Individualized Education Program (IEP) Fundamentals: Developing Standards-Based IEP's

Facilitators:

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Date: October 23, 2025

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Land Acknowledgement
https://www.washingtontribes.org/tribes-map

NWESD stands on the ancestral homelands of the Coast Salish Peoples, who have lived in the Salish Sea basin since time immemorial. I join you from the Swinomish Tribal Community. Please take a moment to express respect for our indigenous neighbors -- for their enduring care and protection of our shared lands, for a culture of strength, family and community.
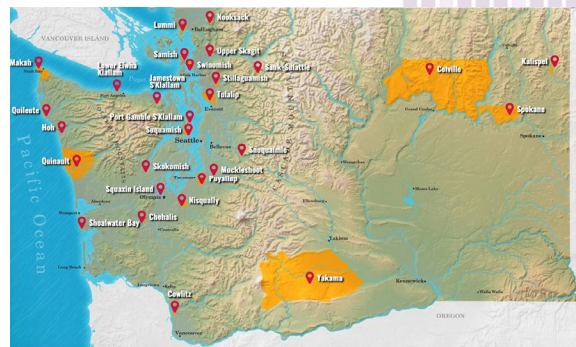
For generations, Indigenous communities across the Americas have demonstrated resilience and resistance in the face of violent efforts to separate them from their land, culture, and each other.

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Good Morning!

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Outcomes

- This session is intended to provide an overview of the procedures necessary to develop an Individualized Education Program (IEP) that:
  - Focuses on individualized needs;
  - Provides access to the general education curriculum;
  - Ensures an IEP is inclusive and standards based; and,
  - Addresses academic, behavioral, social-emotional, and functional needs.
- Review and discuss the data required throughout the IEP process from development to implementation
- Apply your understanding to case scenarios

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Reflect and Discuss

`03:00`

Share with an Elbow Partner:

- What reason did you have for signing up for this session today?

- What is your favorite part of you work that you find the most rewarding?
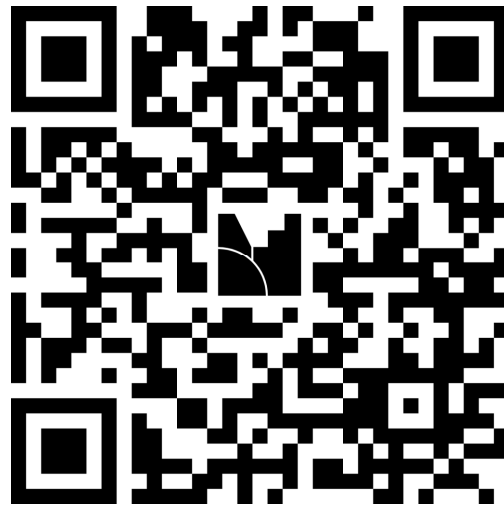
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Quiz

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- https://www.menti.com/alrkd3ao93ug

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Setting the Stage: IEP Logistics

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Terminology:
Acronym Activity

03:00

IDEA

LRE	IEE	IFSP	IEP	AT
CEIS	IDEA	MD	SEPAC	FAPE
CBI	CEC	HI	LEA	MTSS
PBIS	ESIT	FERPA	UDL	SP
OT	TBI	DD	ABC	AAC

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Interpreters: When are they required?

Parents' Rights
Interpretation and Translation Services

All parents have the right to information about their child's education in a language they understand. When your child enrolls in school, the school will ask you about the language you would like to use when communicating with the school. This helps your school identify your language needs so they can provide an interpreter or translated documents, free of charge.

What you can expect from your school and school district
You are an important part of your child's education!

The school should communicate with you—in your language—about your child's education. This often includes translated documents and a language interpreter for meetings and conversations.

You have the right to these services even if you speak some English and even if your child can speak or read English.

The school should communicate with you in your language about important information and opportunities for your child. This includes information about:

- Registration and enrollment in school
- Grades, academic standards, and graduation
- School rules and student discipline
- Attendance, absences, and withdrawal
- Parent permission for activities or programs
- Health, safety, and emergencies
- School closures
- Opportunities to access programs or services—including highly capable, advanced placement, and English language learner programs
- Special education and services for students with disabilities

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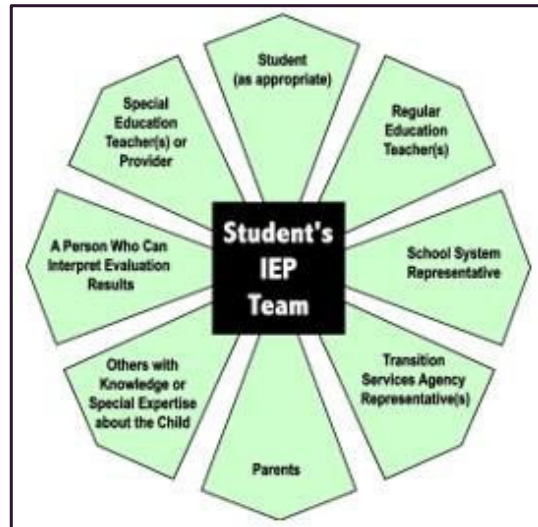*Together We Can*

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IEP Timeline

An IEP must be proposed:

- By the first day of each school year and within the 365-day timeline;
- By the 30th calendar day following an eligibility meeting;
- IEP meeting following receipt of notification of withdrawal for reasons of FAPE; and
- Other meetings, as directed.

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IEP Team Members

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IEP Team Members

School Administrator/Representative of LEA	Principal, Assistant Principal, District Representative, Administrative Intern, TOSA or Designee
Special Education Teacher*	Special education teacher(s) of the child, or where appropriate, the special education provider(s) of the child (speech/language pathologist). *Can be the student's case manager
General Education Teacher	The regular education teacher(s) of the child (if the child is, or may be, participating in the regular education environment).
Other individuals who have knowledge or special expertise regarding the child Individual who can interpret the instructional implications of evaluation results.	May be another member of the IEP Team or, if appropriate, school Psychologist, Social Worker, Educational Diagnostician, Speech/Language Pathologist, Occupational Therapist, Physical Therapist, School Nurse, bus driver, etc.
Parent	Both parents must be invited to the meeting unless a court order is provided which restricts a parent's ability to make educational decisions. If the parents obtain guardianship, continue to invite the parents when the student is age 18 or older.
Student	Invited to the meeting, with both parents, beginning at age 16 (in the life of the IEP) and solely invited to the meeting beginning at age 18.

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IEP Team Members

Parent	Both parents must be invited to the meeting unless a court order is provided which restricts a parent's ability to make educational decisions. If the parents obtain guardianship, continue to invite the parents when the student is age 18 or older.

Don't forget:

- The parent is a part of the IEP team. Be careful when you write "the IEP team" when you are not including the parent, especially when in disagreement
- Remember to set a positive tone at the beginning of the IEP meeting
- Consider how overwhelming this process can be for parents
- Seek consensus, work together as a team to problem solve and come up with solutions

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IEP Meeting Notification

Provide "sufficient" notice

Make reasonable efforts to secure participation

Ensure meaningful participation

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IEP Meeting Notification: Multiple Meetings

If an additional meeting (or more) is needed to fully propose an IEP, ensure the following:

➢ Invite the parent(s) to each meeting with proper notice and provide a meeting notification for each meeting
➢ Participants sign in at each meeting on a separate form with the date for that meeting reflected as the date of development.
➢ The final, proposed IEP, sign in, service grid, and program supports reflect the final meeting as the date of development.
➢ All signature sheets and related documents developed in multiple meetings are included with the final proposed IEP.
➢ Only one Prior Written Notice is drafted for multiple meetings, which is provided when the IEP is fully proposed. Indicated that final IEP was developed over several meetings and listed dates.

