

Cyclical Monitoring At-A-Glance

An Overview

Introduction

To provide accountability for its local education agencies (LEAs) and ensure implementation of the Individuals with Disabilities Education Act (IDEA), the Office of Enhancing Student Opportunities (OESO) conducts cyclical monitoring on a three-year cycle. Cyclical monitoring ensures that OESO monitors each LEA to examine LEA compliance with federal and state special education requirements related to its selected priority areas at least once every three years and allows for collection of any monitoring data needed for SPP/APR reporting from each district at least once every three years. Cyclical monitoring can be done through a district review that is verified by OESO or through on-site monitoring activities facilitated or directed by OESO.

Overview

Cyclical monitoring occurs each fall, from August to January. The selection of LEAs identified for cyclical monitoring in a specific year is referred to as a cohort. Each LEA cohort is notified of the upcoming monitoring activities and OESO holds a training annually for LEAs selected for cyclical monitoring. OESO seeks to notify each LEA that will be monitored at least 30 days prior to the scheduled monitoring activities. The notification includes the areas that will be monitored, the timeline of monitoring activities, and how to access OESO supports.

Specific monitoring activities, whether district-led or OESO-directed, may include file reviews, policy and procedure reviews, classroom observations, staff interviews, and focus groups. Cyclical monitoring activities and areas are determined and organized for each LEA based on their data, the Annual LEA Risk Assessment, and state priorities.

In preparation for notifying LEAs of their monitoring activities, OESO uses the LEA Risk Assessment and other data to determine:

- Which of the six priority areas will be the focus of cyclical monitoring activities? Priority areas include: Least Restrictive Environment (LRE), Individualized Education Program (IEP), Free Appropriate Public Education (FAPE), Discipline, Secondary Transition, and an OESO-determined emerging or emergency priority area.
- How many and which priority areas OESO or the LEA is required to complete as a part of cyclical monitoring. This information is differentiated based on each LEA's data.
- Whether cyclical monitoring will be on-site and directed by OESO or a district-led review that is validated by OESO.
- Which monitoring activities (e.g., district review, on-site review, interviews, observations) will be required and which may be optional.
- The number of validation checks OESO will conduct on district review results.

OESO reserves the right to direct and require any LEA to complete specific activities, activities focused on specific student groups, or activities focused on specific students as part of monitoring activities. Based on the results of the district review, OESO may determine that additional reviews by the state are needed, including reviews conducted through desk audits or on-site monitoring.

Need Support?

Additional information about these processes is available in the *Oregon Special Education General Supervision Framework*. Your District Support Specialist is also available to provide support as needed throughout this process.

Priority Area 1: Least Restrictive Environment (LRE)



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Priority Area 1: Least Restrictive Environment (LRE)

Under 34 CFR § 300.114, “to the maximum extent appropriate,” students experiencing disabilities, including those in public or private institutions or other care facilities, are educated with children who do not experience disabilities. Special classes, separate schooling, or other removal from the general education environment occurs only when the nature or severity of the student’s disability is such that education in general education classes, with the use of supplementary aids and services, cannot be achieved satisfactorily.

The Individuals with Disabilities Education Act (IDEA) requires that Local Educational Agencies (LEAs) provide a full continuum of alternative placements. These range from general education classrooms with support to more restrictive settings, such as special classes, special schools, and home or hospital settings. The IEP team is tasked with determining the most appropriate educational placement in the least restrictive environment (LRE) that meets the student’s unique needs arising from their disability.

To the maximum extent appropriate, children with disabilities, including children in public or private institutions or other care facilities, are educated with children who are nondisabled...

The purpose of this priority area is to ensure that placement decisions are individualized and determined in accordance with IDEA regulations. It aims to assess whether students experiencing disabilities are educated in settings that allow them to be included to the greatest extent appropriate while receiving the necessary supports. LEAs must document that placement decisions are made based on each student’s individual needs and not solely on factors such as disability category, availability of special education services, or administrative convenience. In making these determinations, the team considers the potential benefits and possible detrimental effects of placement options and strives to support the student’s participation in the general education environment whenever possible.

