

DOCUMENTING SERVICES ON THE IEP: A GUIDE FOR RELATED SERVICE PROVIDERS

Offered By: The Orthopedically Impaired Working Group in Collaboration with RSOI
Editors: Gayl Bowser and Diana Roberts

For Further Information Contact:

Regional and Statewide Services for Students with Orthopedic Impairments (RSOI)
1871 NE Stephens
Roseburg, OR 97470
Phone: 541-440-4791
Fax: 541-957-4808
www.rsoi.org

NOTE: The information contained in this document has been reviewed and is accurate and complete based on the 1997 Revision of the Individuals with Disabilities Education Act (IDEA). It is considered a working draft because of the up-coming reauthorization of IDEA. You may distribute this document with the caution that the new IDEA Authorization is expected to result in changes to the Oregon Standard IEP Form.

DOCUMENTING SERVICES ON THE IEP: A GUIDE FOR RELATED SERVICE PROVIDERS

An Individualized Education Plan (IEP) is developed to address the disability-related educational needs of a student. IEPs describe the services that a school district will provide to ensure that the student receives a Free and Appropriate Public Education (FAPE). If an IEP is not specific enough, the plan is open to a wide variety of interpretations and confusion is likely. On the other hand, each IEP should be general enough to describe the program that will be provided without the need for constant revision. If the wording is too specific it limits essential flexibility to adjust to the student's changing performance. In order to create a plan with as much clarity as possible, IEP teams may ask the following two questions:

- Will the teachers, educational assistants, related service providers and administrators who did not attend this meeting but will be working with this student understand what we want them to do?
- If this student moved to a new school district, would the people in that district be able to understand and implement our plan?

When an IEP team takes the time to ensure that related services are described in a clear manner in the appropriate places in the plan, each person on the student's educational team can better understand what is needed for successful implementation. This helps to improve the student's education as well as reduce conflict. IEP teams often struggle with the best way to clearly document the provision of related services to provide clarity. This is, in part, because related service providers may be involved in a wide variety of activities to support the student's education. In this document, we have attempted to identify the kinds of activities that a related service provider might offer, and how each kind could be written in the plan using forms from the Oregon Department of Education (ODE). The Oregon Standard IEP includes guidelines that can assist the team in the development of a quality IEP and accurately record team decisions. This document focuses specifically on the parts of the plan that involve related service providers.

The Educational Role of Related Service Providers:

The Individuals with Disabilities Education Act (IDEA) defines related services in the following way:

The term 'related service' means transportation, and such developmental, corrective, and other supportive services... as may be required to assist a student with a disability to benefit from special education, and includes the early identification and assessment of disabling conditions in students. (emphasis added)

IDEA lists a variety of related services such as speech-language pathology and audiology services, psychological services, physical and occupational therapy, recreation (including therapeutic recreation), social work services, counseling services, including rehabilitation counseling, orientation and mobility services, and medical services (except when such medical services are for diagnostic and evaluation purposes only). While this list is extensive, the law makes it clear that the list does not include all the possible related services a student might need.

Each section of the IEP answers a particular question. The chart below shows each part and its intended question, with a definition and examples for each.

IEP Section	Answers the Question...	Definition	Examples
Present Level of Educational Performance	<i>What is the student doing now and what is the impact of the disability?</i>	Describes how the student's disability impacts her/his involvement and progress in the general curriculum.	<ul style="list-style-type: none"> • Reads at the third-grade level. • Able to finish lunch at the same rate as peers with modified utensils.
Measurable Annual Goal	<i>What does the student need to learn? What can the student be reasonably expected to learn in a year?</i>	A statement of what the student can reasonably be expected to learn in a year.	<ul style="list-style-type: none"> • Produce targeted speech sounds. • Use computer to spell words correctly.
Short-Term Objectives	<i>What are the details of how the student will meet goals during the year?</i>	Measurable intermediate steps involved in meeting the annual goal.	<ul style="list-style-type: none"> • Correctly produce targeted sounds in daily oral reading. • Point to named pictures in one second or less.
Specially Designed Instruction	<i>In what areas does the student need specially designed instruction to make progress on goals and objectives in the IEP?</i>	Adaptation of the content, method or delivery of instruction to address the unique needs of the child that result from the disability.	<ul style="list-style-type: none"> • Reading • Wheelchair basketball • Dressing skills
Related Services	<i>What services does the student need to benefit from specially designed instruction?</i>	Transportation and such developmental, corrective and other supportive services as may be required to assist a student with a disability to benefit from specially designed instruction.	<ul style="list-style-type: none"> • Physical therapy for trial of new equipment • Functional behavior assessment in classroom
Supplementary Aids/ Services; Modifications & Accommodations	<i>What supports and services does the student need in order to be involved with and access the curriculum?</i>	Activities and things which are necessary to create an environment that supports the student's progress in the educational program.	<ul style="list-style-type: none"> • Researching equipment to recommend for purchase • Communications with parents or community medical providers
Supports for School Personnel	<i>What supports will be provided to school staff on behalf of the student?</i>	Activities which help school personnel provide needed services to the student.	<ul style="list-style-type: none"> • Inservice to school staff • Setting up a method for data collection with a paraprofessional.

SECTION 1

DESCRIBING STUDENT PERFORMANCE

Before the team can summarize all the instruction and services the child will need, team members have to agree on what they want to help the child to accomplish. The Present Level of Educational Performance, Goals and Objectives sections of an IEP should always be completed before the team begins to fill out the Services Summary page, (i.e. the “cover sheet”). On the following pages, examples are provided for the IEP sections that describe student performance.

QUESTIONS TO BE ANSWERED IN IEP SECTIONS WHICH DESCRIBE THE STUDENT’S PERFORMANCE

IEP SECTIONS	QUESTION TO BE ANSWERED
PRESENT LEVEL OF EDUCATIONAL PERFORMANCE	<i>What is the student doing now and what is the impact of the disability?</i>
MEASURABLE ANNUAL GOAL	<i>What does the student need to learn? What can the student be reasonably expected to learn in a year?</i>
SHORT-TERM OBJECTIVES	<i>What are the details of how the student will meet goals during the year?</i>

SECTIONS OF THE IEP WHICH ADDRESS STUDENT PERFORMANCE

Present Level of Educational Performance (PLEP):

- **Answers the question,** “What is the student doing now and what is the impact of the disability?”
- **Definition:** Describes how the student’s disability impacts her/his involvement and progress in the general curriculum.
- **Description:**
The statement of the student’s *Present Level of Educational Performance* (PLEP) guides the team in developing goals, short-term objectives , related services and supplementary support needs. In addressing the student’s PLEP , the IEP must reflect how the student’s disability affects *involvement and progress in the general curriculum*, including needed adaptations or modifications to the curriculum that may be necessary. The fully developed present level statement includes all aspects of the student’s performance that are addressed in the *Goals and Objectives* sections of the plan. The activities of related service providers might be included in the PLEP to show the kinds of related services that the student needs in order to show this level of performance. (See example, Page 6.)