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IEP Team Member Excusal

#1

A school district member of the IEP team is not required to attend a meeting, in whole or in part, if the parent of a student eligible for special education services and the school district agree, in writing, that the attendance of the member is not necessary because the member's area of the curriculum or related services is not being modified or discussed in the meeting.

#2

A member of the IEP team may be excused from attending an IEP team meeting, in whole or in part, when the meeting involves a modification to or discussion of the member's area of the curriculum or related services, if:

a) The parent and IEP team consent in writing to the excusal and
b) The member provides input and written notes regarding the development of the IEP before the meeting occurs.

WAC 392-172A-03095(5a&b)
34 CFR 300.321(e)

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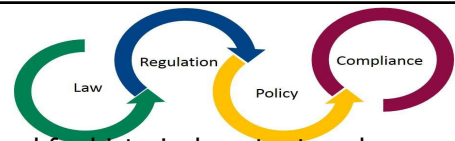
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Participant Signatures

At the IEP meeting, after introductions, obtain the signature of each team member. Consider the following:

- It is helpful to compare that the meeting participants reflected on signature page are reflected on the meeting notification.
- Only participants attending the meeting should sign the document.
- Pass the signature page around the table after introductions so that everyone signs in.
- If someone gets angry and leaves the meeting later, you have documentation that they were there.
- If parent refuses to sign/ If member participates by phone: Print their name and write "present but refused to sign" or "participated by phone".

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Case Manager Tips

Law Regulation Policy Compliance

- Review the educational record of students on your caseload for historical context and ensure the record is updated with all documents to date.
- Identify the eligibility and IEP due dates and add them to your calendar for planning purposes.
- Ensure you have shared any accommodations, BIP, or ERP's with any staff who need to know the information and document you have shared it.
- Ensure the accuracy of the schedule of services for your students, based on the IEP, and that the system for data collection accurately addresses the student's IEP goals.
- Collaborate with the student's related service providers on goal progress and attendance for services.
- Distribute a copy of the student's accommodations to staff working with the student and update this copy after each amendment.
- Contact the student's parents and introduce yourself as the case manager and provide your contact information.

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What does Standards Based IEP Mean?

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Our Why

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What does Standards-Based Mean?

❖ The standards-based reform movement is based on improving quality of instruction for all students, including students with disabilities

❖ In November 2015, Office of Special Education and Rehabilitative Services (OSERS) wrote a dear colleague letter to clarify the requirements of standards-based IEP goals https://www.in.gov/sboe/files/Dear_Colleague_Letter.pdf

❖ Standards-based IEPs was supported in the 2004 reauthorization of the Individuals with Disabilities Education Act (IDEA) that emphasizes access to the general education curriculum for students with disabilities

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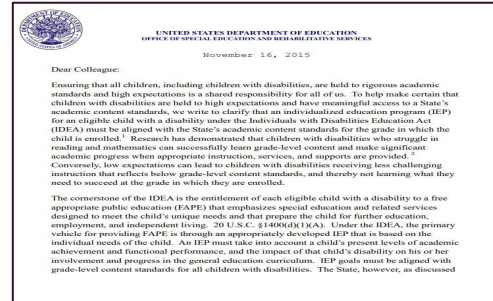
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Difference Between IEP and Standards-Based IEP

❖ Previously IEPs focused on a student acquiring basic academic, access and/or functional skills and have had little relationship to a specific academic area or grade-level expectations

❖ In contrast, the process used to develop a standards-based IEP is directly tied to the state's content standards

❖ Historically many thought of the IEP as the curriculum

❖ There is not a one-on-one correspondence between an IEP goal and a state standard like there is in a lesson plan

❖ The IEP may contain additional life, social, communication, or foundational skills goals that do not necessarily link to state standards for the assigned grade level

❖ The components of the IEP are the same

(NCSC Brief, October 2015)

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Why Standards Based?

- ❖ All students are general education students first
- ❖ Increased expectations and improved outcomes
- ❖ The IEP identifies supports necessary for students with disabilities to achieve and make progress in the general curriculum
- ❖ Promotes a single educational system that is inclusive through common language and curriculum

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A standards-based IEP describes a process in which the IEP team has incorporated state content standards in its development. The IEP is directly linked to and framed by state standards for the grade in which the student is enrolled or will be enrolled.
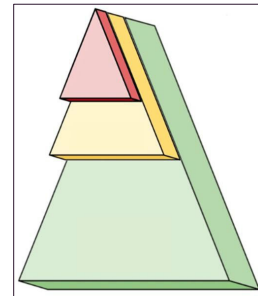
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Standards Based Individualized Education Plan (IEP)

DIFFERENCE   CURRICULUM

Learning standar... for each content area, i.e., math, s... goals identify what all students shou... by the end of each grade level or gr...

Curriculum/Instru... re of content and materials that su... Curriculum may include an order ... that can be modified to mee... um may include textbooks, equip... ed to create a learning experience.

Standards vs. Curriculum

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Standards Based IEP: Definition

| Standards (What is essential to learn) |
| What students should know and be able to do at various levels of education |

↓

| Curriculum (What is taught) |
| The knowledge (content) that is taught to meet the standards |

↓

| Skills (How to learn) |
| The tools needed to learn the curriculum |

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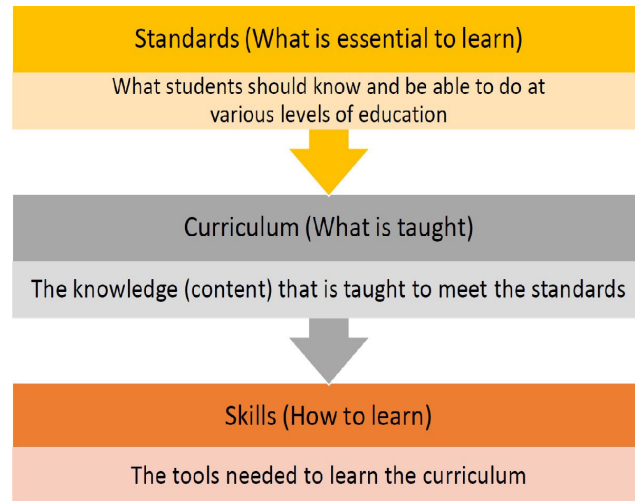
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Standards-Based IEP: Seven Step Process

1. Know the grade-level content standards/context
2. Examine Classroom and Student Data
3. Develop the PLP
4. Develop the Annual Goals
5. Assess/Report Student Progress
6. Identify SDI, Accommodations/Modifications
7. Determine Assessment

To explore these learning standards,

Learning Standards Display

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Pacing Guides... What are they?

