Policy IGBAF-AR
Updated: September 2023

Special Education – Individualized Education Program (IEP)

The Individualized Education Program (IEP) is a written program that represents an ongoing team planning process to support students eligible for special education services. The educational plan is based on a comprehensive look at the student's needs, relying heavily on current assessment data.
The IEP is developed by a team where each member's voice is important. **The student's voice in the IEP is critical to building ownership, increasing achievement, and improving advocacy skills.** Students' participation in the IEP process can begin effectively at a very young age, with students taking on increasing responsibility in the process as they grow.

Annual goals should reflect rigorous expectations for that individual student connected to Oregon's State Standards (CCSS) and based on clear data.

The IEP process provides on opportunity for parents, educators and the student to come together collaboratively as a team, It also provides a clear road map for the student's education for that year, and ensures ongoing protections for students with disabilities and their parents. The IEP sets forth in writing a commitment of resources by the district that are necessary to enable the student to receive needed special education and related services.

The overall IEP requirement is comprised of two main components:

- The IEP meeting is the time at which parents, student and educators jointly make decisions about a student's program.
- The IEP documentation is a written record of the decisions reached at the meeting.

Procedural Guidance
Submit **this form for Special Education Paperwork Finalization** after you have validated each form in Synergy!
The IEP Team:

- The parent(s)

- The student
    - Even at a young agree, students can express their strengths, discuss what they are learning, and help identify areas in which they want to grow more.
    - Prompts or supports, such as a prepared script, presentation software, or pre-recorded video can allow students who may be anxious or have communication challenges to participate in their meeting.
    - There may be occasions where a student is unable to participate in their IEP meeting, but this should be a rare exception.
    - The student is a required IEP team member beginning at age 16. The student must have the opportunity to indicate their preferences and interests during the IEP meeting when transition services are being considered. If the student doesn't attend the IEP meetings when transition services are being discussed, the district must take steps to ensure the student's interests and preferences are considered.

- At least one regular education teacher of the student
- ESOL Expert/ELD teacher -- If student is an Emerging Bilingual (Limited English Proficient)
- At least one special education teacher or provider
- A representative of the school district who:
    - Is qualified to provide, or supervise special education
    - Is knowledgeable about the general education curriculum
    - Is knowledgeable about the availability of resources, and has the authority to commit agency resources;
    - Another special education provider may also serve as the district representative, as long as this individual meets the criteria for this role, if no significant changes are being discussed
    - Building Administrator, SPED IC, or Student Services Directors may always fulfill this role

- An individual who can interpret instructional implications of evaluation results
- For students of transition service age: a representative of other agency(ies) that are likely to be responsible for providing or paying for transition services.
    - For the district to invite or communicate with representatives of outside agencies, the parent (or adult student) must provide written consent.

- At the discretion of the parent or district, other individuals who have knowledge or special expertise regarding the student.
- The parent and district may agree to use alternative means for members to participate in IEP and placement meetings, such as phone participation or video conferencing.
- The parent and district may agree to excuse an IEP team member from a meeting under the following circumstances:
    - parent and district consent in writing
    - the team member submits written input to the parent and other members of the IEP team before the meeting
    - the excusal is authorized by the SPED IC or Student Services administrator
    - information about excusal is provided to the parent in their native language or mode of communication

- If an interpreter is present, that person is not an IEP team member and does not contribute content to the IEP development, but rather a facilitator of the communication between team members. This person should listed on the cover page clearly as "Interpreter"

General IEP Information

- The IEP team must meet at least once every 365 days. They can meet at any time if any member of the team (including the parent) requests an IEP team meeting.
- An IEP is in effect before Special Education services are provided to a student
- An IEP is in effect at the beginning of each school year
- West Linn-Wilsonville uses the Oregon Standard IEP format through the ePEP system
- The district develops and implements all provisions of the IEP as soon as possible following the IEP meeting
- Paperwork Distribution
    - The packet will be sent to parents (via email unless otherwise requested)
    - The packet will also be archived as a pdf in PaperVision (the district's paperwork database)
    - After completing the IEP meeting, the case manager should review all paperwork and press the "submit" button in ePEP
    - Student Services staff will make a *packet* of IEP paperwork in ePEP
    - Case manager prints a copy of the IEP packet and puts it in the student's cum file in the school office

- The IEP Packet includes
    - All pages of the IEP
    - Placement Page
    - Meeting Notice
    - Meeting Minutes
    - Prior Written Notice of SPED Action (standard cover letter or specifically written for this IEP)

- The IEP will be accessible to each of the student's regular education teachers, special education teachers and related service providers
    - Each teacher and service provider will understand their responsibility for implementing the IEP