Measurable Annual Goals:

- **Answers the question:** “What does the student need to learn? What can he/she be reasonably expected to learn in a year?”
- **Definition:** A statement of what the student can reasonably be expected to learn in a year.
- **Description:**
Annual goals are statements, written in measurable terms, which describe what the student can reasonably accomplish in a 12-month period. There is a direct link between the goal statements and the student’s *Present Level of Educational Performance*. Everyone on the student’s team is responsible to make sure that the student has the best opportunity to accomplish a goal. Related service providers may suggest and monitor goals which the team might decide to include as Specially Designed Instruction. Related service providers who are not licensed by TSPC may not be listed as the *Provider* for *Specially Designed Instruction*. (Speech Language Pathologists and Orientation and Mobility specialists may provide Specially Designed Instruction.) (See examples, Pages 7-9.) NOTE: If a related service provider is the only person helping the child with a goal, the goal for the student would be described on a goal page and the related service provider’s activity should be listed in the *Related Services* section of the Services Summary Sheet.

Short-Term Objectives:

- **Answers the question:** “What are the details of how the student will meet goals during the year?”
- **Definition:** Measurable, intermediate steps involved in meeting the annual goal.
- **Description:**
For each measurable annual goal, the IEP must include *Short-Term Objectives* that serve as a measure of progress toward the annual goal. These measurable intermediate steps provide the IEP team, including the parents, with information about how the student is progressing during the year. Related services are included in a short-term objective when the student needs support to learn a particular skill that is associated with a goal. Generally, support from a related service provider is described as a condition needed for the student to accomplish the short-term objective. (See examples, Pages 7-9.)

**THE PRESENT LEVEL OF EDUCATIONAL PERFORMANCE WHICH INCLUDES RELATED SERVICES:
What is the student doing now? What is the impact of the disability?**

In addressing the student's Present Level of Educational Performance (PLEP), the IEP must reflect how the student's disability affects *involvement and progress in the general curriculum*, including adaptations or modifications to that curriculum that may be necessary. The activities of related service providers might be included in the Present Level of Educational Performance to show the kind of help the student needs in order to perform. Below is an example of one IEP which mentions a related service provider in the PLEP.

Student's name: **Amanda** Date: School district:

Present Levels of Educational Performance

The *Present Levels* statements must identify how student's disability affects involvement and progress in the general curriculum.

In developing the Present Levels of Educational Performance, the IEP team should consider:

- the strengths of the student;
- the concerns of the parents for enhancing the education of their student;
- the results of the initial or most recent evaluation (including functional and developmental information, as appropriate);
- the results of performance on state or district -wide assessment;
- for students age 14 and older, consider the student's preferences, needs, interests and post-school outcomes.

Amanda's reading fluency is at grade level, however her comprehension of passages at the second grade level is only 40%. Amanda is able to feed herself finger foods independently when the foods are placed on her tray. She can get a bite to her mouth only 1 out of 10 attempts. When the occupational therapist or a trained staff member helps Amanda with appropriate motor supports, Amanda can successfully use a spoon in 5 out of 10 attempts. Amanda is able to eat lunch with assistance in an average of 45 minutes. Amanda's peers are able to eat lunch independently in about 15 minutes. Amanda can touch all the keys on a standard QWERTY keyboard at an average rate of 4 seconds per letter or 15 keys per minute. She uses a computer to complete spelling tests with an average of 75% accuracy in 45 minutes. An educational assistant takes dictation from Amanda during writing assignments of more than one sentence in length. Amanda uses keyboarding software provided to Amanda's team by the district Assistive Technology Specialist. Amanda participates in physical education activities with her classmates with modifications to account for her physical disability.

THE MEASURABLE ANNUAL GOAL AND SHORT-TERM OBJECTIVES WHICH REQUIRE RELATED SERVICES :
What does the student need to learn? What will the student be able to learn in a year?
What are the details of how the student will meet goals during the year?

Sometimes a related service provider knows more about something a child needs to learn than any other member of the team. For instance, the team may decide that a student needs to improve particular aspects of self-feeding. An occupational therapist might be the most knowledgeable person on the team when it comes to this goal. The goal should be written to answer the question "What additional things will the student be able to learn in a year?" Everyone on the student's team is responsible to make sure that the student has the best opportunity to accomplish this goal. The members of the educational team who see the student daily may provide most of the instruction. The occupational therapist may provide coordination/consultation to the educational team members to help them teach the new feeding skills. The occupational therapist might also work with the student on a regular basis to help her learn the new feeding skills.

In the example below, the student is learning specific self-feeding skills. She is working on targeted feeding skills in the lunchroom. The occupational therapist is also providing 45 minutes of direct instruction, and 30 minutes of coordination/consultation to classroom staff for feeding and other fine motor needs on alternating weeks. The activities of the OT will be represented on the IEP Services Summary page under Related Services. (See page 10.)

Goals/Objectives: FOR STUDENTS THROUGH AGE 15

Measurable Annual Goal: Given a raised tray with elbow supports and an adapted spoon fabricated by the occupational therapist, Amanda will use a spoon to eat her lunch independently in 30 minutes or less.	Progress will Be measured as indicated below:		How will progress be reported to parents: Quarterly reports
	Criteria Daily for two weeks	Evaluation Procedures Daily observation data recorded by educational assistant.	PROGRESS NOTES
Measurable Short-Term Objectives: 1. <u>Given a raised tray with elbow supports and an adapted spoon fabricated by the occupational therapist, Amanda will use a spoon to get food to her mouth in 8 out of 10 attempts.</u> <hr/> 2. <u>Given a raised tray with elbow supports and an adapted spoon fabricated by the occupational therapist, Amanda will take a bite at an average rate of three per minute until she has consumed her lunch.</u>			

THE MEASURABLE ANNUAL GOAL AND SHORT-TERM OBJECTIVES WHICH REQUIRE RELATED SERVICES :

What does the student need to learn? What will the student be able to learn in a year?

What are the details of how the student will meet goals during the year?

Related Services are included in a short-term objective when the student needs support to learn a particular skill that is associated with the broader educational goal. The goal typically has academic as well as other components.