04:00

Fifth Grade Common Core English Language Pacing Guide

					Quarter 2
Embedded Standards: These standards are year long ongoing standards that should be taught to mastery by the end of the year.					
For Reading, Language and Speaking/Listening in each Unit					
Cite Evidence	Analyze Content	Study & Apply Grammar	Study & Apply Vocabulary	Conduct Discussions	Report Findings
W.5.9	R.I.10, R.L.10	L 5.3	R.L.5.4, R.I.5.4, L.5.6	S.L.5.1, SL 5.6	S.L.5.4, S.L.5.6

Reading Foundation Skills		Writing Process	
Phonics and word recognition	Fluency	Writing Skills	
RF 5.3, RF 5.4, L5.2.e, L 5.4.a, L 5.4.b, L 5.4.c	RF 5.4	W 5.4, W 5.5, W 5.6, W 5. 10	

Essential Question: How do I use all of the steps of the writing and reading processes to produce an essay, narrative and presentation?
Final Product/Assessment: Compare/Contrast activity, Informational essay, Fictional Narrative (folktale/ myth), Presentation

Standards	Student Learning Target:	Assessments of Essential Learning Targets	Resources
RL.5.3	Compare and contrast 2 or more characters, settings, and events drawing on specific details.	• Reading response journal (ongoing)	Journeys Unit 2: Lessons 7&8
W.5.2.B	• Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.	• Writing journal (ongoing) • Word study (ongoing) • Comprehension	• NYengage 5.3 Teacher Resource • Why the Dog Hates the Cat Learn Zillion
W.5.2.D	• Use precise language and domain-specific vocabulary to inform and explain about a topic.	assessments (ongoing) • Grammar/convention assessments (ongoing) • Rubric (ongoing) Graphic Organizer (ongoing) • Compare and contrast- Venn Diagram • Summary • Word relationship (synonyms, antonyms, etc.) activity • Bibliography	• Compare and Contrast Folktales Student Fillable Worksheet • Comparing Cultural Folktale difference and similarities(follow links for stories) • American FolkLore (Read-Write and Think)

5th Grade ELA Curriculum Pacing Guide
00.K-ELA-Scaffolding_2.pdf

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Brain Break
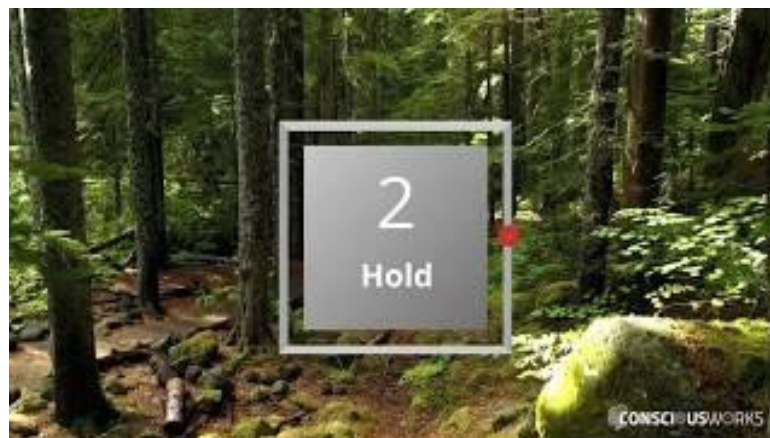
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Break

10:00

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We Cannot Talk About Standards-Based IEP's without talking about...

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Word Soup

- ❖ PLOP
- ❖ PLAFP
- ❖ PLAAFP
- ❖ PLP

….Let's just call it Present Levels!

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Present Levels of Performance is Critical to:

- ❖ Provides the baseline for creating a high-quality IEP
- ❖ Provides a description of student's strengths and needs which can be compared to the standards
- ❖ Is a link between all IEP components and is the cornerstone of development of the rest of the IEP
- ❖ Provide academic and functionally relevant information about the student
- ❖ Connects directly to standards-based IEP goals
- ❖ Helps us determine where the student is expected to be

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Present Levels of Academic Achievement and Functional Performance

Guiding Q...

> What ... perfor...
> What ... the studen...
> What ... ful in helpin...
> How d... neral curricu...
> What ...
> What ... dary aspirations based on age-appropriate transition assessments.
> Is the student on track to achieve grade-level proficiency within the year?
> Are there medical needs or adaptive skills that the student is working on and what is their progress?

We are not supposed to list a program a student requires, such as Wilson Reading System, right?

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Present Levels of Performance

❖ Descriptive and specific, using objective and observable language and avoiding subjective statements
❖ Summarize information from a variety of sources
❖ Translate clinical and psychological evaluation reports to clear, concise language   Use language that allows parents and professionals to clearly understand the unique needs of the student, and the ways in which the IEP addresses the Present Levels of Performance
❖ Avoid clinical language and educational jargon and acronyms people won't understand
❖ Provide instructionally relevant information about the student
❖ Provide the basis for annual goals and direction for provision of appropriate educational programs and services

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Evaluation Results

Evaluation Results

Evaluation Results

Results of Student Performance

Instructional Implications

❖ What sources of data establish the baseline for the student?

❖ What sources of data will show progress the student has made?

❖ What sources of data identify student strengths and weaknesses?
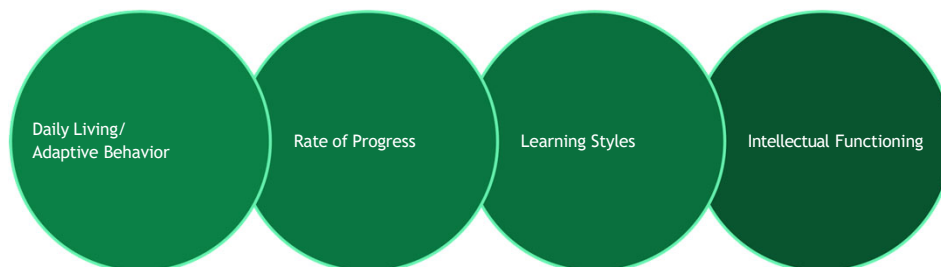
❖ Both quantitative and qualitative data

Resource: Curriculum Based Measurements - https://www.easycbm.com/
Resource: National Center on Student Progress Monitoring https://osepideasthatwork.org/sites/default/files/2021-08/What_is_CBM_and_What_Does_it_Mean_to_My_Child-508.pdf

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Levels of Knowledge and Development in Subject and Skill Areas Should Include....

Daily Living/ Adaptive Behavior

Rate of Progress

Learning Styles

Intellectual Functioning

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Non-Examples

- Only grade-levels or age levels
- Only standard scores
- Subjective or negative observations
- A repeat of information from previous Present Levels
- Not addressing functional skills
- Not addressing social skills and/or behavior
- Leaving out crucial information... imagine the student moves...

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Questions to Consider for Data

- *What does the data tell the IEP team about the student's performance regarding the knowledge and skills the student has demonstrated in relation to the grade-level content standards?*
- *Are there assessment data (i.e., state, division and/or classroom) that can provide useful information for making decisions about the student's strengths and needs?*
- *Where are the gaps in knowledge and skills?*
- *What did we learn about the way the student responded to accommodations?*
- *Were the previous interventions successful?*
- *Are there skills that the student missed learning over time that are necessary to support the grade-level standard? Which are most likely to support progress?*
- *Are there authentic performance tasks that provide evidence of student learning?*
- *Are there data to include student reflection and self-assessment?*
- *Are there multiple measures being used? By whom?*

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Questions to Consider

- *What are the grade-level content standards for the grade that the student is enrolled?*
- *Where is the student performing in relation to the grade-level standards?*
- *What are the individual strengths of the student in accessing and mastering the general curriculum? Include sources of information.*
- *What are the individual areas of need of the student in accessing and mastering the general curriculum? Include sources of information.*
- *What skills/behaviors (academic/functional) is the student able/unable to perform?*
- *What other needs, such as functional, organizational, and social skills impact the student involvement and progress in the general curriculum?*
- *What strategies, accommodations and/or interventions have been successful in helping the student make progress in the general curriculum?*
- *How does the identified disability affect involvement and progress in the general curriculum?*
- *What are the parental concerns?*

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Example 1 (Behavior Section)

Damien has difficulty attending to tasks. Based on classroom behavior charts, Damien's attention difficulties result in him staying on task an average of 7 minutes per assignment during independent work and 12 minutes per assignment during group work.

