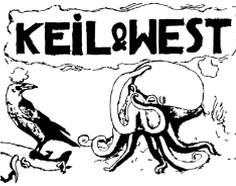


Welcome to _____'s IEP

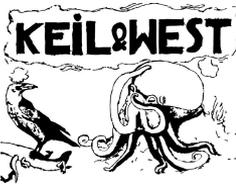


Procedural Safeguards/Parent Rights

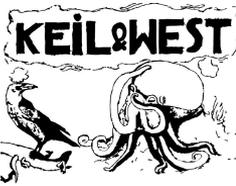
This is a [link to the Oregon Department of Education Procedural Safeguards Handbook.](#)

Resources are available through [FACT Oregon, linked here.](#)

Remember: Nothing is finalized or pre-determined. Our meeting today is critical to the IEP writing process, and we value your knowledge and input.



Who do you want at your IEP meeting?



Eligibility

Autism

Other Health Impairment: ADHD, anxiety,

Specific Learning Disability: dyslexia, dysgraphia, dyscalculia

Specific Language Impairment: language and/or speech impairment

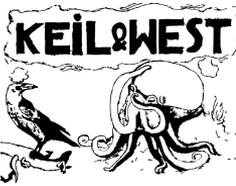
Orthopedic Impairment

Hearing Impairment

Vision Impairment

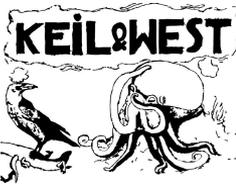
Emotional Behavioral Disability

Traumatic Brain Injury

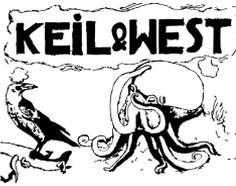


Strengths

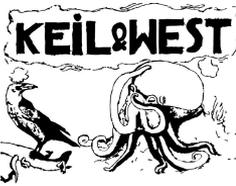
What are some things you are good at? What do you enjoy doing? What would your friends say about you? Your parents? Your teacher? If you are having trouble, ask for someone to help, or read the strengths section in your IEP.



What are your hopes/plans for the future? What are some concerns (about this year, future years)?



Present Levels of Academic and Functional Performance



Present Levels: Grades and Transcript

Go to [StudentVUE](#) and navigate to Grade/Report Card (not Gradebook!)

Quarter __ Grades:

Class 1:

Class 2:

Class 3:

Class 4:

Class 5:

Class 6:

Class 7:

Class 8:

GPA: ____

Now, navigate to Course History and click "Unofficial Transcript." Look at the section called "Graduation Requirements." Fill in the following based on this section:

English: __/4

Math: __/3

Science: __/3

GS: __/1

US: __/1

Econ: __/0.5

Govt: __/0.5

PE: __/1

Health: __/1

FA: __/1

World Lang: __/2

Electives: __/5

Higher Ed/Career Path: __/0.5

Personal Finance: __/0.5

CRLE #1: Done or Not Done

CRLE #2: Done or Not Done

Resume: Done or Not Done

My Plan: Done or Not Done



Present Levels: Academic Goals

Leave blank! We will fill this in together!



Present Levels: Functional Goals

Leave blank! We will fill this in together!



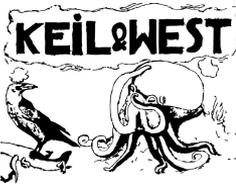
Describe how student's disability affects involvement and progress in the general education curriculum



Graduation Options

The student is/is not projected to exit this school year.

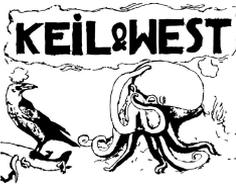
The student will graduate with a _____ diploma on __/__/__.



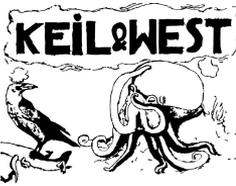
Transfer of Rights and Supported Decision Making

Part B of IDEA, Transfer of Rights: When a student with a disability reaches the age of majority (18 in most states), all parental rights under IDEA typically transfer to them, allowing them to make their own educational decisions.

Supported Decision Making: allows people with disabilities to make choices about their own lives with support from trusted family, friends or professionals they choose. This is an approach all people use at some point. Supported decision-making might be an important accommodation to ask for if you or someone you know needs help to gather information, ask questions, evaluate options or communicate a decision to others (ODE).