To comply with these requirements, LEAs must ensure that students experiencing disabilities have access to the general education curriculum and are provided with appropriate supplementary aids and services. These supports should be designed to facilitate the student’s success in the least restrictive environment. The placement process is designed to be collaborative, involving input from educators, parents, and, when appropriate, the student.

This review process provides LEAs with the opportunity to examine their practices and make necessary adjustments to support the inclusion of students experiencing disabilities. The outcomes of these reviews should help schools and districts review and improve their placement practices, increase support for high quality inclusion, improve educational outcomes for students experiencing disabilities, and ensure compliance with IDEA regulations.

By using this protocol, the LEA will respond to a series of questions to explore whether it is meeting critical components related to least restrictive environment. If noncompliance is found in this area, it is recommended that the LEA correct these findings as soon as possible. In all cases, noncompliance must be corrected no more than one year from the ODE's written notification. Additionally, when noncompliance could cause a student to be denied 10 or more instructional days, the LEA must correct according to the shortened timeline outlined in OAR 581-015-2015.

LEAST RESTRICTIVE ENVIRONMENT (LRE)

RECORD REVIEW ITEM: LRE-1 - 34 CFR § 300.116(a)

Record Review Item	Potential Documentation
<p>Placement Determined by Knowledgeable Group:</p> <p>The placement decision was made by a group of individuals, including the parents and other individuals knowledgeable about:</p> <ul style="list-style-type: none">• the student;• the meaning of evaluation data; and• placement options	<ul style="list-style-type: none">• Special Education Placement Determination• Prior Written Notice• Notice of Team Meeting, showing parent invitation• Records of LEA attempts to secure parent attendance at IEP meeting where placement was determined• Meeting notes
Evidence of Compliance	
<p><input type="checkbox"/> YES</p> <p>Mark YES if there is evidence that any of the following are true:</p> <ul style="list-style-type: none">• the placement decision was made by a knowledgeable group, including the parent, with individuals clearly identified and documented as having knowledge about the student, evaluation data, and placement options;• the placement decision was made by a knowledgeable group, with individuals clearly identified and documented as having knowledge about the student, evaluation data, and placement options. The parent was invited to participate in the meeting, but did not attend, and this is clearly documented.	<p><input type="checkbox"/> NO</p> <p>Mark NO if there is evidence that any of the following are true:</p> <ul style="list-style-type: none">• the placement decision was not made by a knowledgeable group;• the parent was not invited to the meeting.

RECORD REVIEW ITEM: LRE-2 - 34 CFR § 300.116(b)

Record Review Item	Potential Documentation
<p>Placement Decision:</p> <p>The file's documentation demonstrates that the student's placement was:</p> <ul style="list-style-type: none">• determined annually, at a minimum;• based on the student's needs as indicated in the IEP;• as close as possible to the student's home;• resulted in the student being educated in the school that they would attend if nondisabled unless the IEP requires another arrangement.	<ul style="list-style-type: none">• Meeting Notes• IEP – Present levels of academic achievement and functional performance, Specially Designed Instruction, Related Services and/or Special Factors, Nonparticipation Justification, demographic page• Student Information System showing resident school and attending school• Documentation of parent choice if the student is not attending their resident school due to parent choice• Other relevant information used to make placement decisions during the IEP process• Special Education Placement Determination
Evidence of Compliance	
<p><input type="checkbox"/> YES</p> <p>Mark YES if the evidence indicates that placement decisions are made in conformity with all of the LRE provisions below:</p> <ul style="list-style-type: none">• determined annually, at a minimum;• based on the student's needs as indicated in the IEP;• as close as possible to the student's home; and• resulted in the student being educated in the school that they would attend if nondisabled unless the IEP requires another arrangement. <p>Note: Special factors or justifications requiring a more restrictive placement decision may be considered as evidence of compliance if there is also evidence that the above factors were considered.</p>	<p><input type="checkbox"/> NO</p> <p>Mark NO if the evidence indicates that either of the following are true:</p> <ul style="list-style-type: none">• placement decisions are not made in conformity with any of the required LRE provisions as listed above;• placement decision is not supported by information within the student's IEP.