In the example below, Amanda’s annual goal is to complete her spelling lessons. She will have a computer and elbow supports as accommodations to do this. To meet the annual goal, Amanda needs to practice one-fingered keyboarding, (objective #1), to be able to find the letters of the keyboard and point to them in a timely manner (objective #2), and to decrease the time it takes her to complete a spelling lesson (objective #3). The occupational therapist’s involvement in support of Amanda’s objectives is documented on the IEP Services Summary sheet on page 10.

Goals/Objectives: FOR STUDENTS THROUGH AGE 15

Measurable Annual Goal: Given a computer and a ten-word Spelling test, Amanda will complete spelling lessons with 80% accuracy	Progress will be measured as indicated below:		How will progress be reported to parents: Quarterly report
	Criteria Maximum of 30 minutes, during six consecutive weekly tests.	Evaluation Procedures Probe data recorded weekly in teacher grade book.	PROGRESS NOTES
Measurable Short-Term Objectives:			
1. <u>Amanda will point to all letters on the QWERTY keyboard in one second or less per letter.</u>			
2. <u>By isolating one finger, Amanda will type using a traditional computer keyboard with a QWERTY layout and custom elbow supports at a rate of 30 keys per minute.</u>			
3. <u>Amanda will complete a ten word spelling lesson with 80% accuracy in 40 minutes.</u>			

THE MEASURABLE ANNUAL GOAL AND SHORT-TERM OBJECTIVES WHICH REQUIRE RELATED SERVICES :
What does the student need to learn? What will the student be able to learn in a year?
What are the details of how the student will meet goals during the year?

In the example below, Amanda’s annual goal is to increase reading comprehension. To meet the annual goal, Amanda’s teacher identifies some intermediate steps or *benchmarks* for Amanda. Amanda will first give correct responses to 3 of 5 reading comprehension questions for each story in her reading book. After she meets that benchmark she will work toward correct answers to 4 out of the 5 questions. Another short term objective addresses longer term retention of the material that Amanda reads. At the end of each reading unit, Amanda will retain at least 60% of the information from the stories in the unit. Related service providers will not be directly involved with this goal, but will look for opportunities to help Amanda practice her reading skills in integrated settings.

Goals/Objectives: FOR STUDENTS THROUGH AGE 15

Measurable Annual Goal: Amanda will demonstrate comprehension of silent reading passages at the second grade level by verbally answering comprehension questions.	Progress will be measured as indicated below:		How will progress be reported to parents: Quarterly report
	Criteria 4 of 5 questions 8 of 10 sessions	Evaluation Procedures Daily data recorded in teacher grade book.	PROGRESS NOTES
Measurable Short-Term Objectives:			
1. <u>Amanda will give correct verbal responses to 3 of 5 Teacher Guide questions presented orally after each reading story.</u>			
2. <u>Amanda will give correct verbal responses to 4 of 5 Teacher Guide questions presented orally after each reading story.</u>			
3. <u>Amanda will give correct verbal responses to 6 of 10 chapter and unit test comprehension questions.</u>			

SERVICES SUMMARY FOR AMANDA

In the example below, the instruction Amanda needs is listed on the IEP Services Summary Page under *Specially Designed Instruction*. She will receive Self-Feeding, Spelling and Reading Comprehension instruction from the classroom staff within the context of her daily activities, as described on the goal sheets on the previous pages. The coordination/consultation provided to the classroom staff is listed for the occupational therapist under *Related Services* and for the physical therapist under *Supplementary Aids and Services*. Either option is acceptable. The occupational therapist and physical therapist are providing supports and instruction to Amanda in her feeding and PE programs. The occupational therapist will provide her with initial instruction for self-feeding during September and October. The instruction is listed under *Related Services* as "OT for Self Feeding". As shown below, the occupational therapist's related services are described on two lines to clearly represent her/his activities. If needed, a page may be attached to the IEP describing the characteristics of service for occupational therapy in more detail.

Part B: Oregon Standard INDIVIDUALIZED EDUCATION PROGRAM

To be used in conjunction with Individualized Education Program, Part A: IEP Guidelines for Completion

Student's Name: Amanda	District:	Grade:
Gender:	Home School:	IEP Meeting Date:
Date of Birth (month/day/year):	Attending School/District:	Reevaluation Due:
Identifying Number:	Disability Code:	Case Manager:

IEP Meeting Participants:		
Parent(s): _____	Regular Education Teacher: _____	Other: _____
Special Education Teacher / Provider: _____	Student: _____	Other: _____
District Representative: _____	Individual Interpreting Evaluations: _____	Other: _____

Service Summary (continue on next page if necessary)

	Anticipated Amount/Frequency	Anticipated Location	Starting Date	Ending Date	Provider: e.g. LEA, ESD, Regional
Specially Designed Instruction					
<u>Self Feeding</u>	<u>45 min/day</u>	<u>Cafeteria</u>	<u>11/15/02</u>	<u>9/15/03</u>	<u>LEA Classroom Staff</u>
<u>Spelling</u>	<u>45 min/week</u>	<u>Classroom</u>	<u>9/15/02</u>	<u>9/15/03</u>	<u>LEA Classroom Staff</u>
<u>Reading Comprehension Skills</u>	<u>30 min/day</u>	<u>Classroom</u>	<u>9/15/02</u>	<u>9/15/03</u>	<u>LEA Classroom Staff</u>
Related Services					
<u>OT for Self Feeding</u>	Anticipated Amount/Frequency	Anticipated Location	Starting Date	Ending Date	Provider:
<u>OT Consultation to classroom for feeding, computer and general access</u>	<u>45 min/2 X per month</u>	<u>Cafeteria</u>	<u>9/15/02</u>	<u>11/15/03</u>	<u>Regional OT</u>
	<u>30 min/2 X per month</u>	<u>Classroom</u>	<u>9/15/02</u>	<u>9/15/03</u>	<u>Regional OT</u>
Supplementary Aids/Services; Modifications & Accommodations					
<u>PT Coordination with PE Teacher for accommodations</u>	Anticipated Amount/Frequency	Location	Starting Date	Ending Date	Provider:
	<u>30 min/month</u>	<u>Gym</u>	<u>9/15/02</u>	<u>9/15/03</u>	<u>Regional PT</u>
<u>AT Consultation to Team for software selection</u>	<u>30 min/ quarterly</u>	<u>Classroom</u>	<u>9/15/02</u>	<u>9/15/03</u>	<u>AT Specialist</u>
Supports to School Personnel					
<u>OT Training to Cafeteria Staff for food preparation</u>	Anticipated Amount/Frequency	Anticipated Location	Starting Date	Ending Date	Provider:
	<u>Once in September</u>	<u>Cafeteria</u>	<u>9/15/02</u>	<u>9/15/02</u>	<u>Regional OT</u>

SECTION 2 THE IEP SERVICES SUMMARY

The first page of the IEP document is a summary of the services and other supports to be provided to the student. The various sections of the *Services Summary* tell about the services that will be provided with the student present or on behalf of the student. On the following pages are examples of ways that the activities of related service providers might be documented in the *Services Summary*.