Discipline referrals show Damien has been referred to the office 3 times from August to December for disrupting class during independent work, Damien has had no office referrals during group work this school year.

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Example 2 (Communication-Receptive/Expressive)

Per Carmen's FIE, the EOWPVT-R shows Carmen's expressive language is at 36 months. The ROWPVT-R administered as part of her FIE measures her receptive language is at 24 months.

Based on parent and teacher observations, Carmen uses one-word utterances to communicate wants and needs to known adults. Observational data shows she does not communicate with adults whom she has known less than two weeks.

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Behavior Interventions

The IEP team is required to consider specific items in the following circumstances related to seclusion and restraint:

- In the initial development and subsequent revision of the IEP, consider whether the student displays behaviors likely to result in the use of physical restraint or seclusion.

If it is determined future use is likely, the team should consider, among other things, the need for:

- an FBA;
- a new or revised IEP that addresses the underlying causes or purposes of the behavior as well as de-escalation strategies, conflict prevention, and positive behavior intervention;
- any new or revised behavioral goals;
- any additional evaluations or re-evaluations.

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Behavior Interventions

Washington State law prohibits the use of restraint or isolation in public schools except when it is "reasonably necessary to control spontaneous behavior that poses an imminent likelihood of serious harm." RCW 28A. 600.485.

Link - National Center on Safe Supportive Learning Environments

https://safesupportivelearning.ed.gov/discipline-compendium?state=washington&sub_category=Restraint%20and%20Seclusion

EMERGENCY RESPONSE PROTOCOL

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03:00

Behavior Intervention Example

Sam receives positive behavioral supports which include intensive, direct specialized instruction in social skills and self-regulation, as well as the use of a token-economy system for pro-social behaviors (e.g., sharing, taking turns). His current token system has 10 tokens, and he is often motivated by coloring and puzzles. When Sam becomes upset, he may ball his fists, yell, stomp his feet, or throw his paper on the floor. He has been responsive to de-escalation strategies such as deep breathing, counting, taking a break in the sensory corner, and walking with a staff member. Peers using a loud voice or being denied access are triggers for Sam.

If Sam's frustration escalates, he may hit, kick, and bite peers and engage in self-injurious behavior, such as head-banging or attempting to gain access to scissors. Sam was restrained in October of 2024 after striking a peer repeatedly and a Functional Behavior Assessment was completed. He has a Behavior Intervention Plan which includes replacement behaviors of requesting a break and using coping strategies. When this occurs, staff may be required to use restraint or seclusion to prevent Sam from inflicting serious physical harm to himself or others, which has not happened this current school year.

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Reading Example

Based on recent assessments, Jenny is decoding with an accuracy of approximately 30% on grade-level passages. She demonstrates limited automaticity in phoneme-grapheme correspondence.
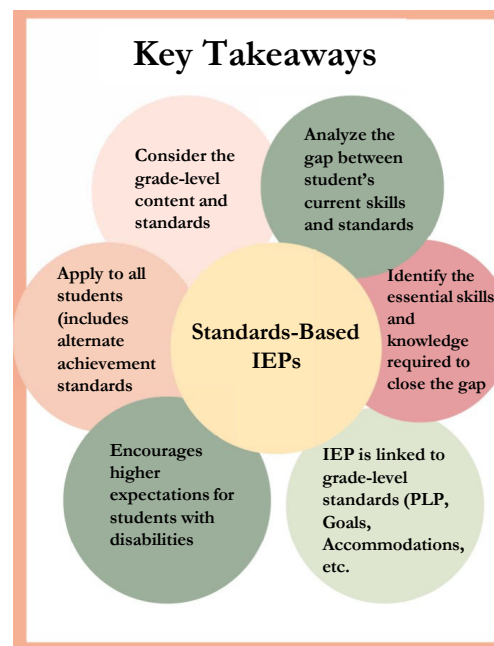
To support her reading development, Jenny is engaged in a multisensory, structured literacy approach aligned with Orton-Gillingham principles. This includes explicit instruction in phonemic awareness (e.g., segmenting and blending sounds), systematic phonics instruction, and guided reading sessions targeting decoding strategies, 45 minutes 4 times a week. The student benefits from visual supports, such as color-coded phoneme cards and graphic organizers, as well as repeated reading of familiar texts to improve fluency.

Accommodations currently in place include extended time for reading tasks, access to audiobooks, use of graphic organizers, and preferential seating. Ongoing progress monitoring through curriculum-based assessments indicates steady growth in decoding skills and sight word recognition, though additional targeted instruction is necessary to reach grade-level proficiency.

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Activity:

Key Takeaways

Consider the grade-level content and standards

Analyze the gap between student's current skills and standards

Apply to all students (includes alternate achievement standards

Standards-Based IEPs

Identify the essential skills and knowledge required to close the gap

Encourages higher expectations for students with disabilities

IEP is linked to grade-level standards (PLP, Goals, Accommodations, etc.

10:00

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LUNCH

We will start again at:
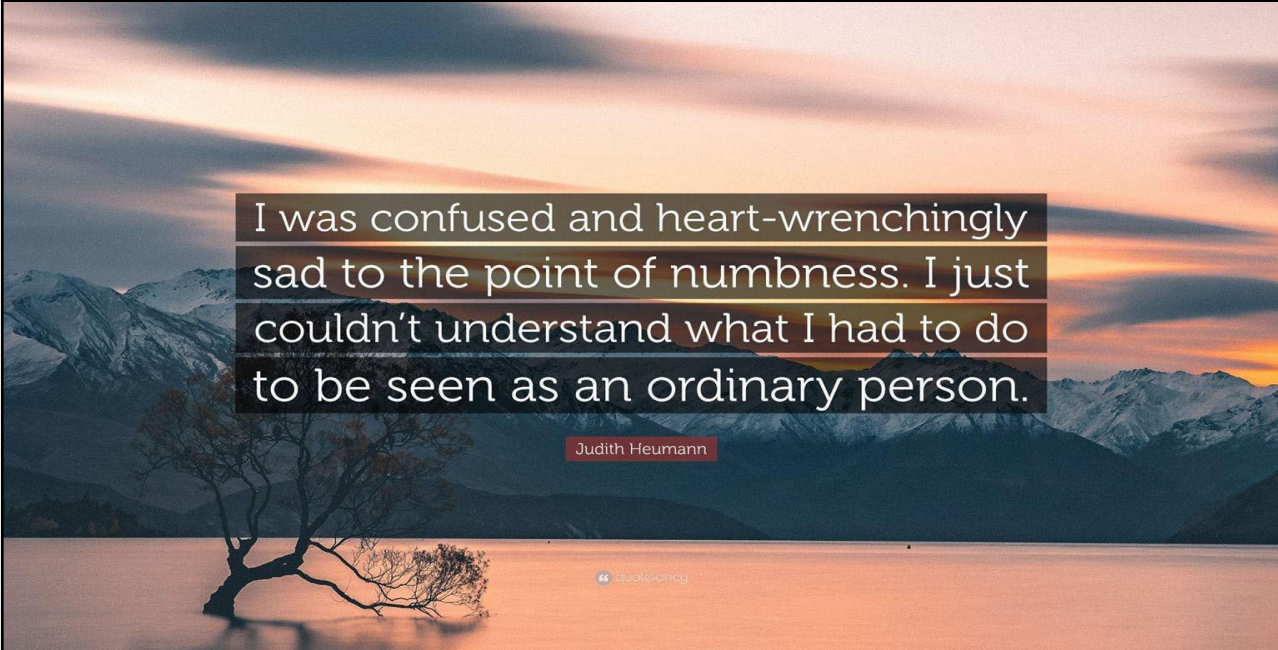
1:00

BISTRO
Bamboo
THAI · ASAIN · PHO

ANACORTES FOOD RECS

Apart from the usual fast food chains around the area, we compiled a list of recommended lunch spots within short driving distance from the ESD.

