistive technology device.

Under **Assistive technology services in Section 7 of the IEP form, it is necessary to identify the time and frequency.**

PLEASE NOTE

Accommodations

➤ **Accommodations are changes in procedures or materials that:**
   a. ensure a student has equitable access to instructional and assessment content, and
   b. support valid assessment results for those students who require them.
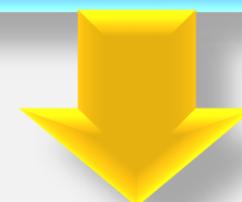➤ **Accommodations do not reduce or change learning or performance expectations**

Instructional and assessment accommodations are determined by IEP team as per the Individuals with Disabilities Education Act (IDEA).
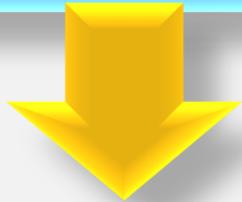
|		
Accommodations should be determined annually based on individual student needs.	Accommodations must be provided to the student in all required school settings by general educators, special educators, support staff, and related service providers.	Some Accommodation Examples are: ✓ Extended time ✓ Scribe ✓ Paper version of test instead of online ✓ Math tools
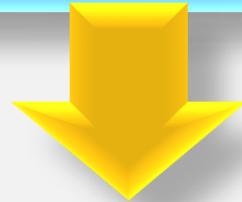
Classroom and Testing Accommodations

➢ **Generally, the same accommodations provided during instruction should be provided during assessments.**

➢ **However, sometimes an accommodation provided during instruction may not be appropriate for an assessment.**

In these cases, this is because the accommodations available on the assessment is different from what or how it is used in the classroom.
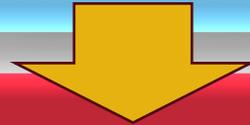
For example, an electronic highlighter is embedded in the online assessment, but a highlighting marker is used during instruction in the classroom.

The Department provides an Accessibility Manual that lists the administrative considerations and supports, universal tools, embedded and non-embedded designated supports, and the allowable accommodations that can be used during Ohio's State Tests.

Department of Education & Workforce

Modifications

The Individuals with Disabilities Education Act (IDEA) requires that students with disabilities, including students with the most significant cognitive disabilities, are to be provided _access to_ and _make progress_ in grade-level general education curriculum, not an alternate curriculum.

The Ohio Learning Standards (OLS) are the achievement targets used for the general education curriculum. The Ohio Learning Standards-Extended (OLS-E), sometimes referred to as "the extended standards," are specific statements of knowledge and skills linked to the expectations within the Ohio Learning Standards.

Modifications (continued)

Modifications change what a student is taught or expected to learn.

Modifications to grade-level learning change the expectation to learn the full breadth and/or depth of grade-level curriculum.

Because modifications change expectations, they should be used with *caution* during instruction.

Use *caution* especially for students not taking the alternate assessment as they will be expected to take the Ohio State Tests.

Modifications used during instruction may result in students missing out on essential knowledge or skills. IEP teams determine whether a student needs modifications by using data and identifies what those specific modifications are and who will be making them, documenting this in section 7 of the IEP.
IEP teams should utilize accommodations and other layers of support prior to moving to modifications.

Modified vs Alternate Curriculum

The phrases "modified curriculum" or "alternate curriculum" should not be utilized within a student's IEP as it suggests something other than the general education curriculum is the t̲_____ than IDEA requirements.

It is not sugge_____ _____ ____ ___urpose of student is "on ____ _____ ___ grade within the IE____

The extended standards offe____ _____ ____ ____grade level learning. The extended standards do not replace the Ohio Learning Standards, they are aligned to them.

Remember
Student goals should be written to the specific and targeted needs of the student within a specific subject area, topic, skillset, or range of targeted skills.

Support for School Personnel

NO! When an adult is providing services to a student directly

✓ Documents the needed support from Adult to Adult

Example → **Paraprofessional supports a teacher in a classroom generally at the teacher's discretion.**

Example → **Occupational Therapist providing training and guidance to teachers or Occupational Therapist assistant.**