RECORD REVIEW ITEM: LRE-3 - 34 CFR § 300.320(a)(4)

Record Review Item	Potential Documentation
<p>Accommodations and Modifications Included and Aligned with Present Levels:</p> <p>The IEP documents appropriate accommodations and modifications based on the student's needs, enabling the child to be involved and make progress in the general education curriculum and participate in extracurricular and non-academic activities with peers.</p>	<ul style="list-style-type: none"> • IEP – Present levels of academic achievement and functional performance • IEP – Service summary • Evaluation results • Meeting notes • Progress reports
Evidence of Compliance	
<p><input type="checkbox"/> YES</p> <p>Mark YES if there is evidence that all the following are true:</p> <ul style="list-style-type: none"> • the accommodations and modifications were reviewed annually; and • the accommodations and modifications documented in the IEP are based on the needs of the student and align with the student's present levels of academic achievement and functional performance. 	<div data-bbox="656 831 1084 1724"> <p><input type="checkbox"/> NO</p> <p>Mark NO if there is evidence that any of the following are true:</p> <ul style="list-style-type: none"> • the accommodations and modifications were not reviewed annually; • the accommodations and modifications are present, but they are not based on the needs of the student and do not align with the student's present levels of academic achievement and functional performance; • the IEP team did not consider accommodations and modifications for this student. </div> <div data-bbox="1097 831 1421 1465"> <p><input type="checkbox"/> NOT APPLICABLE</p> <p>Mark N/A if the evidence indicates the IEP team considered the need for accommodations and modifications at least annually, and determined they are not needed at this time based on the student's needs as identified in the present levels of academic achievement and functional performance.</p> </div>

RECORD REVIEW ITEM: LRE-4 - 34 CFR § 300.324(a)(2)(i-v)

Record Review Item	Potential Documentation
<p>Special Factors Addressed:</p> <p>The IEP team considered special factors including:</p> <ul style="list-style-type: none">• the use of positive behavioral interventions and supports, and other strategies, to address the behavior of a student whose behavior impedes their learning or the learning of others;• the language needs of a child with limited English proficiency, as those needs relate to the child's IEP;• the use of Braille in the case of a child who is blind or visually impaired unless the IEP team determines, after an evaluation of the child's reading and writing skills, needs, and appropriate reading and writing media (including an evaluation of the child's future needs for instruction in Braille or the use of Braille), that instruction in Braille or the use of Braille is not appropriate for the child;• the communication needs of the child, and in the case of a child who is deaf or hard of hearing, consider the child's language and communication needs, opportunities for direct communications with peers and professional personnel in the child's language and communication mode, academic level, and full range of needs, including opportunities for direct instruction in the child's language and communication mode; and• whether the child needs assistive technology devices and services.	<ul style="list-style-type: none">• IEP – Present levels of academic achievement and functional performance• IEP – Special factors• IEP – Service summary• Meeting notes• Functional Behavioral Assessment/Behavior Intervention Plan• Evaluation reports

Evidence of Compliance

☐ **YES**

Mark **YES** if there is evidence that **all** the following are true:

- considered the existence of special factors;
- that special factors apply to this student; **and**
- appropriately addressed the applicable special factors in the student's IEP.

☐ **NO**

Mark **NO** if there is evidence that any of the following are true:

- the IEP team did **not** consider one or more required special factors;
- the IEP team considered all required special factors, determined that one or more special factors applied to this student, **and did not** appropriately address the applicable special factors in the student's IEP.