The IEP Meeting

- Be prepared
    - A written Meeting Notice should be sent out in a reasonable time for all team members to attend (a week in advance is desirable)
    - Meet with the student in advance to help them prepare for an active, meaningful role in their IEP meeting (strengths, progress, goals, accommodations)
    - Communicate with gen ed teachers and any related service providers to ensure they have input and can attend the meeting

- Send home a written draft of the new IEP ahead of time for parents to review with the message that THIS IS A DRAFT and the IEP will actually be developed at the meeting
- Have technology ready, if student is using presentation software or if you are projecting the IEP or showing videos/pictures

- Be welcoming
  - This meeting may be one of many IEPs that you facilitate for the year, but this is the one opportunity for this family to have your full attention on their child
  - Think about the seating arrangements
  - Never under-estimate the power of a warm smile and kind word
  - Nothing is more reassuring to parents than to know that you care about and like their child
  - Starting the meeting with a picture of the student, a sample of the student's art or writing on the table, a brief slide show of the student, or a short video clip sets the tone for a student-focused positive meeting

- Be inclusive
  - Facilitate so that every team member talks and is able to contribute meaningfully to the process
  - For new team members (parents, students, gen ed teachers, etc.) take the time to slow down and explain the process and language
  - Avoid educational jargon - the IEP should be written in language that is understandable for all participants (including the parent)

  - Be professional:
    - Pass out copies of the written draft to all members or project on screen for all to see
    - REMIND EVERYONE THIS IS A DRAFT and you will be working together today to develop the new IEP
    - Meeting notes must be taken and included in the IEP packet - particularly highlighting where the team reached consensus and if there were any areas of unresolved disagreement
    - Be sure to note any requests or concerns raised by team members, particularly parents
    - Make sure any action items are clearly designated at the end of the notes and FOLLOW-UP

The IEP Document

- Use the IEP tab in ePEP, creating a new Draft IEP (14 days after the IEP meeting, the current IEP must be finalized and submitted in ePEP)
- Demographics should prefill in ePEP
- Enter the date of the annual IEP meeting.

- o Any lack of expected progress toward the annual goals and in the general education curriculum, where appropriate;
- o The results of any special education evaluation;
- o Information about the student provided to, or by, the parents about the student's academic, developmental, and functional needs;
- o The student's anticipated needs.
- o The IDEA requires that, at least every 365 days, the IEP team review the student's IEP to determine whether the student's annual goals are being achieved, and to revise the IEP as appropriate to address:
- o The initial IEP meeting must be held within 30 calendar days of the initial eligibility determination.

- Check reevaluation due date (should be pre-filled by ePEP)
    - o A reevaluation must be conducted at least every three years.

- **Consideration of Special Factors**
    - o If yes, a functional behavioral assessment should be conducted to provide information on why a student engages in a behavior, when the student is most likely to demonstrate the behavior, and situations in which the behavior is least likely to occur.
    - o A behavior support plan should be written based on the FBA and noted in the Accommodations section of the IEP, and attached to the IEP tab in ePEP
    - o The desired behavior or alternate behavior in the behavior support plan should closely match the student's behavior goal, and the specially designed instruction for behavior should be noted in the instructional component of the behavior support plan.
    - o Teams should consider this factor carefully for students with autism, attention deficit, emotional disturbance, and any other behavioral issues.
    - o If yes, the IEP team should consider:
        - What is the student's current level of English proficiency? Note in Present Levels
        - Whether the disability impacts the student's involvement in the general curriculum, including any bilingual or ESOL program; note in Present Levels
        - What language will be used for instruction; note in Present Levels
        - Accommodations that may be necessary for instruction and testing, ELPA accommodations should be noted on the State Assessment Page
    - o If yes, the IEP must reflect instruction in Braille, unless the IEP team determines, after an evaluation of the student's reading and writing skills, that Braille is not appropriate for this student. Consideration of future needs for instruction in Braille or the use of Braille must be documented annually. The specialist from the regional Program for Vision Impaired will provide a written Braille assessment to be attached to the IEP.
    - o The IEP must reflect consideration of the student's communication needs. If the student has communication needs, indicate that these needs are addressed in the IEP, or indicate why they are not addressed in the IEP if there are special circumstances.