One-to-one direct aide services → Documented → **Related Service** → Provider → **Intervention Specialist**
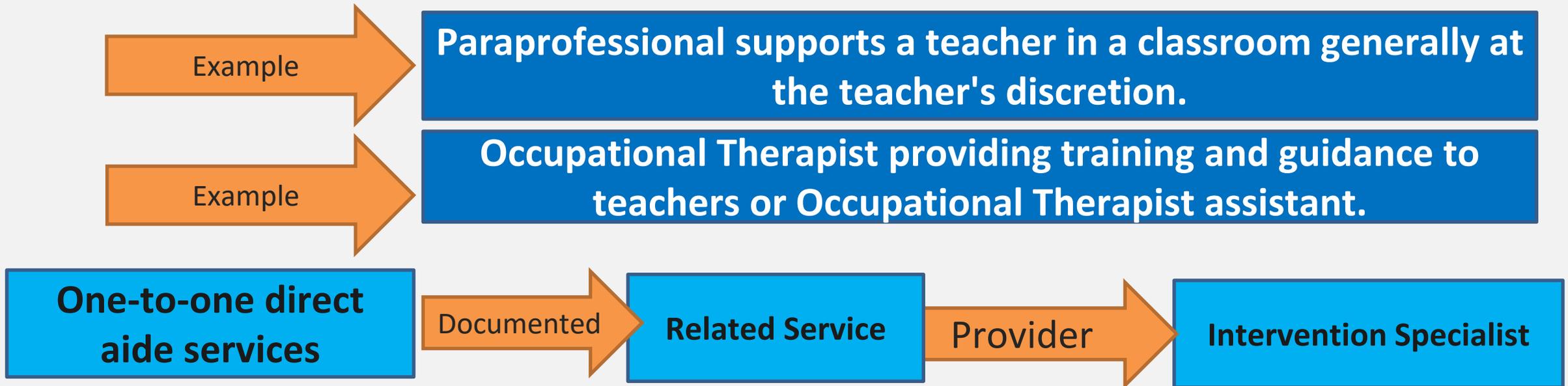
General Factors Section

10 **GENERAL FACTORS**

HAS THE IEP TEAM CONSIDERED:

	YES	NO
The strengths of the child?	☐	☐
The concerns of the parents for the education of the child?	☐	☐
The results of the initial or most recent evaluations of the child?	☐	☐
As appropriate, the results of performance on any state or district-wide assessments?	☐	☐
The academic, developmental and functional needs of the child?	☐	☐
In consideration of Third Grade Reading Guarantee, is the child on-track for reading?	☐	✗

Warning: JavaScript Window - IEP Form General Factors ✕

ⓘ Be sure to address this consideration in the Student Profile and/or the Present Levels of Performance and considered information from the Reading Improvement and Monitoring Plan (RIMP).

[OK] [Cancel]

Least Restrictive Environment (LRE)

When students are removed from the general education classroom, districts must explain why the instruction CANNOT be delivered in the general education setting with nondisabled peers along with access to accommodations and modifications

The presence of a disability alone is NOT a reason for removal

If the intention of the IEP team is that the student will receive testing <u>AWAY</u> from non-disabled peers, a justification should be noted in both accommodations in Section 7 as well as in Section 11.

Ohio **Department of Education & Workforce**

Section 12: Statewide and District Wide Testing

12 **STATEWIDE AND DISTRICT WIDE TESTING**

Is the child participating in the Alternate Assessment for Students with Significant Cognitive Disabilities (AASCD)?
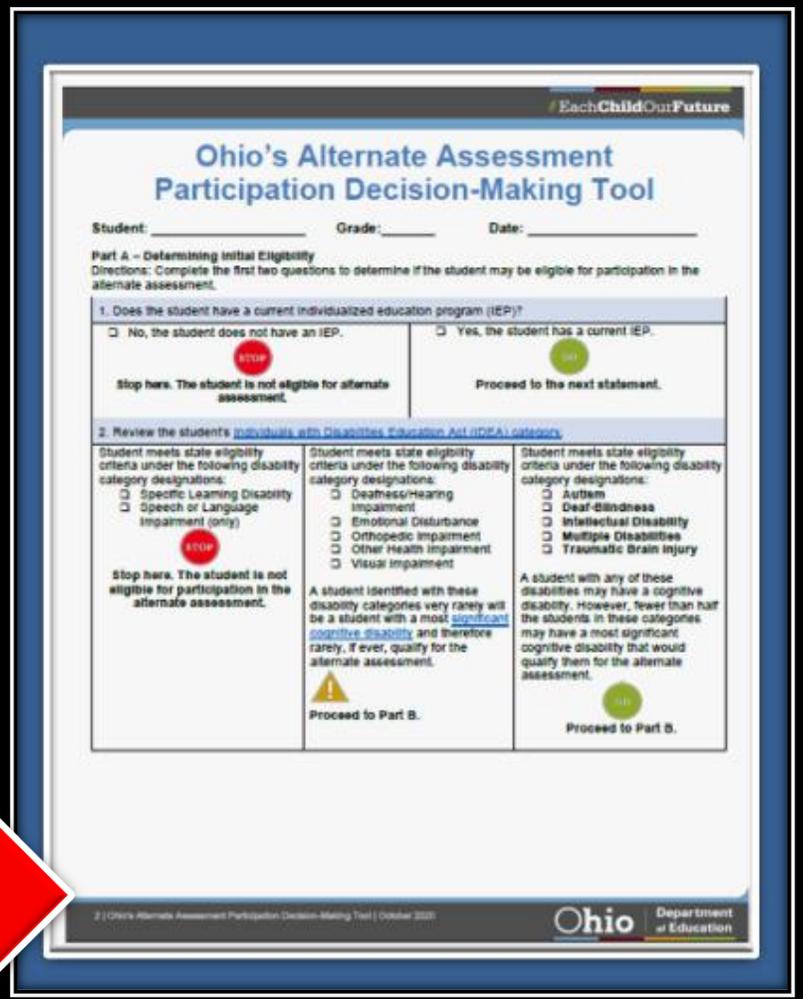
YES ☑ NO ☐