Present Levels of Transition



Present Levels of Transition Planning

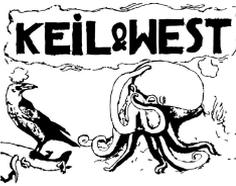
Informal Transition Assessment Questionnaire:

Do you want to get a job during high school or just after high school? If so, what or where?
Are there jobs that align with your interests?

What are some career fields that interest you? Why?

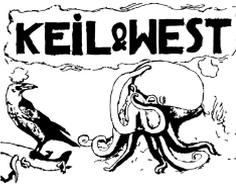
Are you interested in college (2 or 4 year)? Or going to a trade school? If so, where? What do you want to study? What are some possible majors?

What are things you can do *completely* independently? What are things you still need help with? (think about daily living activities: money management, chores around the house, taking care of yourself, safety, cooking, transportation)



Present Levels of Transition Planning

Summaries of other assessments related to transition–work attitudes survey, daily living skills survey, job readiness skills self-assessment, etc.



Preferences, Interests, Needs, and Strengths

Complete [this survey](#) to determine your Preferences, Interests, Needs, and Strengths.

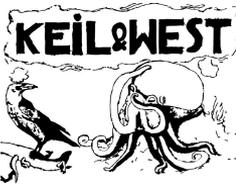
I will fill the below section in after you have completed the survey!

Preferences:

Interests:

Needs:

Strengths:



Post-Secondary Goals

Write out your ideas for post-secondary goals for each of the areas:

Education/Training: After graduating in June of 20xx, I will...

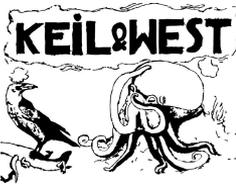
Employment: After graduating in June of 20xx, I will...

Independent Living Skills: After graduating in June of 20xx, I will...

Courses of Study and Coordinated Activities

What classes do you plan to take next year? In future years? What are some courses you could take that align with post-secondary goals?

Are there any activities we can help coordinate as a team that relate to post-secondary goals?



Special Factors

Explanation

Does the student exhibit behavior that impedes their learning or the learning of others?

- Yes
- No

Does the student have limited English proficiency?

- Yes
- No

Is the student visually impaired (including blindness)?

- Yes
- No

Does the student have communication needs?

- Yes
- No

Is the student deaf or hard of hearing?

- Yes
- No

Does the student need assistive technology devices or services?

- Yes
- No



Statewide and Districtwide Testing

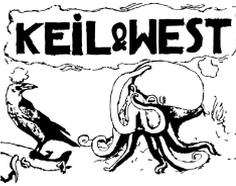
9th Grade: No testing

10th Grade: PreACT testing

11th Grade: SAT, PSAT, OSAS testing

12th Grade: SAT, if needed

What are testing accommodations you have used in the past and that support you now?



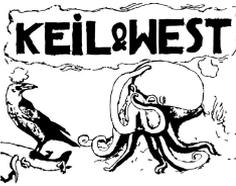
Annual Goals



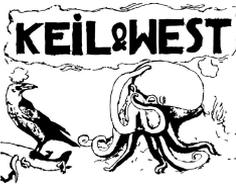
Annual Goals:

Goal Area: By the end of the IEP cycle...

Present Level

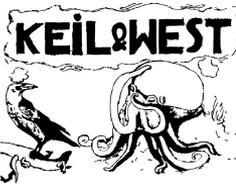


Service Summary



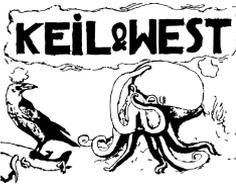
Service Minutes

Goal Area	Provider	Minutes	Frequency



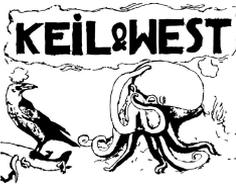
Supports for School Personnel

Description of Supports	Provider	Minutes	Frequency



Justification Statement

Student will be removed for __% of the school week to receive services to make progress towards ____ goal areas and in the general education curriculum.



Placement Determination

Selected Placement:

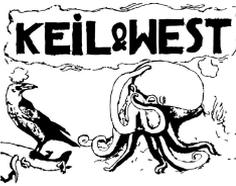
Possible Benefits:

Possible Harm:

Rejected Placement:

Possible Benefits:

Possible Harms:



Prior Written Notice

A summary of the IEP will be written in a prior written notice that will be shared with you via email or mail.