QUESTIONS TO BE ANSWERED IN THE IEP SERVICES SUMMARY

IEP SECTIONS	QUESTION TO BE ANSWERED
SPECIALLY DESIGNED INSTRUCTION	<i>In what areas does the student need specially designed instruction to make progress on goals and objectives in the IEP?</i>
RELATED SERVICES	<i>What services does the student need to benefit from specially designed instruction?</i>
SUPPLEMENTARY AIDS /SERVICES; ACCOMMODATIONS & MODIFICATIONS	<i>What supports and services does the student need in order to be involved with and access the curriculum?</i>
SUPPORTS FOR SCHOOL PERSONNEL	<i>What supports will be provided to school staff on behalf of the student?</i>

SECTIONS OF THE IEP WHICH ADDRESS SERVICES TO BE PROVIDED

The IEP includes a summary of the services that the IEP team has decided the student needs. The *IEP Services Summary* page tells what instruction and support will be provided to the student. These services are clearly delineated throughout the rest of the document. Everything in the IEP is important, regardless of where it is listed in the document.

Specially Designed Instruction:

- **Answers the question:** “In what areas does the student need specially designed instruction to make progress on goals and objectives in the IEP?”
- **Definition:** Adaptation of the content, method or delivery of instruction to address the unique needs of the child that result from the child’s disability.
- **Description:** When a student needs to be taught a new skill or taught in a way that is not offered in the general curriculum, the time that will be spent teaching that skill is listed as *Specially Designed Instruction* (SDI). SDI must be provided by, or under the supervision of, qualified teachers. (In Oregon, Speech Language Pathologists and Orientation and Mobility Instructors are considered Qualified Teachers). A related service provider may provide training to the staff or to a therapy assistant to help them teach the new skills. When primary instruction on a goal will be provided by school staff *with coordination* or *consultation from* the related service provider, the instruction is listed under SDI, with the school listed as the *Provider*. (See example, Page 18-19). The related service provider’s consultation would be listed under *Related Services, Supplementary Aids/Services; Modifications & Accommodations, or Supports for School Personnel* as appropriate.

Related Services:

- **Answers the question:** “What services does the student need to benefit from specially designed instruction?”
- **Definition:** Transportation, and such developmental, corrective, and other supportive services...as may be required to assist a student with a disability to benefit from special education, and includes the early identification and assessment of disabling conditions in students.
- **Description:** Occupational therapists, physical therapists, speech-language pathologists and nurses are all listed in IDEA as related service providers. (In Oregon, Speech Language Pathologists and Orientation and Mobility Specialists may also provide specially designed instruction). Related services include activities such as direct service, ongoing assessment, trial of equipment, regular observation, development of recommendations for implementing the student’s plan, etc.. The *Related Services* section documents the related service provider’s time only. While the student may or may not be present during the delivery of a related service, the service must be related to a specific goal or goals in the student’s IEP. If consultation is the method of delivery, the IEP should indicate to whom the consultation will be provided and for what activity. If more than one strategy for delivery of related services is used, they may be listed separately within the *Related Services* section. (See examples, pages 10 and 22.) If necessary, another page may be added to the IEP pages to include more detail. The additional page(s) must include all criteria included on the cover sheet, (i.e. amount, frequency, etc).

Supplementary Aids/Services; Modifications & Accommodations:

- **Answers the question:** “What supports and services does the student need in order to be involved with and access the curriculum?”
- **Definition:** Activities and things which are necessary to create an environment that supports the student’s progress in the educational program.
- **Description:** “The term *Supplementary Aids and Services* means, aids, services, and other supports that are provided in regular education classes or other education-related settings to enable students with disabilities to be educated with nondisabled students to the maximum extent appropriate.” (*IDEA, Section 602 (29)*) The student may or may not be present during the delivery of supplementary aids and services. Many supplementary aids and services are provided to the student in particular situations, (e.g., “every day after 2:00”, “only on essay tests”). (See example on page 22.)

Supports for School Personnel:

- **Answers the question:** “What supports will be provided to school staff on behalf of the student?”
- **Definition:** Activities which help school personnel provide needed services to the student.
- **Description:** Help from related service providers is often needed to assist and support school staff in their work with a student. *Supports to School Personnel* may be a one-time event, a series of events, or ongoing throughout the school year. The student may or may not be present when *Supports to School Personnel* are delivered. It is important to record to whom the support will be delivered. (See example, Page 23.)

Anticipated Amount and Frequency:

- **Answers the question:** “How often and for how long will the service be delivered?”
- **Definition:** A *best estimate* of the amount of time necessary to complete the service.
- **Examples:** 15 minutes daily, after 2:00, during essay tests, 20 minutes per week, 45 minutes/month, 30 minutes quarterly.
- **Description:** It may be necessary to list *when*, or *under what circumstances* the service is needed to ensure clarity and accuracy of implementation of the service, (e.g., on written assignments of more than one paragraph). If a service is to be provided in a block of time, for example, when school starts in the fall, or during transition activities in the spring, it may be listed in that manner (e.g. “PT Consultation for physical access, 2 hours, before the beginning of the school year”). (See examples, Pages 20-23.) It is often difficult to estimate the amount of time an intervention may take. If a service consistently takes longer to perform than estimated on the services summary page, the IEP may be revised with the approval of the IEP team, by phone, if needed.

Anticipated Location:

- **Answers the question:** “Where will the service take place?”
- **Definition:** The location at which the service will be delivered.
- **Examples:** classroom, resource room, cafeteria, therapy room
- **Description:** One or more locations may be listed if the service will take place in more than one setting. (See examples pages 20-23)

Starting and Ending Date:

- **Answers the question:** “When will the service take place?”
- **Definition:** Identifies the exact date the service will be initiated, the duration of the service, and when the service will be completed.
- **Description:** *Starting and Ending Dates* should reflect the anticipated length of the intervention, even if the service will take less than a full year. (See example, Page 20.)

Provider:

- **Answers the question:** “Who will be responsible to assure that the service is provided?”
- **Definition:** The agency providing the service.
- **Description:** While IDEA does not require that the *Provider* of each service be listed on the IEP, the Oregon Department of Education (ODE) has made a space available for that purpose. If, to insure clarity, it is necessary to list a specific service provider as *Provider*, that person’s discipline, not name, should be listed. The *Provider* column is especially helpful in documenting commitments from an outside agency when staff from an agency other than the Local Educational Agency (LEA) provide a service. If the student is on the Regional census, it is important for census purposes that the Regional Program be listed as *Provider* of the Regional Program’s services. (See examples, Pages 20-23.)