Click below for guidance in considering AASCD:

Ohio's Alternate Assessment Participation Decision-Making Tool

Click

If yes, justify the choice of alternate assessment and address why it is appropriate below:

Justify

Must be completed

Ohio's Alternate Assessment Participation Decision-Making Tool

Alternate Assessment

Ohio's Alternate Assessment Participation Decision-Making Tool

Divided into 4 four parts A-D

IEP teams must work through the document, starting with Part A.

Review to see if the student meets the eligibility criteria

If a student does not meet the eligibility criteria in all parts, the student may not participate in Ohio's AASCD.

Alternate Assessment (continued)

Part D – Additional Considerations

The decision to participate in the alternate assessment is made after reviewing the entire decision-making tool and the collection of evidence used in parts A, B and C. The decision to participate in the alternate assessment is NOT made based solely on any of the following considerations.

- ☐ Disability category, educational environment or instructional setting.
- ☐ Student's instructional reading level is below grade level.
- ☐ Expected poor performance on the general education assessment.
- ☐ Administration decision or anticipated impact of student scores on the accountability system.
- ☐ Anticipated disruptive behavior or emotional duress if taking general assessments.
- ☐ Poor attendance or extended absences.
- ☐ The fact the student is an English learner or other social, cultural or economic differences.
- ☐ Need for accommodations (such as assistive technology or augmentative and alternative communication) to participate in the general assessment.

Based on the review of evidence in parts A, B and C and ensuring the decision is not based solely on any of the considerations above, does the student meet all criteria for participation in the alternate assessment?

___ Yes. The student meets all criteria in parts A, B and C and will participate in the alternate assessment.

___ No, the student does not meet all criteria in parts A, B and C and is not eligible for participation in the alternate assessment.

School District Representative (Name/Date) _____

Intervention Specialist (Name/Date) _____

General Education Teacher (Name/Date) _____

Parent/Guardian (Name/Date) _____

NOT solely based on any one of the considerations listed in part D of the Decision-Making Tool.

All members of the IEP team must sign

Once high school students have met testing requirements for graduation, **IEP teams no longer need to complete the Decision-Making Tool.**

Ohio Department of Education & Workforce

Statewide and District Wide Testing

District Wide Testing

Any test that the DISTRICT administers to ALL students in a specified content area or grade level.
"off-the-shelf" Vendor-produced tests
TerraNova, NWEA MAP, and STAR

State Testing

Any test that is developed by the department for use in ALL participating schools in the state.

OST, EOC, AASCD, OELPS, OELPA, KRA-R and the Ohio Diagnostic Assessment.

Department of Education & Workforce

Exemptions

Third Grade Reading Guarantee

Applicable ☐   NA ☐

Does the child have a significant cognitive disability?   YES ☐   NO ☐

If yes, the child is not required to take the reading diagnostic assessment and is, th[ere]... [re]moved from all the provisions of the Third Grade Reading Guarantee (including retention).

If no, all data was considered and the following decided (check one):

Not to exempt the child from the retention provision of the Third Grade Reading Guarantee   ☐

To exempt the child from the retention provision of the Third Grade Reading Guarantee   ☐

The third-grade reading guarantee does not apply unless a student is approaching the testing window within the IEP term.

However

RIMPs based on the Kindergarten Readiness Assessments Scores and/or progress in the reading curriculum should be present in the student's profile.

If a child has a significant cognitive disability, the child is not required to take the 3rd grade reading diagnostic assessment and is, therefore, removed from all the provisions of the Third Grade Reading Guarantee (including retention).