- o If yes, the IEP must explain the student's communication and language needs. In addition, opportunities for direct interaction with peers and educational personnel in the student's own language and communication mode must be described. The IEP team must also consider the student's academic levels and full range of needs, as well as opportunities for direct instruction in the student's own language and communication mode.
- o See the **Assistive Technology** page of the district handbook for more detailed information
- o AT devices are items, equipment, or 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 mean any service that assists the student in the selection, acquisition, or use of such devices.
- o If yes, use of AT should be described in the Present Levels AND specific devices should be described in the Accommodations section
- o If the student has a documented print disability, work with your teacher librarian to get general educational materials in alternative formats in a timely manner
- o If you need additional support, contact your SPED IC or the student services office
- o For ALL students, the IEP team must consider the following:
    - *Does the student demonstrate behaviors which impede learning of self or others?*
    - *Does the student have limited English proficiency:*
    - *Is the student blind or visually impaired?*
    - *Does the student have communication needs?*
    - *Is the student deaf/hard of hearing:*
    - *Does the student need assistive technology?*
    - *Does the student need accessible instructional materials?*

- **Present Levels** (of Academic Achievement and Functional Performance)
    - o Strengths of the child
    - o Input from the parents for enhancing the education of their child
    - o The results of the initial or most recent evaluation
        - Evaluation data doesn't only mean the formal data gathered for eligibility purposes. It also means the data you are gathering daily to inform instruction.
        - Always include relevant data about academic achievement and functional performance from the last year
        - Only include data from earlier evaluation/assessment if there is a strong reason to include older information
    - o The results of the most recent state assessments and district assessments (if they have participated in those assessments within the last 1-2 years)
    - o The academic, developmental and functional needs of the child
        - Be specific! Use multiple points of data if at all possible.
        - Be current! Data should reflect what the student knows and is able to do NOW
            - Use data from the previous year's IEP goals as a starting point for the next year's present levels

- Include information from both general education and special education settings, triangulating curriculum-based measures, classroom assessments, and qualitative data when possible for areas of concern
- When reporting test results, avoid using acronyms
  - Any factors that the team identified in the Special Factors section
  - A statement of of how the child's disability affects the child's involvement and progress in the general education curriculum
  - For students 16 or older (or will be 16 during the life of that IEP) or younger if appropriate
    - Results of age-appropriate transition assessments
    - Consideration of the student's preferences, needs, & interests
  - The Present Levels section serves as a foundation for the development of the IEP, and should provide a clear picture of the student's strengths and needs.
  - These statements should be written in language that is understandable to all team members.
  - There must be clear through-lines from the needs presented in the present levels to the annual goals developed to the areas of specially designed instruction and the accommodations/supplemental services listed.
  - A well written Present Level clearly indicates areas of instruction needed as well as accommodations, modifications, or other supports needed.
  - The Present Levels must include:

- **Transition Services** (for all students who will be age 16 or older during the IEP or earlier if appropriate)- See the **Transition Services** page in this Handbook

- **Statewide Assessment Participation**
  - State Law allows parents to opt students out of OAKS/Smarter Balanced. However, that is separate from the IEP process. The law does not allow the IEP team to say that the student will not participate in statewide assessment.
    - If a parent wants to opt their child out of statewide assessments, they should follow the district process for opting out - which is not an IEP process.
  - The only reason to check "No" on the IEP for participation in statewide assessment is if the student is in grades K,1,2,9,10 or 12. If a student is in a testable grade, we need to check "Yes" for participation. Then the team can decide whether they take the standard assessment or the extended assessment.
  - Reading and Math: Grades 3, 4, 5, 6, 7, 8, 11 (Smarter Balanced)
  - Science: Grades: 5, 8, 11
  - Standard testing (including allowable resources for all students such as breaks and quiet setting)
  - Standard testing with accommodations as outlined in the Oregon Accessibility Manual (see Resources section below for a pdf version of the accessibility manual)
    - **http://www.oregon.gov/ode/educator-resources/assessment/Documents/accessibility_manual.pdf**
  - Extended assessment
    - Connected to grade level standards but significantly reduced depth, breadth, and complexity
    - Intended for students with very significant impact on learning due to disability
    - Administration includes visual supports and manipulatives

- ODE has provided a guidance document and checklist for determining who is eligible to take the extended assessment **Extended Assessment Criteria** (the checklist is on page 2 of this guidance document)
- If Extended Assessment is selected, IEP team will provide a statement of why this option was selected.
  - o All students in Oregon must have full access to participation in the Oregon Assessment of Knowledge & Skills
  - o Grade Levels For Statewide Assessments
  - o Students should participate in the most rigorous level of testing that they can access

  - o For students who are **emerging bilinguals**, ELPA participation should be documented in the Statewide Assessment page (it used to be documented on the District Assessment page on the old IEP forms before 2015-16)
    - Link to OAM: **http://www.oregon.gov/ode/educator-resources/assessment/Documents/accessibility_manual.pdf**
    - ELPA accommodations are listed in the Oregon Accessibility Manual (see Resources section below for a pdf version of the accessibility manual)

- **District Assessment Participation**
  - o Only tests that are required for every student in WLWV at a particular grade level in the district qualify as district assessments in this section (MAP 3-8th Grade, DRA in primary school)