Naung Mai	Thai menu	3 min
Taqueria Mis 5 Estrellas	Mexican menu	3 min
Teriyaki Time	Sushi and Japanese entrees menu	3 min
Lucky Chopsticks	Chinese menu	3 min
Cosmic Veggies	Vegan/vegetarian menu	4 min
Good Bagels Cafe	Bagel sandwich shop menu	4 min
Gere-a-deli	Diner style: sandwiches, soups menu	5 min
Fidalgo Drive-in	American menu	5 min
Tin House "Thai Street Food"	Thai menu	5 min
Adrift	Seafood menu	5 min

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I was confused and heart-wrenchingly sad to the point of numbness. I just couldn't understand what I had to do to be seen as an ordinary person.

Judith Heumann

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Time to Write Goals

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Questions to Consider

- *What are the student's needs as identified in the present level of performance?*
- *What skills does the student require to master the content of the curriculum?*
- *What can the student reasonably be expected to accomplish in one school year?*

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ANNUAL GOALS

- Start with the academic and functional needs identified in the PLP
- Identify any relevant state academic standards for the student's grade
- Determine what the student should be able to achieve during the next 12 months

S	Specific	Clearly stated descriptions of each goal element: the conditions, the academic or functional skill, the criterion for success, and the timeframe within which the criterion should be met
M	Measurable	Quantifiable by a defined standard that can be observed in some way, particularly so that any amount of change can subsequently be identified and/or evaluated
A	Actively phrased	Involving actions that are clearly observable (e.g., "Write a five-sentence paragraph.") rather than implied (e.g., "Improve your writing.")
R	Realistic	Practical but ambitious and challenging and based on relevant information (e.g., evaluation results, previous rates-of-growth, the student's unique circumstances, IEP team members' professional judgment)
T	Time-limited	Involves a specified timeframe within which the skill is anticipated to be mastered

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ANNUAL GOALS – SHORT TERM OBJECTIVES

Represent intermediate steps toward achieving the annual goal.
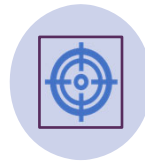
Involve a task-analysis of the annual goal.

Should be considered for all students.

Should be included for every goal for students in WA-AIM, to include goals addressed by related service providers.

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ANNUAL GOALS - ELEMENTS

Who	Student
Time frame	Length of Time
Conditions	Under What Conditions
Behavior	Will Do What
Criterion	What Level or Degree
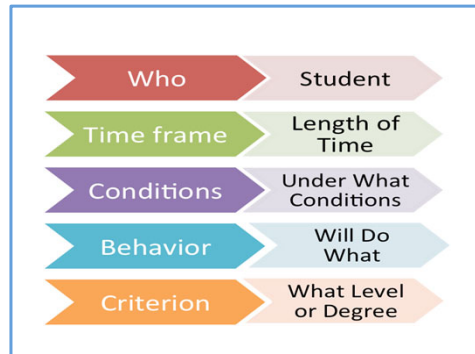
Condition	Target Behavior	Performance Criterion	Timeframe
Given a third-grade level reading passage,	K will read aloud	at a rate of 115 words correct per minute (wpm)	by the end of the school year.

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Layers… They may be Good for Hair but Not in an IEP!

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Questions to Consider

- *Does the goal have a specific time frame?*
- *Are the conditions for meeting the goal addressed?*
- *How will the outcome of the goal be measured?*
- *Are the goals written in terms that parents and educators can understand?*
- *Do the goals support participation and progress in the general education curriculum and for preschool students, participation in age-appropriate activities?*
- *Do the annual goals support postsecondary goals?*

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Functional Goals

- *Typically, nonacademic and are not part of the "academic" curriculum/standards*
- *If a child has functional needs that impact participation in the educational environment then these needs must be described in the PLOP and goals or accommodations should be included in the IEP*
- *Examples may include learning to eat independently, use public transportation, or communicate with an augmentative communication device or social or emotional needs, such as impulse control, anger management, or appropriate behavioral alternatives, etc.*

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Case Study 1

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Case Study 2

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15:00

Case Study 3

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Let's Talk about Progress

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ANNUAL GOALS: DATA AND METHODS OF MEASUREMENT

- Data collection is important because it informs the IEP team on the student's progress with the specialized instruction, services, and supports outlined in the IEP.

- Without data, how would an IEP team propose a free appropriate public education (FAPE)? How might a Parent provide informed consent to a proposed IEP without this information?

You cannot know how far you have come if you don't know where you started.

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Does the Progress Note Match the Measurement?

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Annual Goals: Data and Methods of Measurement

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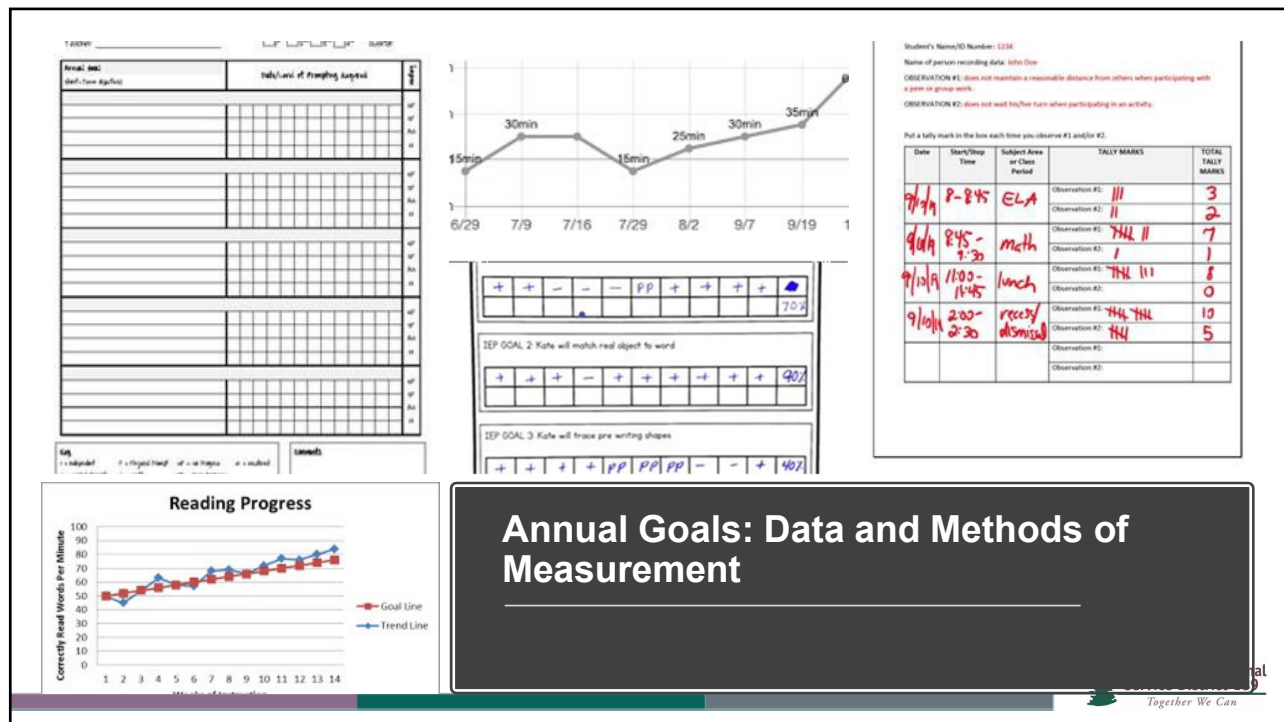
Is There Limited Progress?

