

## **Individualized Education Program (IEP) Part 3**

### **Opening Slide:**

**This is Part 3 of the Essential School Age IEP module. This presentation focuses on least restrictive environment and testing.**

### **Slide 2: General Factors**

In Section 10, the general factors section of the IEP, a third-grade reading component was added. This component is for all students, grades K-3. When “no” is selected, it prompts the writer to address that consideration in the Student Profile section and/or in the Present Levels of Performance section.

### **Slide 3: Least Restrictive Environment**

The Least Restrictive Environment section requires a justification statement if a child receives services, including related services, anywhere other than in the general education setting with nondisabled peers.

When students are removed from the general education classroom, districts must explain why the instruction CAN NOT be delivered in the general education setting with nondisabled peers along with access to accommodations and modifications. Please note that the presence of a disability alone is not a reason for removal. For example, “Due to the student’s disability”, is not a justification for removal. Give specific examples of why a separate setting, away from non-disabled peers, is the best learning environment to assist the student in making progress in the IEP goals.

Please remember: If the intention of the IEP team is that the student will receive testing away from non-disabled peers, a justification of that should be noted in both accommodations in section 7 as well as in section 11.

### **Slide 4: Statewide and Districtwide Testing**

Section 12 addresses students who are provided accommodations on state and district level tests and those who are taking the Alternate Assessment for Students with a Significant Cognitive Disability (AASCD).

For those taking the Alternate Assessment, the IEP team must justify the decision of providing this type of assessment and fully explain how the conclusion to use the Alternate Assessment was determined.

The new IEP form has a link to the Participation Criteria form. For every student who is being considered for the Alternate Assessment, the Participation Criteria form must be completed in its entirety answering all three questions with a “YES” or “No” response. The form lists what

evidence the decision to participate was **not** based on. This list needs to be considered before determining the student will participate in the Alternate Assessment for Students with a Significant Cognitive Disability.

All signatures including District Representative, Parent/Guardian, General Education Teacher and Intervention Specialist need to be included. This document must accompany every IEP and must be discussed amongst the team whenever participation for the Alternate Assessment is being considered.

### **Slide 5: District and Statewide Assessments and Testing**

In the case where students will be participating in district and statewide assessments with accommodations, each accommodation will be specific and correspond with each test subject area. You need to note specific test or tests that the student will be taking and any differences in allowable accommodations that may be test specific within the classroom across the district.

District tests are any test that the district administers to all students in a specified content area or grade level. Typically, these will be "off-the-shelf" vendor-produced tests. Examples include: TerraNova, NWEA MAP, AIMSweb and STAR.

OAC 3301-7-01 defines a state test as any test that is provided by the department for use in all participating schools in the state. These include the Ohio State Tests, End of Course Exams, Alternate Assessment for Students with Significant Cognitive Disability (AASCD) , Ohio English Language Proficiency Assessment (OELPA), Kindergarten Readiness Assessment (KRA) and the Ohio Diagnostic Assessment. Other tests that may be used to meet some state requirements, while not technically state tests, may be included here in the "Other" section. Examples include: ACT, SAT, WorkKeys and WebXams.

If a student is receiving testing accommodations for an English Language Arts test, you select "ELA." ELA tests do not have separate reading and writing tests or sections and so those lines, Reading and Writing, should not be addressed. If a student is receiving testing accommodations for the high school English Language Arts (ELA) 1 or 2, in the Assessment Title column next to ELA, type in ELA 1 or 2. For all other grades, type only "ELA." Then in the Detail of Accommodations column, describe the specific accommodations needed for the ELA test.

### **Slide 6: Test Exemptions**

Section 13 documents test exemptions. One area of exemption is the third-grade reading guarantee.

If a child has a significant cognitive disability, the child is not required to take the reading diagnostic assessment and is, therefore, removed from all the provisions of the Third Grade Reading Guarantee (including retention). **The third-grade reading guarantee does not apply unless a student is approaching the testing window within the IEP term. However, RIMPS (Reading Improvement and Monitoring Plans) based on the Kindergarten Readiness**

**Assessment scores and or progress in the reading curriculum should be present in the profile when needed for any student in grades K-3.**

If the child does not have a significant cognitive disability, all data needs to be considered and the team needs to decide whether the child will be exempt from the retention provision of the Third Grade Reading Guarantee. See the [Third Grade Reading Guarantee Guidance Manual](#) on ODE's website for more information.

For graduation tests in Section 13, the team is required to provide written justification of the IEP team's decision to excuse a student from the testing requirement. Choose the category in the first column, then type in the course title in the second column and add the justification for the exemption in the third column.

**Slide 7: Testing Exemptions**

In addition to graduation tests, Section 13 allows the district to consider other assessment exemptions. This section is where you would document exemption from assessments such as domains on the Ohio English Language Proficiency Assessment (OELPA), if applicable.

**Slide 8: Meeting Participation page**

Section 14 documents meeting participation. The form has a dropdown menu which allows you to select your position title. The parent must be afforded the opportunity to participate. The school district is responsible to ensure that meetings are scheduled early enough so that all parties have the opportunity to attend at a mutually agreed upon place and time. In an attempt to ensure parental participation, the parent and school district may agree to some alternate means of participation such as video conferencing or phone conferences. If alternate means are chosen, they must be documented as such. This is documented at the top left-hand side of the meeting participation page of the IEP.

In some cases, required members of the IEP team may be excused from attending the IEP meeting, in whole or in part, provided the school district and parent agree in writing prior to the meeting. The required members include: Parent, General Education Teacher, Special Education Teacher/Provider and a 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. This should be noted on the IEP signature page. Teachers who attend the IEP should have working knowledge of the students individual learning needs.

The excused member must provide input into the development of the IEP in writing to the district and to the parent prior to the meeting. They are also required to sign the completed IEP form under "People Not In Attendance Who Provided Information And Recommendations" on the meeting participants page.

If this is an initial IEP meeting, 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.

### **Slide 9: Amendments and Change of Placement**

Districts need to remember that while an IEP is in effect for 364 days from the date signed, it is a living document and can and should be revised as necessary. Any member of the team may request a meeting to revise the IEP. This can be done through the amendment process which can be accomplished through a variety of methods. This process does not necessarily need to be a face-to-face meeting, but the parent does need to be involved.

If the district proposes a change of placement for a student, the IEP team is required to meet to discuss the change of placement. The team needs to determine if this is in fact a change in the continuum of services for the child. A continuum of services ranges from instruction in general education, special education, special schools, home instruction, instruction in hospitals and institutions. If the change in the student's services proposed does in fact change the student's placement on the continuum of services, the parent must give consent, in writing, for that placement to happen.

### **Slide 10: Closing Slides**

For more information, please visit:

<https://education.ohio.gov/Topics/Special-Education/Federal-and-State-Requirements/Operational-Standards-and-Guidance>

<https://education.ohio.gov/Topics/Special-Education>

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