- **Goals and Objectives**
  - o The annual goals should be **directly related** to the information listed in the Present Levels
  - o Academic goals should be connected to Oregon State Standards and support progress in the general education curriculum, while at the same time reflecting the individual needs of the student.
  - o Annual goals are brief statements written in measurable terms that describe what the student will accomplish in a 12 month period, keeping in mind the balance between the power of high expectations and power of knowing a goal can/will be achieved.
    - Consider what makes sense, and what is doable!
  - o It is best practice (in most situations) to write short term objectives that will lay out a road map toward achieving the annual goal.
  - o Short term objectives can break down progress toward the goal over time, or by the acquisition of subskills necessary toward accomplishing the goal.
  - o State the criteria that will be used to determine progress toward each goal. Criteria may be expressed in a variety of ways including: percentage of correct response, rate of speed, number of successful trials, score on a work sample rubric, frequency of response, etc.
    - If you say the criteria will be completing a task successfully on 4/5 trials, you must actually document the observation of 5 trials.
    - Beware of the 80% trap.... For example, if the goal is about student being safe when angry, is it really okay to write an 80% criteria? In other words, is the team okay if the student is unsafe when angry 20% of the time?
  - o The goal should meet the student's needs that are present because of the disability or because of behavior that interferes with the student's ability to learn

- **Services Summary**
  - Specially Designed Instruction (SDI)
    - There must be an area of SDI to correspond with each annual goal
    - SDI must be individualized and include instruction based on the annual goals and objectives
    - SDI is based on peer reviewed research to the extent practicable to assist students in meeting their goals, progressing in the general ed curriculum and participating with other students.
    - SDI should be different in some way from the instruction provided to students of the same age or in the same class who are not disabled:
      - more frequent
      - more intense
      - smaller groups
      - more frequent response
      - different methods of presentation
      - different methods of response
      - different curriculum materials or tools
    - The location of SDI is usually listed as "school wide" as this allows flexibility of whether that instruction is delivered in general or special education setting. However, when it is helpful for the team, other designations may be selected such as "general education setting", "special education setting", "community"
    - In most cases, the SDI should be designated for one year, with the start date being the date of the IEP (i.e. 10/26/2013) and the end date being one year later (10/26/2014).
    - The provider term "LEA" means Local Educational Agency and refers to the district being responsible for providing that item. Most services on the IEP will be provdied by LEA.
    - The provider term "Regional" may be listed when services for visually impaired or hearing impaired students are delivered by Columbia Regional Services.
  - Related Services
    - These are developmental, corrective, and other supportive services that may be required to assist a child with a disability to benefit from special education
    - Identified after special education services have been identified because they enable a student to make use of the specially designed instruction.
    - Examples include: transportation, occupational therapy, physical therapy, nursing
  - Supplemental Aids & Services/Modifications & Accommodations
    - Supplementary Aids & Services: visual schedule, pencil grip, weekly reports home, access to keyboard
    - Accommodations (*allow a student to access or respond in a different way without changing the learning target or construct*) such as having a student present science content knowledge orally
    - Modifications (*making changes to the program that do change the learning construct*) such as reading the reading test aloud to a student
    - List the aids, services, modification and/or accommodations that are necessary for the student to advance appropriately toward annual goals,

progress in general education curriculum, participate in co-curricular activities activities, and participate with non-disabled peers to the maximum extent possible
- ▪ Must be individualized
- ▪ Consider both regular and special education settings
- ▪ Do not use the term "as needed" on the amount/frequency column. If a time designation does not make sense, describe the conditions when the item is needed (i.e. Use of graphic organizers... When given writing assignments)
- o Supports for School Personnel
  - ▪ Example: A student who no longer needs direct speech or language services but the team believes having the SLP consult with the classroom teacher around some key strategies are necessary for the student's success.
  - ▪ Example: A student with an orthopedic impairment who does not need SDI or related services in motor development, but needs the PT to consult with the PE teacher around curriculum adaptations.
  - ▪ Example: A student with autism who does not need direct instruction in communication and social thinking skills, and the team wants to be sure that the general education setting has key supports around communication in place.
  - ▪ Specially designed instruction and related services should include regular opportunities to interact with the student, monitor student progress, and team with staff and parents.
  - ▪ In most cases, consultation should be added to the IEP when expertise outside of the team that is already working with the student is needed.
  - ▪ There may be times that a current instructional provider may also be listed as a consultation provider if the IEP team truly believes this may be necessary for FAPE.
  - ▪ Consultation time should always be documented.
- o This page summarizes the services and supports that the district will implement to support the child in advancing appropriately toward the annual goals and to progress in the general education curriculum and non-academic settings. Each service on this page will include a statement about the location, inclusive dates, amount/frequency, and who is responsible for implementation.