THE PRESENT LEVEL OF EDUCATIONAL PERFORMANCE WHICH INCLUDES RELATED SERVICES:

What is the student doing now? What is the impact of the disability?

In addressing the student's Present Level of Educational Performance (PLEP), the IEP must reflect how the student's disability affects *involvement and progress in the general curriculum*, including needed adaptations or modifications to curriculum that may be necessary. The activities of related service providers might be included in the Present Level of Educational Performance to show the kind of help the student needs in order to perform. Below is an example a PLEP statement for a student who needs extensive related services for the coming year. The student's performance at the time of the IEP, as well as anticipated changes in that performance (such as a reduction in independence after surgery), are identified in this PLEP statement.

Student's name: **Nathan** Date: School district:

Present Levels of Educational Performance

The *Present Levels* statements must identify how student's disability affects involvement and progress in the general curriculum.

In developing the Present Levels of Educational Performance, the IEP team should consider:

- the strengths of the student;
- the concerns of the parents for enhancing the education of their student;
- the results of the initial or most recent evaluation (including functional and developmental information, as appropriate);
- the results of performance on state or district -wide assessment;
- for students age 14 and older, consider the student's preferences, needs, interests and post-school outcomes.

Nathan can say the s, z, and sh sounds during drill and practice in the Speech Room, but does not use them correctly with consistency in his daily language. Nathan decodes at a 3.1 grade level as a 4th grade student. He made six months progress last year as measured by the XXX reading test. Nathan is able to do addition up to 3 digits with no carrying, and 2-digit subtraction problems. Nathan is given extra time to complete written work involving more than one paragraph. His parents have requested an assistive technology assessment for writing. That assessment is due to be completed no later than (insert date). Nathan is independent in his wheelchair on flat areas of the campus but requires assistance to safely negotiate ramps to and from the upper level of the school. Nathan is learning to self-catheterize with instruction and supervision from the school nurse. He participates in PE with his class, with adaptations for some activities. The physical therapist consults with the PE teacher to help determine safe and appropriate PE modifications. Nathan is scheduled to have surgery this winter and will need post-surgery accommodations at school for mobility and access. Nathan has a variety of food allergies. He has a health protocol. His school lunches are modified to make sure that he is only provided with foods he can eat.

THE MEASURABLE ANNUAL GOAL AND SHORT TERM OBJECTIVE WHICH REQUIRE RELATED SERVICES :
What does the student need to learn? What will the student be able to learn in a year?
What are the details of how the student will meet goals during the year?

Related Services are included in a short-term objective when the student needs support to learn a particular skill that is associated with the broader educational goal. The goal typically has academic as well as other components.

In the example below, Nathan’s annual goal is to produce targeted speech sounds in everyday activities. Particular attention will be paid to this goal during oral reading lessons. The teacher and the SLP can easily keep data on Nathan’s performance during this activity which allows for clear demonstration of progress in generalization of Nathan’s new speech skills.

Goals/Objectives: FOR STUDENTS THROUGH AGE 15

Measurable Annual Goal: Nathan will correctly produce targeted speech sounds in the context of oral reading and classroom interactions.	Progress will be measured as indicated below:		How will progress be reported to parents: Quarterly report
	Criteria 90% consistency on s, z & sh sounds during three consecutive observations	Evaluation Procedures Weekly observation data recorded by Speech/Language Pathologist	PROGRESS NOTES
Measurable Short-Term Objectives: 1. <u>Nathan will correctly produce s, z and sh sounds during daily oral reading of a paragraph.</u> 2. <u>Nathan will correctly produce s, z and sh sounds in interactions with peers and teachers during classroom discussions of 10 minutes in duration.</u>			

THE MEASURABLE ANNUAL GOAL AND SHORT-TERM OBJECTIVE WHICH REQUIRE RELATED SERVICES :
What does the student need to learn? What will the student be able to learn in a year?
What are the details of how the student will meet goals during the year?

Nathan’s reading goal does not require the direct involvement of related service providers. However it is important that the related service providers as well as other team members know about this goal and the things Nathan will be expected to learn about reading so that they can collaborate with other team members in helping Nathan to generalize his reading skills. Some Speech, occupational therapy and physical therapy activities might also offer opportunities for Nathan to practice his new reading skills. In addition, the nurse might provide Nathan with written instructions for his self-catheterization.

Goals/Objectives: FOR STUDENTS THROUGH AGE 15

Measurable Annual Goal: Nathan will decode at the 3.7 grade level in oral reading group and in silent reading.	Progress will be measured as indicated below:		How will progress be reported to parents: Quarterly report
	Criteria With 80% accuracy on five consecutive passages	Evaluation Procedures Probe data recorded weekly in teacher grade book.	PROGRESS NOTES
Measurable Short -Term Objectives: 1. <u>Nathan will accurately decode words in daily oral reading assignments at the 3.7 grade level with an average of 80% accuracy.</u> 2. <u>Nathan will read 15 words per minute at the 3.7 grade level with an average of 70% accuracy for 4 of 5 days.</u> 3. <u>Nathan will give a correct verbal response to comprehension questions on daily oral reading with an average of 80% accuracy.</u> -			

THE MEASURABLE ANNUAL GOAL AND SHORT-TERM OBJECTIVE :

**What does the student need to learn? What will the student be able to learn in a year?
What are the details of how the student will meet goals during the year?**

Nathan’s math goal does not require the direct involvement of related service providers. However, it is important that the related service providers, as well as other team members, know about this goal and the things Nathan will be expected to learn about math. When they do, they can collaborate with other team members in helping Nathan to generalize his skills.

Goals/Objectives: FOR STUDENTS THROUGH AGE 15

Measurable Annual Goal: Nathan will accurately perform multi-digit addition and subtraction problems with up to three digits.	Progress will be measured as indicated below:		How will progress be reported to parents: Quarterly report
	Criteria 80% accuracy on ten consecutive daily calculations.	Evaluation Procedures Daily performance data.	PROGRESS NOTES
Measurable Short -Term Objectives: 1. <u>Nathan will correctly complete 3-digit addition problems requiring carrying, with an average of 80% accuracy over a five day period.</u> 2. <u>Nathan will correctly complete 2-digit subtraction problems requiring borrowing, with an average of 80% accuracy over a five day period.</u>			

THE MEASURABLE ANNUAL GOAL AND SHORT-TERM OBJECTIVE WHICH REQUIRE RELATED SERVICES :
What does the student need to learn? What will the student be able to learn in a year?
What are the details of how the student will meet goals during the year?