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Questions to Consider

- *How does the student demonstrate what they know on classroom, benchmark, and state assessments?*
- *Is a variety of assessments used to measure progress?*
- *How will progress be reported to parents?*
- *Did the student make the progress expected by the IEP team?*
- *How does the student's performance compare with the performance of general education students?*
- *Is the student more independent in the goal area?*
- *Will work on the goal be continued or will the student be dismissed from this goal area?*

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Movement Break

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Assessments

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Assessments

- Smarter Balanced Assessments (SBA): English language arts (ELA) and math tests in grades 3–8 and 10 are required for federal and state accountability. The high school ELA and math assessments can also be used to meet a student's graduation pathway requirement.
- Washington Comprehensive Assessment of Science (WCAS): Science tests for grades 5, 8, and 11 are required for federal and state accountability.
- Washington - Access to Instruction and Measurement (WA-AIM): ELA, math, and science alternate assessments in grades 3–11 for students with significant cognitive disabilities documented in their Individualized Education Program (IEP) are required for federal and state accountability. The high school ELA and math assessments can be used to meet a student's graduation pathway requirement.
- Washington Kindergarten Inventory of Skills (WaKIDS): This program helps bring families, teachers, and early learning providers together to support each kindergarten student's learning and transition into public schools.
- WIDA Screener: Test that is used to determine the initial eligibility for English language development services for multilingual learners in grades K–12.
- Annual WIDA ACCESS Assessments: Tests given to all students in grades K–12 who qualify for English language development services to determine which students remain eligible to continue receiving English language development services.
- WIDA Alternate ACCESS: Test given to students in grades K–12 with significant cognitive disabilities who qualify for English language development services to determine which students remain eligible to continue receiving English language development services.
- OSPI-Developed Assessments: Washington state developed classroom-based assessments for the Arts, Educational Technology, Health and Physical Education, and Social Studies based on the state's learning standards to help guide day-to-day instruction. State curriculum specialists create tasks and questions that model good assessments and provide them to local school districts.

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Assessments: WA-AIM Participation Criteria

- [Washington - Access to Instruction and Measurement](#) (WA-AIM): ELA, math, and science alternate assessments in grades 3–11 for students with significant cognitive disabilities documented in their Individualized Education Program (IEP) are required for federal and state accountability. The high school ELA and math assessments can be used to meet a student's graduation pathway requirement.

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Assessments: WA-AIM Participation Criteria

If the IEP team determines that the student must participate in WA-AIM instead of the WCAS/SBA, a statement that addresses each of the following must be included in the IEP:

➢ Why the student cannot participate in the regular assessments;
➢ Why participation in is appropriate for the student, including how the student meets the criteria for the alternate assessment; and
➢ How the student's participation in WCAS/SBA will contribute to the student's promotion and/or graduation or other matters.

EXAMPLE

Joseph will participate in the SBA/WCAS for the 2024 -25 school year. He demonstrates global cognitive and adaptive deficits that impact his ability to access the general curriculum. Joseph demonstrates persistent deficits in social interactions and communication that result in significant impairment in learning across multiple environments, such that he requires intensive, individualized instruction in the WA-AIM. Joseph will not participate in regular assessments (SBA/WCAS) and will be assessed with the Washington Alternative Assessment Program (WA-AIM). This will impact his ability to earn a standard diploma.

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Assessments: Testing Accommodations

Must:

- Be used on regular basis during classroom instruction and assessments;
- Not exceed those provided in Instructional Program Supports ("Test like you teach.");
- Be determined based on specific need as evidenced in the PLP or goals.

Division-wide Assessment Program

- Indicate participation in district assessments and corresponding participation level/accommodations.

Impact on Promotion/Graduation

- Address impact at every IEP meeting for all student's preschool through Grade 12.
- Provide parent with MSD25 graduation requirements orally and in writing and document date on IEP.

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Modifications

- A change to the instruction or curriculum that alters either the content of that instruction or student performance expectations.
- Modifications are useful for students for whom all possible accommodations have been considered but who nevertheless require additional measures to help them progress in the general education curriculum.

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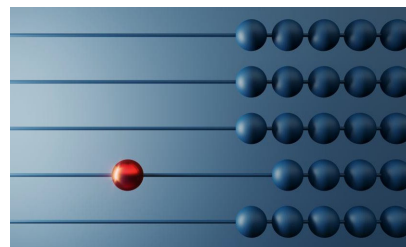
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IEP Accommodations

Instructional

- Changes made to the delivery of classroom instruction or to the accompanying materials.
- Students with disabilities who use instructional accommodations are required to learn the same content at the same level of proficiency as their peers who do not use instructional accommodations.

Testing

Changes to the format of a test (e.g., providing a test in large print) or to the administration procedures (e.g., a student might be allowed to mark her answers directly in the test booklet instead of filling in the bubble answer sheet) that do not affect what a test measures.

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IEP Accommodations

Presentation:	Response:
Provide on audio tape	Allow for verbal responses/communication systems
Provide in large print/copies of notes	Allow for answers to be dictated to a scribe
Reduce number of items per page or line	Allow the use of a tape recorder to capture responses
Provide a designated reader	Permit responses to be given via computer
Present instructions orally/picture cues	Permit answers to be recorded directly into test booklet
Test Scheduling:	**Setting:**
Administer a test in several timed sessions or over several days	Provide preferential seating/study carrel
Allow subtests to be taken in a different order	Provide special lighting or acoustics
Administer a test at a specific time of day	Provide a space with minimal distractions
	Administer a test in a small group setting
	Administer a test in private room or alternative test site

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IEP ACCOMMODATIONS

- Consider for each area of need. For example:
  - Math: Completes half of the assignment
  - One additional class period
  - Seat near the door
  - For all written assignments

Do not use nonspecific terms such as:
• Shortened assignments
• Extended time
• Preferential seating
• As needed
• As determined by teacher or student

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Activity: Accommodation or Modification?

Susie is a 4th-grade student with an intellectual disability and primarily participates in a special educational classroom for the majority of her day and spends a portion of her day in the general education classroom. Susie's 4th-grade general education teacher has required her to participate in spelling tests and she has failed the past 4 tests. The general education teacher has decided to reduce the number of spelling words on Susie's list, and she is only responsible for the single-syllable words on the spelling list each week.

Bobby is a student with a learning disability which impacts his reading. He is overwhelmed by long reading passages because he cannot read on grade level. The class is provided a story to read and is required to identify the main idea and details in the whole story. Bobby is provided a story on his reading level and is required to provide the main idea and details within a paragraph of the story.

04:00

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Break

10:00

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Services and Placement

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Related Services

Consider:

- Whether the student requires instruction to access the curriculum and/or environment.
- Whether the student can access the curriculum and/or environment with minor adjustments or clarifications.
- Which accommodations in the area of concern have been used and, if provided, discuss outcomes.

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LRE

Least Restrictive ⟵⟶ Most Restrictive

General Education Classroom | Special Education Classroom | Special School | Homebound | Hospital, Residential Facility

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Evaluate and identify individual student needs

Identify goals

For each goal, identify services and supports

Determine placement to address each goal

Can the student be successful with special education and related services delivered in this setting, with accommodations or modifications as needed? — **Yes** → Placement: General Education Classroom

No

Moving along the continuum of alternative placements, consider…

Can the student be successful with special education and related services delivered in this setting, with accommodations or modifications as needed? — **Yes** → Placement: Special Education Classroom

No

Continue through the continuum of alternative placements, one at a time, repeating the question until a "yes" answer is obtained.