- **Non-Participation Justification**
  - o The IEP must explain the extent, if any, to which the student will not participate with non disabled peers in the regular classroom and in extracurricular and other nonacademic activities.
  - o Describe the extent (amount) of any removal from the regular class environment, and provide justification for the removal. These means an amount (expressed either numerically, such as 20% of the day or narratively, such as for all mathematics instruction) and a reason (such as because student needs a smaller structured setting in order to make progress.)

- **Extended School Year Service**
  - o See the separate **ESY page** in this online SPED Handbook

Revising or Amending the IEP

- For minor changes or updates to the IEP, IDEA permits changes to an IEP without an IEP meeting if the parent and an authorized school district representative agree.
- In the current IEP tab in ePEP, enter any revision date(s) to the annual IEP and make the changes within the IEP itself.
- The agreement to do this must be documented using a Prior Written Notice of Special Education Action, including:
  - When you communicated with the parent
  - A statement that the parent agrees with the change
- Parents must be provided both a copy of the revised IEP and the Prior Written Notice of SPED Action that explains this revision within 14 calendar days.
- All members of the IEP team as well as all of the student's teachers and service providers must be notified of the changes to the IEP
- **EMAIL THE STUDENT SERVICES ADMINISTRATIVE ASSISTANT A NOTIFICATION OF THIS CHANGE!**

Reporting Progress on IEP Goals

- Progress reports need to be completed in ePEP and copies sent to parents in accordance with the timeline outlined on the goals page when report cards are distributed
- Progress reports are required on the annual goals. Whether or not progress is reported on the short term objectives depends on the circumstances of how the goals/objectives were written and is left to the discretion of the case manager
- Progress reports should reflect the same data type as listed in the goal criteria (i.e. if the goal states "student will read 115 correct words per minute," the progress note needs to report how many correct words per minute the student is reading now, and may also include some qualitative data around how the student is interacting with text).

Co-Curricular Activities

- **Guiding Principles**
  The West Linn-Wilsonville School District envisions a learning community which:

  1. Demonstrates **personal and academic excellence**;
  2. Provides a **personalized education** to improve student performance;
  3. Establishes **community partnerships** and expands the classroom beyond the school;
  4. Creates a **circle of support** for each student;
  5. Educates the **whole person**--intellectually, emotionally, physically, and ethically;
  6. Integrates **technology** in daily learning.

Co-Curricular Activities are an integral part of establishing a culture of excellence, personalization and support for the whole child that extends beyond the classroom. Participation in Co-Curricular Activities also has the benefit of improving student outcomes – including attendance, participation in class, sense of self-efficacy, and academic performance.

In addition, Co-Curricular Activities are an essential part of our Student Services focus area of **Creating Inclusive Cultures**. Through participation in athletics, performing arts, leadership, enrichment programs, clubs and service activities, students served by Special Education can interact with peers in ways that benefit all participants and strengthen the overall culture of the school. Participation in Co-Curricular Activities can also support the development of **Student Voice** – another Student Services focus area.

The Student Services department has a goal that **100% of students served by Special Education will participate in a Co-Curricular Activity** in their school. This goal can be achieved through the collaborative support of case managers, general education teachers, principals, counselors, instructional assistants, student services staff, coaches, volunteers, and other adults working together.

In addition to being a school district goal, student participation in Co-Curricular activities is a right protected by IDEA, Section 504 of the Rehabilitation Act and the Americans with Disabilities Act.

Procedural Guidance

Definition of Co-Curricular Activities – There is a range of activities that can be considered co-curricular activities. There is *no single definition and no exhaustive list* of activities. In the resources section below, there is a list of activities that schools have offered. However, the list of offerings will change based on student interest/need and staff expertise.

In general, a Co-Curricular Activity is a school-based activity that is optional, and outside of the regular academic coursework. Also, a Co-Curricular Activity would be an ongoing activity with regular opportunities for participation over the course of weeks or months, not a one-time event.

Major categories of Co-Curricular Activities:

- Athletics
- Performing Arts
- Academic Activities (Science Fair, Lego Robotics, Oregon Battle of the Books, etc.)
- Leadership
- Enrichment Programs
- Clubs
- Service Activities

Co-Curricular Activities can take place before or after school as well as during the school day (lunchtime clubs, for example).

Some examples for clarification:

- PE is not a Co-Curricular Activity, but school sports are (varsity/JV sports, Unified Sports, formal and informal school-sponsored club sports, etc.)
- Band or Drama class on its own is not a Co-Curricular Activity, but if students participate in performances or festivals beyond the regular class hours, then it would be considered co-curricular.