The physical therapist will be very much involved with teaching Nathan to successfully control his wheelchair. The therapist might work directly with Nathan and the school staff to identify the most effective and safe way for him to control his wheelchair on ramps. The school staff will make sure that Nathan has daily opportunities to practice the skills identified by the physical therapist and will keep daily data. Once the program is established, the physical therapist will observe Nathan once a month to note his progress, make needed changes to the program and teach staff new strategies to help Nathan learn. The *Specially Designed Instruction* will be carried out by the school staff. Physical therapy coordination will be listed as a related service on the *Services Summary Page* of the IEP.

Goals/Objectives: FOR STUDENTS THROUGH AGE 15

Measurable Annual Goal: Nathan will successfully control his wheelchair while moving both up and down campus ramps at a safe speed.	Progress will be measured as indicated below:		How will progress be reported to parents: Quarterly report
	Criteria 100% of opportunities for 6 weeks.	Evaluation Procedures Daily score card implemented by hall monitor.	PROGRESS NOTES
Measurable Short-Term Objectives: 1. <u>Nathan will successfully control his wheelchair while moving up ramps to the upper level of the campus without rolling backward during all opportunities over two weeks.</u> 2. <u>Nathan will keep his wheelchair at walking speed while moving down ramps from the upper level of the campus during all opportunities over a two week period.</u>			

THE MEASURABLE ANNUAL GOAL AND SHORT-TERM OBJECTIVE WHICH REQUIRE RELATED SERVICES :
What does the student need to learn? What will the student be able to learn in a year?
What are the details of how the student will meet goals during the year?

Nathan’s IEP team determined that he needed to learn to catheterize himself at school. The Nurse will develop the training protocol for this new skill and will closely supervise Nathan in performing this new skill for the first month. She will then train specific school staff members to help Nathan with this new skill and she will monitor the staff and Nathan on a regular basis. (Clean Intermittent Catheterization [CIC] is a delegated nursing task.) The activities of the nurse will be listed under *Related Services* on the *Services Summary* section of the IEP. Classroom staff will be identified as the providers of the daily monitoring and instruction for Nathan on this goal. They will collect data on Nathan’s performance each time he practices CIC.

Goals/Objectives: FOR STUDENTS THROUGH AGE 15

Measurable Annual Goal: Nathan will use a protocol for Clean Intermittent Catheterization (CIC) which has been approved by the school nurse. He will correctly implement all steps in the protocol without prompts.	Progress will be measured as indicated below:		How will progress be reported to parents: Quarterly report
	Criteria Steps 1-15 complete in a maximum of 30 minutes, 100% of opportunities.	Evaluation Procedures Daily CIC protocol checklist	PROGRESS NOTES
Measurable Short -Term Objectives: 1. <u>Nathan will complete steps 1-8 of the CIC protocol for 3 of 4 days with supervision from the school nurse and no more than 3 verbal corrections</u> 2. <u>Nathan will verbally instruct the school nurse to complete steps 9-15 of the CIC protocol for 3 of 4 days with no more than 3 verbal prompts.</u> 3. <u>Nathan will complete all steps of the CIC protocol with supervision from the health room assistant and no more than three verbal prompts for 3 of 4 days.</u> -			

SPECIALLY DESIGNED INSTRUCTION:

In what areas does the student need specially designed instruction to make progress on goals and objectives in the IEP?

When a student needs to be taught a new skill, the time that will be spent teaching that new skill should be listed under Specially Designed Instruction. Note that while IDEA does not require that the provider be listed on the IEP, ODE has made a space available for that purpose on the Oregon IEP form *Services Summary* page. When staff from an agency other than the LEA provide the service, this column is especially helpful in documenting commitments from an outside agency. Starting and ending dates should reflect the length of the instruction, even if the instruction will take less than one year. In Oregon, related service providers may not be listed as the provider for specially designed instruction. (Speech Language Clinicians and Orientation and Mobility Specialists may provide specially designed instruction because they are licensed by the Teacher Standards and Practices Commission.)

Part B: Oregon Standard INDIVIDUALIZED EDUCATION PROGRAM

To be used in conjunction with Individualized Education Program, Part A: IEP Guidelines for Completion

Student's Name: Nathan	District:	Grade:
Gender:	Home School:	IEP Meeting Date:
Date of Birth (month/day/year):	Attending School/District:	Reevaluation Due:
Identifying Number:	Disability Code:	Case Manager:

IEP Meeting Participants:		
Parent(s): _____	Regular Education Teacher: _____	Other: _____
Special Education Teacher / Provider: _____	Student: _____	Other: _____
District Representative _____	Individual Interpreting Evaluations: _____	Other: _____

Service Summary (continue on next page if necessary)

Specially Designed Instruction	Anticipated Amount/Frequency	Anticipated Location	Starting Date	Ending Date	Provider e.g. LEA, ESD, Regional
Oral Language	20 min. week	Gen Ed Classroom	9/15/03	9/15/04	ESD SLP
Reading	30 min. daily	Resource Room	9/15/03	9/15/04	LEA Classroom Staff
Math	30 min. daily	Resource Room	9/15/03	9/15/04	LEA Classroom Staff
Independent Mobility	4 times daily	To/From Cafeteria	9/15/03	9/15/04	LEA Staff
Self-Catheterization	2 times daily	Healthroom Bathrm	10/15/03	9/15/04	LEA Staff
Related Services	Anticipated Amount/Frequency	Anticipated Location	Starting Date	Ending Date	Provider:
Supplementary Aids/Services; Modifications & Accommodations	Anticipated Amount/Frequency	Anticipated Location	Starting Date	Ending Date	Provider:
Supports for School Personnel	Anticipated Amount/Frequency	Anticipated Location	Starting Date	Ending Date	Provider:

RELATED SERVICES:

What services does the student need to benefit from Specially Designed Instruction?

Related services can include activities that may or may not take place with the student present. Related services can include activities such as on-going assessment, trial of equipment, direct intervention, regular observation, development of recommendations for implementing the student’s plan, etc. Beginning and ending dates of the related services should be specified, along with the location where services will take place.

In this example, Nathan will learn to do self-catheterization. The school nurse will instruct him in this new skill daily from September 15 to November 15. After this time, the team anticipates that the student will know all the steps to self-catheterization. If primary instruction on a collaborative goal will be provided by someone other than the related service provider, (e.g. school staff, with consultation from the related service provider), the instruction should be listed under Specially Designed Instruction. The related service provider’s activities would be listed under Related Services. In this example, the nurse will work directly with the student for 30 minutes daily for one month. After that she will delegate the nursing task to trained classroom staff and monitor the program twice a month.