Adapted from Kansas Special Education Process Handbook (p. 124), Kansas State Department of Education, 2018.
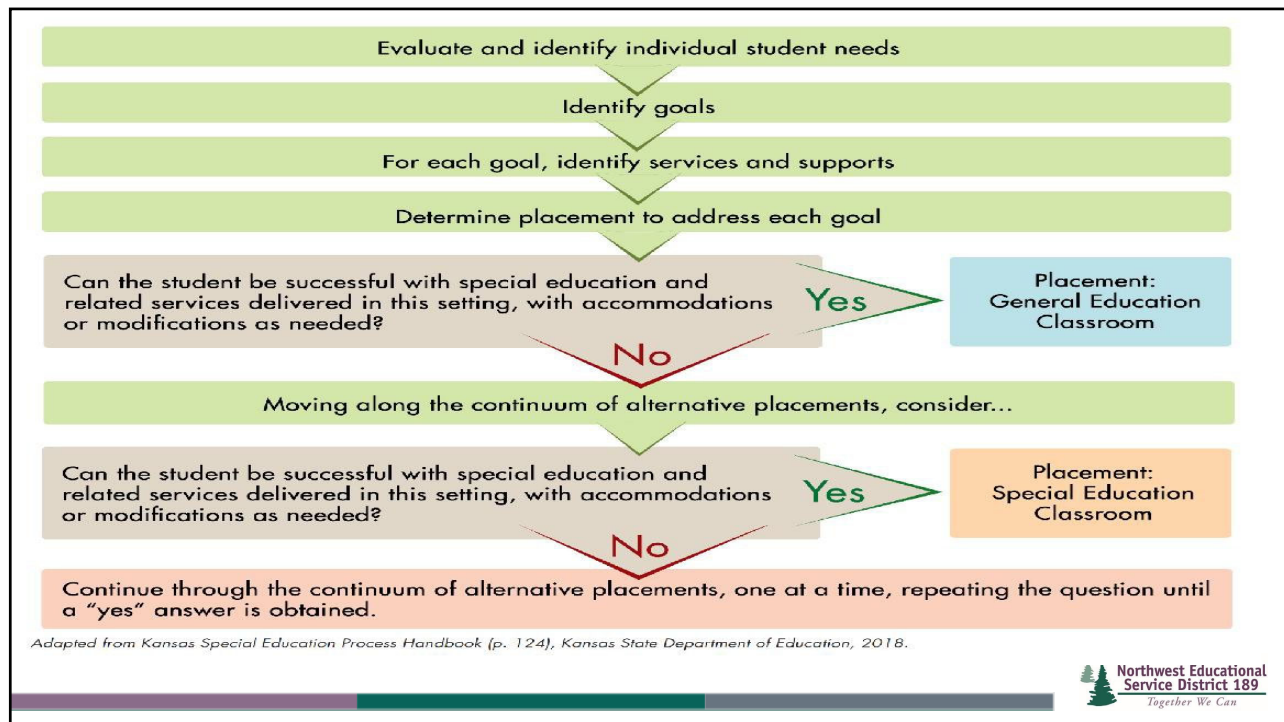
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LRE: Explanation of Placement Decisions

Convey that all placement options are available for consideration.

➢ Discuss multiple placement options. Start with current placement. Discuss whether a less or more restrictive placement is needed.

➢ Consider all recommendations made by parent or any team member by: Checking all placement options considered; Providing PWN with the proposed IEP, stating all options considered and why they were rejected.

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LRE: Explanation of Placement Decisions

- State the reason the IEP team selected the placement(s).
- Address the specialized instruction that will target the weaknesses.
- Address the setting(s) in which the instruction will be delivered.
- Address why the student will not participate solely in the general education setting.
- Include related services, as well as ESY, home-bound, and home-based services, as applicable.

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TAKE NOTE!!!

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LRE: Explanation of Placement Decisions

As a result of deficits in the areas of working memory and auditory processing, Jordan has difficulty retrieving previously learned information as well as manipulating and organizing new information across content areas. He requires specialized instruction, within a public day school setting, in the goal areas of reading, written language, language arts, mathematics, and study skills.

Jordan requires direct special education services in a general class setting in the areas of reading, mathematics, written language, and English/language arts instruction. He requires direct special education services in a special class setting for study and organizational skills instruction. Jordan will spend the majority of his day with nondisabled peers.

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Extended School Year

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ESY

Factors to be considered when determining the need for ESY services:

Regression/recoupment

Degrees of progress

Emerging skills/breakthrough opportunities

Interfering behaviors

The nature and/or severity of the disability

Special circumstances or other factors

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Special Factors

➢ Results of the initial or most recent evaluation of the student;
➢ The strengths of the student;
➢ The academic, developmental, and functional needs of the student;
➢ The concerns of the parent(s) for enhancing the education of their child;
➢ The communication needs of the student;
➢ The student's needs for benchmarks or short-term objectives;

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Special Factors

➢ Whether the student requires assistive technology devices and services…and whether AT devices or services are needed, and whether accessible instructional materials in alternate formats are needed.
➢ In the case of a student whose behavior impedes his or her learning or that of others, consider the use of positive behavioral interventions, strategies, and supports to address that behavior;
➢ In the case of a student with limited English proficiency, consider the language needs of the student as those needs relate to the student's IEP;
➢ In the case of a student who is blind or is visually impaired, provide for instruction in Braille and the use of Braille unless the IEP team determines…;
➢ In the case of a student who is deaf or hard of hearing….

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Transfer IEPs

(4) If a student eligible for special education transfers from one school district to another school district within Washington state and had an IEP that was in effect in the previous school district, the new school district, in consultation with the parents, must provide FAPE to the student including services comparable to those described in the student's IEP, until the new school district either:

(a) Adopts the student's IEP from the previous school district; or
(b) Develops and implements a new IEP that meets the applicable requirements

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Prior Written Notice

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Prior Written Notice

- Address all proposed and/or refused actions, even if everyone was in agreement, including all proposed placement services.

- Explain why a proposed action ensures FAPE or why a rejected action is not required to ensure FAPE.

- Do not use "None" or "NA" or leave blanks.

- List each evaluation/ assessment, report used to make the decisions.

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Prior Written Notice

Summarize events in plain English

Answer each question objectively

Don't "cut-and-paste,"

The school IEP team may collaborate on the wording.

PWN is also required for specific actions, such as the completion of an "Exit Summary".

Provide PWN prior to requesting consent. If additional time is needed for PWN, provide the proposed IEP with the PWN to the parent within 10 calendar days.

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Additional Components Specific to Secondary IEPs

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Transition Planning

- The first IEP to be in effect when a student turns 16 must include post-secondary goals. These goals relate to training, education, employment, and independent living skills.
  - The IEP must also outline transition services designed to help the student reach his/her transition goals

- Beginning no later than one year before the child reaches 18 years of age indicate the date that the student and parent were informed of the transfer of parental rights under IDEA to the adult student at the age of 18.
  - This must occur at least one year prior to the age of 18.