- Leadership class on its own is not a Co-Curricular Activity, but if students in Leadership classes generally participate in leadership activities outside of the regular class hours (before, after or during the school day), then it would be considered co-curricular.
- Classes that are part of the regular program for all students (e.g. Choir, Art, PE & other "specials" at primary school) would not be considered co-curricular.
- If every student in the class is required to create a science fair project as part of the regular curriculum, it would not be a Co-Curricular Activity.

Documenting Student Participation in Co-Curricular Activities

Case managers document student participation in Co-Curricular Activities in ePEP. One of the questions in the Special Factors page asks about activities. This is not part of the state-approved IEP form, so it does not print on the IEP. However, if case managers are projecting the IEP draft on a screen during the IEP meeting, all participants in the meeting can be part of the conversation.

The case manager should have a conversation about Co-Curricular Activities with the student before the IEP meeting (just like the case manager will talk with the student about their present levels, goals and accommodations in preparation for the meeting).

The most effective way to find out what activities students are participating in is to ask them directly. Some students may not know what "co-curricular" means, so it may be helpful to have a list of examples to prompt them (see resources section below). For younger students, it may also be helpful to contact parents or the child's general ed teacher to find out more about participation.

Asking students about co-curricular participation can help students develop more voice in their educational planning. In addition, it can give the case manager the opportunity to **recommend activities** or probe more to find out if there have been **obstacles to participation** in the past. For some students, the obstacles to participation may be as simple as not knowing where to pick up the forms or not remembering to turn in permission slips.

When documenting participation, we should only focus on school-related activities. We know that a student may not be participating in school activities because they do gymnastics, horse riding, girl scouts and church youth group outside of school. These outside activities may be valuable for developing social-emotional skills and building a student's sense of self-efficacy, but because they are not directly connected to the school, we do not count them in our data about school-based Co-Curricular Activities.

Supports for Participation by Students with Disabilities

We are committed to providing supports to ensure that all students have access to participation in Co-Curricular Activities. The services summary page on the IEP is a good place to start for information about possible supports. However, **consider the specific needs of the student and the demands of the task**. For example, the accommodations and supports that a student needs to engage in an after-school Anime Club may be much different from the supports they need to access a writing activity in class.

Some principles to consider when designing supports for Co-Curricular Activities:

- **Least Restrictive Environment** – We want students to participate with their non-disabled peers in the most inclusive way possible.
- **Natural Supports** – Are there supports in place for all students that could be adjusted to allow access for students with disabilities?
- **Developing Independence** – Can we establish supports with the intention of phasing them out once students become familiar with the routines and structures of the activity? For example, rather than hiring an extra coach for the entire season to support a student with a wheelchair on the cross country team, we could provide IA support for the first week or two of practice to help the student & coaches become familiar with the routines and to ensure that they can participate safely.
- **Building Capacity** – How can we help coaches, general ed teachers, principals, and volunteers develop the knowledge and skills to be able to support access for all students to participate in co-curricular activities?

Additional Supplies/Resources – If (after considering the principles listed above) there is a need for additional resources to allow access for all (special transportation, purchasing special materials, etc.), follow this procedure:

- If the materials/resources would be useful for most students participating in the activity (not just students with disabilities), talk to the coach, advisor, or building principal about resources.
- If the materials/resources would be used specifically by students with disabilities to access an activity, then talk to Josh Flosi.

The bottom line is that **resources/materials should not be a barrier to access** for any student to participate in Co-Curricular Activities.

Transition & Graduation

- **Guiding Principles**

Graduation from high school is an exciting time for students and their families -- filled with possibilities, opportunities and uncertainties. The West Linn-Wilsonville School District is committed to preparing students to transition to a broad range of post-school opportunities. This transition process begins long before graduation day.

Transition is a fundamental part of the middle school and high school experience for all students - not only those served by Special Education. For most students, transition activities will be guided

by the school counselor, through the Naviance system. These age-appropriate transition activities include interest inventories, job/career exploration, college exploration, resume writing, goal setting, and planning a course of study to meet those goals. The guidelines for this are part of the district's Plan and Profile.

In addition to the transition activities provided for all students, students served by Special Education receive transition services tied directly to their Individualized Education Program (IEP). Starting at age 16 (or earlier for some students), the focus of the IEP shifts from annual goals to the post-secondary transition goals. These transition goals (guided by the student's preferences, interests, needs and strengths) become the driving force for the rest of the IEP (annual goals, services, accommodations and specially designed instruction).

Most students served by special education in West Linn-Wilsonville graduate with a standard diploma. Many go on to post-secondary education or vocational training. Others move directly into career or military pathways. Students served by special education who graduate with an alternative diploma or certificate, as well as students who have left high school without earning a completing document are eligible for Adult Transition Services (ATS). Adult Transition Services are designed to promote movement from school to post-school life for young adults up to age 21. Curriculum and activities assist students with developing skills necessary to be successful adults in their home, community, and work. These activities, services and instruction are driven by the student's IEP.