The occupational therapist will provide consultation to the classroom staff to make sure that Nathan’s computer-use program is working well and identify new equipment or software that is needed. The ESD’s physical therapist will come to the school to monitor Nathan’s progress in wheelchair mobility. When she is there, she will check his equipment and make sure that everything is working well and that Nathan is making progress.

Service Summary (continue on next page if necessary)

	Anticipated Amount/Frequency	Anticipated Location	Starting Date	Ending Date	Provider e.g. LEA, ESD, Regional
<u>Specially Designed Instruction</u>					
<u>Oral Language</u>	<u>20 min. weekly</u>	<u>Gen Ed Classroom</u>	<u>9/15/03</u>	<u>9/15/04</u>	<u>ESD SLP</u>
<u>Reading</u>	<u>30 min. daily</u>	<u>Resource Room</u>	<u>9/15/03</u>	<u>9/15/04</u>	<u>LEA Classroom Staff</u>
<u>Math</u>	<u>30 min. daily</u>	<u>Resource Room</u>	<u>9/15/03</u>	<u>9/15/04</u>	<u>LEA Classroom Staff</u>
<u>Independent Mobility</u>	<u>4 times daily</u>	<u>To/From Cafeteria</u>	<u>9/15/03</u>	<u>9/15/04</u>	<u>LEA Staff</u>
<u>Self-Catheterization</u>	<u>2 times daily</u>	<u>Healthroom Bathrm</u>	<u>9/15/03</u>	<u>9/15/04</u>	<u>LEA Staff</u>
-					Provider:
<u>Related Services</u>	Anticipated Amount/Frequency	Anticipated Location	Starting Date	Ending Date	<u>LEA Nurse</u>
<u>Self-Catheterization Instruction</u>	<u>30 min. daily</u>	<u>Healthroom Bathrm</u>	<u>9/15/03</u>	<u>10/15/04</u>	<u>LEA Nurse</u>
<u>Monitor Delegated Catheterization Training</u>	<u>30 min/2 X month</u>	<u>Healthroom Bathrm</u>	<u>10/15/03</u>	<u>9/15/04</u>	<u>LEA PT</u>
<u>PT Coordinationfor Independent Mobility</u>	<u>30 min. month</u>	<u>School Campus</u>	<u>9/15/03</u>	<u>9/15/04</u>	<u>ESD OT</u>
<u>OT Consultation to classroom for Writing</u>	<u>15 min/2 X month</u>	<u>Gen Ed Classroom</u>	<u>9/15/03</u>	<u>9/15/04</u>	
<u>Supplementary Aids/Services; Modifications & Accommodations</u>	Anticipated Amount/Frequency	Anticipated Location	Starting Date	Ending Date	Provider:
<u>Supports for School Personnel</u>	Anticipated Amount/Frequency	Anticipated Location	Starting Date	Ending Date	Provider:

SUPPLEMENTARY AIDS /SERVICES; MODIFICATIONS & ACCOMMODATIONS:

What supports and services does the student need in order to be involved with and access the curriculum?

The term *supplementary aids and services* means, “aids, services, and other supports that are provided in regular education classes or other education-related settings to enable children with disabilities to be educated with nondisabled children to the maximum extent appropriate.” (*IDEA, Section 602 (29)*). The student may or may not be present when *Supplementary Aids/Services; Modifications & Accommodations* are provided. Examples may include activities such as preparation of individualized materials, construction of seating adaptations, research of resources, extra time given for transitions, etc.

In documenting *Supplementary Aids/Services; Modifications & Accommodations*, the amount and frequency may be more descriptive than specific. Related service providers can: (a) List a *best estimate* of the amount of time necessary to complete the service, **OR** (b) List *when* the service is needed (e.g., after 2:00, during essay tests, etc.).

Anticipated starting and ending dates should also be listed to identify when the service will take place (throughout the school year, over the course of a month or semester, etc). It is often difficult to estimate the length of time a supplementary aid or service may take. If a service consistently takes longer to perform than estimated on the *Services Summary page* (e.g., materials fabrication), the IEP may be revised with the approval of the IEP team, by phone, if needed.

	Anticipated Amount/Frequency	Anticipated Location	Starting Date	Ending Date	Provider e.g. LEA, ESD, Regional
Specially Designed Instruction					
<u>Oral Language</u>	<u>20 min. weekly</u>	<u>Gen Ed Classroom</u>	<u>9/15/03</u>	<u>9/15/04</u>	<u>ESD SLP</u>
<u>Reading</u>	<u>30 min. daily</u>	<u>Resource Room</u>	<u>9/15/03</u>	<u>9/15/04</u>	<u>LEA Classroom Staff</u>
	<u>30 min. daily</u>	<u>Resource Room</u>	<u>9/15/03</u>	<u>9/15/04</u>	<u>LEA Classroom Staff</u>
<u>Math</u>	<u>4 times daily</u>	<u>To/From Cafeteria</u>	<u>9/15/03</u>	<u>9/15/04</u>	<u>LEA Staff</u>
<u>Independent Mobility</u>	<u>2 times daily</u>	<u>Healthroom Bathrm</u>	<u>9/15/03</u>	<u>9/15/04</u>	<u>LEA Staff</u>
<u>Self-Catheterization</u>					
Related Services	Anticipated Amount/Frequency	Anticipated Location	Starting Date	Ending Date	Provider:
<u>Self-Catheterization Instruction</u>	<u>30 min. daily</u>	<u>Healthroom Bathrm</u>	<u>9/15/03</u>	<u>10/15/04</u>	<u>LEA Nurse</u>
<u>Monitor Delegated Catheterization Training</u>	<u>30 min/2 X month</u>	<u>Healthroom Bathrm</u>	<u>10/15/03</u>	<u>9/15/04</u>	<u>LEA Nurse</u>
<u>PT for Independent Mobility</u>	<u>30 min. month</u>	<u>School Campus</u>	<u>9/15/03</u>	<u>9/15/04</u>	<u>ESD PT</u>
<u>OT Consultation to classroom for Writing</u>	<u>15 min/ 2 X month</u>	<u>Gen Ed Classroom</u>	<u>9/15/03</u>	<u>9/15/04</u>	<u>ESD OT</u>
Supplementary Aids/Services; Modifications & Accommodations	Anticipated Amount/Frequency	Anticipated Location	Starting Date	Ending Date	Provider:
<u>Extra Time for Written Work</u>	<u>All writing > 1 paragraph</u>	<u>Gen Ed Classroom</u>	<u>9/15/03</u>	<u>9/15/04</u>	<u>LEA</u>
<u>OT Fabrication- keyboard tray for computer</u>	<u>Two 30 minute sessions</u>	<u>ESD Shop</u>	<u>9/15/03</u>	<u>9/15/04</u>	<u>ESD OT</u>
<u>Computer for written assignments</u>	<u>All writing > 2 sentences</u>	<u>Gen Ed Classroom</u>	<u>9/15/03</u>	<u>9/15/04</u>	<u>LEA</u>
Supports for School Personnel	Anticipated Amount/Frequency	-	Starting Date	Ending Date	Provider:
		Anticipated Location			

SUPPORTS FOR SCHOOL PERSONNEL:

What will service providers do with school staff on behalf of the student?