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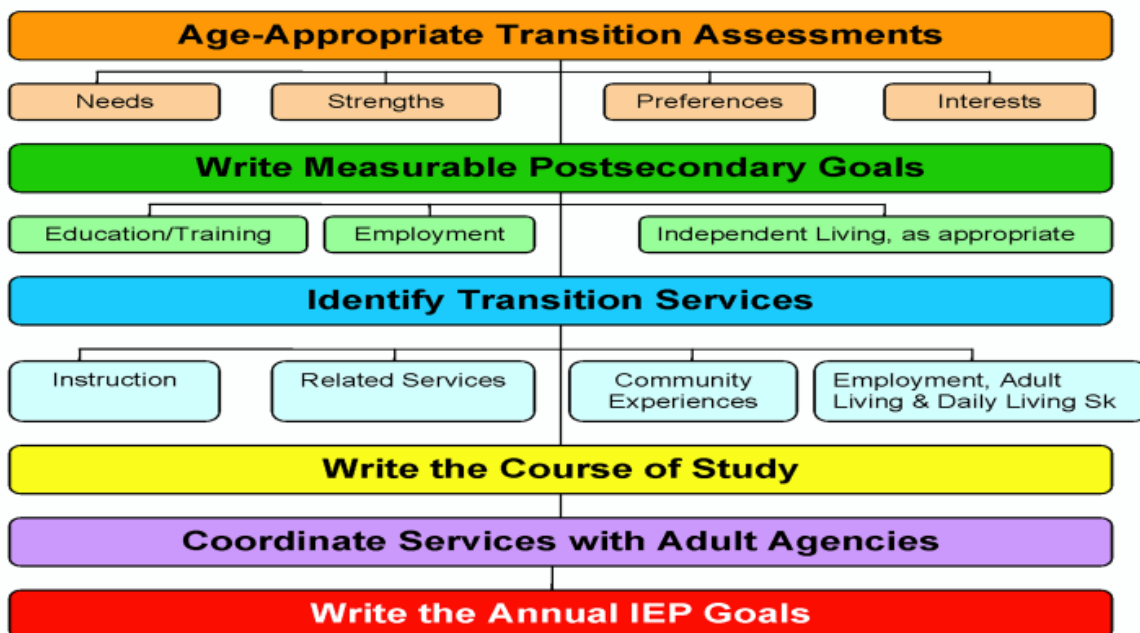
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Transitions:

Transition services must be addressed in IEPs of students turning 16 & older
- When a student is 15 years old and will turn 16 during the year the IEP covers, the IEP must include:
  - Evidence of the measurable postsecondary goals based on an age-appropriate transition assessment
  - Measurable goals that address education/training, employment and independent living skills (if appropriate)
  - Courses of study that are needed to assist the student in reaching postsecondary goals
  - Evidence that the student was invited to participate in the IEP meeting
  - Evidence that representatives of other agencies were invited to participate in the IEP meeting (after parental consent)

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Transition Services including Course(s) of Study:

- When a student turns 16, the IEP in effect will include a statement of needed transition services to assist the student in reaching measurable goals including:
  - Course(s) of study
  - Needed transition services
- A course of study should includes:
  - Vocational education opportunities
  - Participation in specific classes
  - Work-based learning (including community experiences)

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Transfer of Rights:

- Confirms the student was informed of the rights that will transfer from the parent to the student one year prior to the student reaching the age of majority.

- 18 is considered the age of majority and at such time all rights transfer to the student. The student has the right and responsibility to make certain legal choices. This includes the right to make educational decisions

- The rights to not transfer if a student with a disability has been determined incompetent under state law or has a court appointed guardian to make educational decisions.

- The student and parent must be provided information about the transfer of rights at least one year prior to 18 or by the time the student reaches 17.

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Examples of Course(s) of Study:

"For Bob's upcoming 11th grade year, he will participate in Psychology, English 12, Algebra II, Band, Phys Ed, Work Experience, Child Development, and Resource Room."

"Sue will continue to receive specially designed instruction with an alternate curriculum, including instruction focused on self-care and communication skills, and will participate in work experience and vocational elective courses during her last 2 years of school."

"During his upcoming senior year, Bob will receive specially designed instruction with an alternate curriculum, including instruction focused on career development, functional academics, and community referenced skills that are linked to the state standards for Reading and Math."

Courses are listed identifying what the student will take each year of high school.

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Age-appropriate Transition Assessments:

- Postsecondary goals must be based on age-appropriate transition assessment information
  - Formal, informal and/or a combination of both
- Addresses the student's strengths, needs, preferences and interests
- Initial transition assessments should be completed prior to the student's 16th birthday and be included in the IEP prior to the student turning 16
- Sources:
  - Student and family interviews
  - Record reviews
  - Vocational Assessment
  - Student observations
  - Interest inventories, questionnaires and functional vocational evaluations

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Transition Assessment ~ Sources:

Sources of transition assessment information include, but are not limited to:

- Formal interest/aptitude tests and/or surveys
- Quarterly or semester grades throughout high school
- Current psychological assessment data indicating areas of strength and weakness
- College entrance exam scores (if applying to 4-year colleges)

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Goals

Measurable **Postsecondary** Goals are the student's identified goals for <u>after</u> the student leaves high school, and must address postsecondary education/training, employment, and (if appropriate) independent living skills

Measurable **Annual** Goals are the annual IEP goals that address what the student will accomplish during that particular school year in each identified area of service

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Transition: Annual Goal Examples

Employment:
Upon completion of high school, Leslie will be employed as a ticket scanner at the local sports arena part time, with assistance from a job coach.

Education:
Upon completion of high school, Leslie will participate in therapeutic recreation activities of interest.

Training:
Upon completion of high school, Leslie will complete training to use emerging communication technologies.

Independent Living:
Upon completion of high school, Leslie will vote in local, state and national elections.

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Postsecondary Goals:

- Must address (at a minimum):
  - education/training and employment
  - Independent living goals (if appropriate)
    - Activities and experiences associated with adult living, financial management & community involvement / access
    - Independent living goals do not name the student's future living situation or placement
- Postsecondary goals should cover the student's desired outcomes for life after high school
  - Occur after a student leaves high school
  - If the goal is to be completed while in high school then it's *not* a postsecondary goal
  - Be clearly identified as having been "met" or "not met"
  - Reflect a result or outcome, not an activity
  - Be reviewed annually

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Postsecondary Goals

Measurable Postsecondary Goal example:
"After graduation, Bob will attend a 2-year community college program in order to become employed as an auto mechanic."

"After graduation, Bob will attend a 2-year culinary arts program."

"Sue will participate in an in-home or center-based program with medical and therapeutic supports."

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Postsecondary Goals: Non-Examples

"Upon graduation, Sue will continue to learn about life skills and reading."

"Bob will learn about welding."

"After leaving high school, Sue wants to take some classes."

"Bob will continue to explore his postsecondary education options."

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Case Study 4

04:00

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Transition: Exit Summary

A summary, which will help the student make the transition to postsecondary settings includes:

- **Academic achievement** - what the youth knows such as literacy, numeracy, consumer, personal finance, and learning skills; reasoning, communication, processing, including the accommodations, supports and modifications required, etc.;
- **Functional performance** - behavior across different environments such as how the youth interacts with peers at school, in the community, at work; self-care, mobility, self-determination, safety, executive functioning skills, including the accommodations and supports required, etc.;
- **Supports** - Accommodations, modifications, assistive technology or other supports that students might need to be successful in postsecondary environments; and
- **Next Steps** - Recommendations for attaining postsecondary goals such as attend college orientation, meet with Department of Rehabilitative Services, meet with Disability Services Counselor at community college, keep a file of current disability documentation, complete employment applications, etc.

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Did You Know?

A prior written notice is required at the time of graduation?

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Questions

What is one takeaway for you today?

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Thank you for attending!

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