For information about the 18-21 year old Adult Transition Services program, visit the **Adult Transition** page of this handbook

Procedural Guidance

Transition

Transition IEP: Starting in the year the student turns 16 (or younger if appropriate), the IEP team completes the Transition Planning portion of the IEP. This page should be updated every year. The transition goals should drive the rest of the IEP process.

Post-Secondary Goals

- Should be created with the student's input based on
    - the student's preferences, interests, needs and strengths (PINS) and
    - the results of age-appropriate transition assessments
- Goals should be in the areas of:
    - Education
    - Training
    - Employment
    - Independent Living Skills (when appropriate for the student's needs)
- A student may have a goal in Education <u>or</u> Training rather than in both areas. If so, there should still be something written in the box (ex. "Student does not have a specific training goal because their focus will be on post-secondary education.")
- Goals should describe specific measurable outcomes that the student will accomplish (ex. "Student will complete welding classes at Clackamas Community College") rather than steps that the student will take (ex. "Student will learn about how to apply for financial aid.")

Course of Study

- This coursework should lead the student toward achieving the Post-Secondary Goals
- Should align with Diploma Options

Agency Participation

- If the student is likely to receive support from outside agencies as part of the Transition Plan, it is good to have them at the table for the IEP process.
- In order to include participants from outside agency on the meeting notice, Parent (or student if over 18) must provide written consent.
- Many partners may be involved in supporting the transition needs of the student. However, the district is still responsible for providing a Free Appropriate Public Education (FAPE) and may need to have an IEP meeting to plan alternative strategies if other agencies are not providing appropriate services

Diploma Decision

- Starting with the IEP in the year the student turns 16, the IEP must document the anticipated graduation date and type of diploma. The IEP team can have this discussion with parents earlier. In particular, if a student is completing modified classwork and/or participating in the Extended Assessment in middle school, it is important to begin the diploma conversation with parents.
- The Diploma decision is a very sensitive conversation with parents. It is closely tied to the parents' (and student's) lifelong aspirations and dreams. We always want to maintain high expectations for our students, believing in the power of a growth mindset. However, we also recognize that some students will not attain a standard Oregon diploma.

- o Taking modified coursework often allows students to participate and engage in general education classrooms alongside their peers.
  - o Modified and Extended Diploma pathways may allow students to participate in other activities to help them reach their post-secondary goals (work experience, internships, CREST)
- See Resources section below for the link to the Diploma Options consent form

Graduation Date

- We aspire for all students in West Linn-Wilsonville to graduate in 4 years. A very small number of students end up taking an additional year to complete their graduation requirements. In general, a student's graduation date on the IEP should be the graduation date for the class they entered 9th grade with.
- If a student served by special education is going to take an additional year to complete graduation requirements, that does not necessarily mean that they should be moved to a modified diploma.

Transfer of Rights

- When a student reaches age 18 (or has married or been emancipated), they take over the rights as the educational decision-maker. The IEP team still functions as a team for making IEP decisions. However, the student is now the one who provides (or revokes) consent for evaluation & provision of services. Prior written notices should go to the student as well.
- At least one year before the student reaches age 18, the case manager will provide notification of transfer of rights
  - o Transfer of Rights form is in the ePEP document library
  - o Upload the Transfer of Rights form to the IEP tab
- On or before the student's 18th birthday, the case manager will provide a second notification of transfer of rights
  - o 18th Birthday letter is in the ePEP document library
  - o Upload the 18th Birthday letter to the IEP tab
- In some situations (for students with significant cognitive disabilities), a parent may maintain decision-making authority. However, we should always assume that an 18-year old student is the decision-maker (until we have written confirmation otherwise).
- The district can continue to invite parents of 18-year old students to attend and participate in IEP meetings, unless the student requests that parents not attend.

Graduation

- Diploma Options
  - o see notes in Transition section above
  - o see Diploma Options consent form in the Resources section below
  - o Students who complete high school with a non-standard diploma and a current SPED eligibility can continue to receive services through age 21

- Termination of SPED Eligibility
    - Completion of a standard diploma terminates SPED eligibility and does not require further evaluation by the district
    - When a student completes the school year in which they turn 21, their SPED eligibility terminates. The district does not perform further evaluation.
    - Case manager completes a Summary of Performance to summarize the student's current skills and give recommendations for next steps
    - Case manager also completes a Prior Written Notice to confirm that the student will no longer receive Special Education services

The Transition IEP Follows a cycle:

22.   The cycle begins with data from **Age-Appropriate Transition Assessments**.
23. This data informs the statements of **Present Levels of Academic Achievement and Functional Performance** (PLAAFP)
24. The PLAAFP leads to the formation of **Post-Secondary Transition Goals** - in conjunction with the student's Preferences, Interests, Needs and Strengths.
25. Once a student (and his/her team) has identified Transition Goals, then the team works to create **Measurable Annual Goals** as well as the **Course of Study** to lead the student toward the desired Diploma or Completion Document.
26. The student receives **Specially Designed Instruction** (SDI) to help the student meet the Measurable Annual Goals - in support of their Post-Secondary Transition Goals. This SDI can also be targeted to specific community-based work experiences (including CREST).
27. During these work experiences, Transition Specialists and Case Managers continue to **collect data** from Age-Appropriate Transition Assessments.