Help from related service providers is often needed to assist and support school staff in their work with a student. *Supports for Personnel* may be a one-time event, a series of events, or ongoing throughout the school year. The student may or may not be present. Examples may include activities such as inservice training to classroom staff, communicating with outside medical providers, attending meetings about the student, etc.

Nathan will be learning to control his wheelchair and will also be participating in physical education classes that have been modified so that he can participate. The physical therapist will provide one-time training sessions twice each year to the Adaptive PE teacher to discuss the wheelchair's operation and Nathan's physical limitations. The school nurse will teach the cafeteria staff about Nathan's particular dietary needs. These services are listed in the *Supports for School Personnel* section of the Services summary page. (Note that consultation may be listed under *Related Services* if the consultation is related to a student goal or under either *Supports for School Personnel*; *Supplementary Aids/Services, Modifications & Accommodations* to ensure access to the curriculum .)

Service Summary (continue on next page if necessary)

Specialty	Anticipated Amount/Frequency	Anticipated Location	Starting Date	Ending Date	Provider e.g. LEA, ESD, Regional
<u>Oral Language</u>	<u>20 min. weekly</u>	<u>Gen Ed Classroom</u>	<u>9/15/03</u>	<u>9/15/04</u>	<u>ESD SLP</u>
<u>Reading</u>	<u>30 min. daily</u>	<u>Resource Room</u>	<u>9/15/03</u>	<u>9/15/04</u>	<u>LEA Staff</u>
<u>Math</u>	<u>30 min. daily</u>	<u>Resource Room</u>	<u>9/15/03</u>	<u>9/15/04</u>	<u>LEA Staff</u>
<u>Independent Mobility</u>	<u>4 times daily</u>	<u>To/From Cafeteria</u>	<u>9/15/03</u>	<u>9/15/04</u>	<u>LEA Staff</u>
<u>Catheterization</u>	<u>2 times daily</u>	<u>Healthroom Bathrm</u>	<u>9/15/03</u>	<u>9/15/04</u>	<u>LEA Staff</u>
Related Services	Anticipated Amount/Frequency	Anticipated Location	Starting Date	Ending Date	Provider:
<u>Catheterization Instruction</u>	<u>30 min. daily</u>	<u>Healthroom Bathrm</u>	<u>9/15/03</u>	<u>10/15/04</u>	<u>LEA Nurse</u>
<u>Monitor Delegated Catheterization Training</u>	<u>30 min/2 X month</u>	<u>Healthroom Bathrm</u>	<u>10/15/03</u>	<u>9/15/04</u>	<u>LEA Nurse</u>
<u>PT for Independent Mobility</u>	<u>30 min. month</u>	<u>School Campus</u>	<u>9/15/03</u>	<u>9/15/04</u>	<u>ESD PT</u>
<u>OT Consultation to classroom for Writing</u>	<u>15 min/ 2 X month</u>	<u>Gen Ed Classroom</u>	<u>9/15/03</u>	<u>9/15/04</u>	<u>ESD OT</u>
Supplementary Aids/Services; Modifications & Accommodations	Anticipated Amount/Frequency	Anticipated Location	Starting Date	Ending Date	Provider:
<u>Extra Time for Written Work</u>	<u>All writing > 2 sentences</u>	<u>Gen Ed Classroom</u>	<u>9/15/03</u>	<u>9/15/04</u>	<u>LEA</u>
<u>OT Fabrication - keyboard tray for computer</u>	<u>Two 30 minute sessions</u>	<u>ESD Shop</u>	<u>9/15/03</u>	<u>9/15/04</u>	<u>ESD OT</u>
<u>Computer for written assignments</u>	<u>All writing > 2 sentences</u>	<u>Gen Ed Classroom</u>	<u>9/15/03</u>	<u>9/15/04</u>	<u>ESD OT</u>
Supports for School Personnel	Anticipated Amount/Frequency	Anticipated Location	Starting Date	Ending Date	Provider:
<u>Training to Kitchen Staff for diet preparation</u>	<u>One time in September</u>	<u>Cafeteria</u>	<u>9/15/03</u>	<u>10/1/03</u>	<u>LEA</u>
<u>PT consult with PE Teacher for adaptations</u>	<u>30 min/2X year</u>	<u>Gym</u>	<u>9/15/03</u>	<u>9/15/04</u>	<u>LEA Nurse</u>
					<u>ESD PT</u>

OTHER DOCUMENTATION CONCERNS OF RELATED SERVICE PROVIDERS

1. Need for Additional Information:

During some IEP meetings, a team member asks a question which cannot be answered with the available information. When this happens, the team should initiate an assessment by completing the *Prior Notice and Consent for Evaluation* form. If an assessment is needed, the team should develop the IEP using existing information and initiate an assessment. Once an assessment is initiated (i.e. when the parent signs the permission to evaluate), the agency has sixty school days to complete it. For example, if the purpose of the assessment is to decide whether an Assistive Technology device works for a student, then the team has sixty days to complete that assessment. (See example, page 15.)

2. Section 504 Plans: Documenting Services to a student who needs related services, but does not need specially designed instruction

- **Answers the question:** “What supports will the student need to have access to the general curriculum and other school activities?”
- **Definition:** The student does not need individually designed instruction, *and* the student has some condition which is considered to be a disability because it adversely impacts a major life function at school, such as walking, learning, or breathing.
- **Description:**
There is no standard Oregon 504 Plan form. Each local education agency develops its own set of forms for recording the accommodations needed by a student who is eligible for services under Section 504. Many of the ideas and concepts included in this document may also be applied to the writing of 504 Plans. Students who have 504 Plans may require related services in order to gain access to the general education curriculum.
- **Example:** A student is paralyzed from the waist down and has full use of his hands. The student is in high school and has completed his physical education requirement. He is able to complete a full academic program. (The student does not require special education.) The student receives special transportation to attend school. As a part of the plan, the school arranges for a physical therapist to visit the school each time his class schedule changes to make sure that he has full access to the school building. (The student needs accommodations under Section 504.)

References:

Oregon Standard IEP, Oregon Department of Education, 2000. <http://www.ode.state.or.us/sped/iep/iepform.htm>

“*Physical and Occupational Therapy in Educational Settings*”, RSOI, February, 2001. <http://www.rsoi.org>