EXEMPTIONS

Graduation Tests

Applicable ☐   NA ☐

Is the child excused from the consequences of not passing required graduation tests?   YES ☐   NO ☐

The child is excused from the consequences of not passing the required graduation tests in the following subjects:

Category	Course Title	Justification	+
Algebra I ▾			

Type in   **Justify**

Department of Education & Workforce

MEETING PARTICIPANTS

- ➢ Dropdown menu allows you to select your position

- ➢ Parents must be afforded the opportunity to participate

- ➢ District is responsible to ensure meetings are scheduled early enough so that all parties have the opportunity to attend

- ➢ Alternate means of participation must be documented

TEAM MEMBER EXCUSAL

PEOPLE NOT IN ATTENDANCE WHO PROVIDED INFORMATION AND RECOMMENDATIONS

Sign

NAME (Print)	POSITION	SIGNATURE	DATE

*IF THE GENERAL EDUCATION TEACHER, INTERVENTION SPECIALIST, DISTRICT REPRESENTATIVE OR PERSON KNOWLEDGABLE ABOUT THE INSTRUCTIONAL IMPLICATIONS OF THE EVALUATION DATA HAVE SIGNED AS NOT IN ATTENDANCE AT THE IEP MEETING, A WRITTEN EXCUSE MUST BE ON FILE.
** THE STUDENT IS A PREFERRED MEMBER UP TO AGE 18 WHEN THEY BECOME A REQUIRED MEMBER UNLESS NO TRANSFER OF GUARDIANSHIP.

☐ Check when complete

➢ School district and parent agree in writing prior to the meeting

➢ Required members include the parent, general education teacher, special education teacher and district representative

➢ If the child does not have a general education teacher during the school day, a general education teacher is NOT a required team member

➢ Excused members must provide input in the development of the IEP in writing to the district and parent prior to the meeting

Department of Education & Workforce

INITIAL IEP MEETINGS

IEP Individualized Education Program   CHILD'S NAME:

15 SIGNATURES

INITIAL IEP

☐ I give consent to initiate special education and related services specified in this IEP.*

☐ I give consent to initiate special education and related services specified in this IEP except for **

    AREA:

Sign

☐ I do not give consent for special education and related services at this time.**

    PARENT/GUARDIAN SIGNATURE: _____ DATE: _____

IEP ANNUAL REVIEW (Not a Change of Placement)

☐ I agree with the implementation of this IEP.*

☐ I am signing to show my attendance/participation at the IEP team meeting but I do not agree with the following special education and related services specified in this IEP.**

    AREA:

Note: Not a Change of Placement does NOT require a parents' signature to implement the IEP.

    PARENT/GUARDIAN SIGNATURE: _____ DATE: _____

IEP REVIEW (Change of Placement)

☐ I give consent for the change of placement as identified in this IEP.*

☐ I do not give consent for the change of placement as identified in this IEP.**

☐ I revoke consent for all special education and related services.**

    PARENT/GUARDIAN SIGNATURE: _____ DATE: _____

➢ The parent must sign to implement services.

➢ The parent must receive the PR-01 summarizing the events of the IEP meeting.

➢ Along with the Procedural Safeguards Notice prior to services beginning for the student.

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CHANGE OF PLACEMENT

IEP Individualized Education Program — CHILD'S NAME:

15 SIGNATURES

INITIAL IEP

☐ I give consent to initiate special education and related services specified in this IEP.*

☐ I give consent to initiate special education and related services specified in this IEP except for **

AREA:

☐ I do not give consent for special education and related services at this time.**

PARENT/GUARDIAN SIGNATURE: _____ DATE: _____

IEP ANNUAL REVIEW (Not a Change of Placement)

☐ I agree with the implementation of this IEP.*

☐ I am signing to show my attendance/participation at the IEP team meeting but I do not agree with the following special education and related services specified in this IEP.**

AREA:

Note: Not a Change of Placement does NOT require a parents' signature to implement the IEP.

PARENT/GUARDIAN SIGNATURE: _____ DATE: _____

IEP REVIEW (Change of Placement) ← Change in Placement

☐ I give consent for the change of placement as identified in this IEP.*

☐ I do not give consent for the change of placement as identified in this IEP.**

☐ I revoke consent for all special education and related services.**

PARENT/GUARDIAN SIGNATURE: _Donna P Horn_____ DATE: _9/6/2024_

A continuum of services ranges from instruction in general education, special education, special schools, home instruction, instruction in hospitals and institutions.

➢ IEP Team is required to meet

➢ Needs to determine if this is a change in the continuum of services

➢ If the change proposed does change the student's placement on the continuum of services, the parent must give consent, in writing

Department of Education & Workforce

FOR MORE INFORMATION

For more information, please visit:
https://education.ohio.gov/Topics/Special-Education/Federal-and-State-Requirements/

Access the Ohio Accessibility Manual for Ohio's State Tests:
https://education.ohio.gov/Topics/Testing/Accommodations-on-State-Assessments

For further support, contact your State Support Team (SST). To find your SST, please visit:
https://education.ohio.gov/Topics/District-and-School-Continuous-Improvement/State-Support-Teams

THANK YOU!

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