Extended School Year (ESY)

- # Guiding Principles

Breaks in the school year can lead to some loss in learning for all students. The purpose of extended school year services is the maintenance of a child's learning skills if that child has shown greater than average issues with skills regression or recoupment of skills after breaks.

Extended School Year (ESY) services are available to all students for whom the IEP team has determined that such services are necessary to provide FAPE. Consideration for ESY services is not limited by disability type. ESY services are provided in addition to the IEP services provided during the school year and are provided at no cost to the parent.

ESY focuses on the maintenance of current skills rather than the teaching of new skills or behavior. ESY is provided to maintain a student's learning skills in specific areas of specially designed instruction where the team has data showing significant regression and recoupment over school breaks.

Though summer school programs would likely be beneficial to all students, the criteria for ESY is related to the documented evidence of regression and recoupment on specific IEP goals.

Procedural Guidance

Data should be taken on the same skills in the same manner before and after a school breaks to provide an *apples to apples* comparison
Regression means significant loss of skills or behaviors in any area of specified SDI on the IEP as a result of an interruption of educational services (such as summer or winter break)

- WLWV does not have guidelines for determining *significant loss.* This decision is left to the IEP team, but should follow the principle that this loss should be *significantly more loss than other students would experience* over the same time period.

Recoupment means the recovery of skills or behaviors in area of specified SDI on the IEP to a level demonstrated before the interruption of educational services.

- WLWV uses the length of recoupment eligibility guidelines below for interpreting ESY data:
  - If summer vacation is 10 weeks long and recoupment takes more than 6 weeks of instruction, this meets the eligibility guideline
  - If winter vacation is 2 weeks and recoupment takes more than 2 weeks of instruction, this meets the eligibility guideline
  - We should gather data before/after summer or winter break, and spring break

ESY data must be collected for students in the following circumstances:

- Those who received ESY services the previous year
- If an IEP team member, including the parent, may have reason to believe the student may qualify for ESY (In this case, "*to be considered*" is selected on the IEP)

Documentation & Timelines:

- Use the ESY checklist for documentation in ePEP on the IEP tab.
- Data must be taken until a team decision can be reached on regression and recoupment.
- Data only needs to be collected for skills or behaviors where the IEP team is recommending or considering ESY. Data is not necessarily needed across all areas on the IEP. Data needs to be entered in ePEP.
- Casemanager should plan to meet with Student Services Instructional Coordinator to help interpret data before meeting with the IEP team.
- If the student has "To Be Considered" selected on the IEP, a <u>team meeting</u> must be held to determine if the student does or does not qualify for ESY. **The deadline to meet is April 15th.**
- All documentation is due to the Student Services office by the end of April

How to Determine ESY Recommendations

- ESY services are provided related to the specific area with data showing a student's mastery of the skill followed by regression and lengthy recoupment after a period of non-instruction.
- Transportation is available. Please make a decision with the parent in April and document transportation for ESY as a related service, if needed (must already be a related service on the student's current IEP)
- <u>Time:</u> The IEP team will determine the amount of time needed for the student to maintain their skills over the summer break via ESY services. Please contact your SpEd IC for guidance on this process.
- <u>Type:</u> Include team's suggestions about skill/sub-skill, grouping & delivery method.
- <u>Date range:</u> Check with Student Services office for specific dates that ESY is available each summer.
- <u>Location:</u> The school or community location of a student's ESY services is determined by the district. It is often held at a single school building rather than at the student's neighborhood school.
- Parents are informed at the end of the school year, by letter from the ESY coordinator with the details. Case managers will be given a copy.

The district may maintain general guidelines for the amount, type and duration of ESY services, but will make decisions on an individual basis.

ESY Can be Delivered:

- At home with the parent teaching and staff consulting
- School-based
- School-based with community activities
- Related services alone or in tandem with the above
- Educational software at home with check-in

- Other creative ways

Case Manager Roles:

- Complete documentation within the time frames.
- Make ESY decision consistent with District practices and guidelines.
- Provide the curriculum/materials and communicate with the ESY provider for each student.