☐ **NOT APPLICABLE**

Mark **N/A** if the evidence indicates the IEP team considered the existence of special factors and determined the special factors do not apply for this student (e.g., addressed each special factor by indicating "no" on all), and the record demonstrates that the decision was based on the needs of the student and aligns with the student's present levels of academic achievement and functional performance.

RECORD REVIEW ITEM: LRE-5 - 34 CFR § 300.116 & 300.320(a)(5)

Record Review Item	Potential Documentation
<p>Placement in Least Restrictive Environment:</p> <p>The placement determination documents that the student with a disability was removed from the regular educational environment only if the nature or severity of the disability was such that education in regular classes with the use of supplementary aids and services could not be achieved satisfactorily including documentation of the following elements:</p> <ul style="list-style-type: none">• clearly identifies the selected and/or rejected placement(s), including consideration of each lesser restrictive placements than the one selected;• the placement options included the consideration of meeting the student’s needs in the general education classroom;• the use of supplementary aids and services to maintain the student in a lesser restrictive environment;• a justification is given for the decision to educate a child in a more restrictive environment; and• the potential harmful effects of rejected and selected placement(s) on the student and whether it would impede the ability of the student or other children to learn.	<ul style="list-style-type: none">• Special Education Placement Determination• Nonparticipation justification• Prior Written Notice• IEP – Present levels of academic achievement and functional performance• IEP – Service summary• Evaluation reports• Meeting notes
Evidence of Compliance	
<p><input type="checkbox"/> YES</p> <p>Mark YES if there is evidence that either of the following are true (must meet all criteria under A or B to mark “yes”):</p>	<p><input type="checkbox"/> NO</p> <p>Mark NO if there is evidence that any of the following are true:</p>

<p>A. The student is educated or served in the general education setting, OR</p> <p>B. If the student is not educated or served in general education, the IEP includes justification as to why the student's placement is not the general education classroom and there is evidence of all the following:</p> <ul style="list-style-type: none"> • the placement is based on the needs of the student; • placement documentation reflects that the team has given consideration to meeting the student's needs in the general education classroom; • the placement options considered to maintain the student in a less restrictive option identify the specific supplementary aids and services for each option; • if the nature or severity of the disability is such that education in general education classes, even with the use of supplementary aids and services, cannot be achieved satisfactorily, a justification is given for the decision; and • describes potential harmful effects to the student or others, if applicable. 	<ul style="list-style-type: none"> • the placement is not based on the student's needs; • placement documentation does not reflect that the team has given consideration to meeting the student's needs in the general education classroom; • the placement documentation does not reflect consideration or the provision of supplementary aids and services in the general education classroom individualized to each placement option considered; • the placement options considered to maintain the student in a less restrictive option do not identify the specific supplementary aids and services for each option (e.g. indicates "See IEP accommodations." for all options considered when student not placed in 100% general education); • the student is not educated or served in general education, but the IEP does not include justification as to why the student's placement is not the general education classroom; • does not describe potential harmful effects to the student or others, if applicable.
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RECORD REVIEW ITEM: LRE-6 - 34 CFR § 300.116(e)

Record Review Item		Potential Documentation
Removal Not Solely Due to Modifications: The student was not removed from education in age-appropriate general education classrooms solely because of needed modifications in the general education curriculum.		<ul style="list-style-type: none">• IEP – Present levels of academic achievement and functional performance• IEP – Service summary• Student schedule• Service trackers/logs• Observation report
Evidence of Compliance		
<input type="checkbox"/> YES Mark YES if the evidence indicates the student was not removed from general education classrooms just because the curriculum needed to be modified.	<input type="checkbox"/> NO Mark NO if the evidence indicates the student was removed from general education classrooms with age-appropriate peers only due to the need for curricular modifications.	<input type="checkbox"/> NOT APPLICABLE Mark N/A if the evidence indicates the student was not removed from classrooms with age-appropriate peers or does not require modifications.

RECORD REVIEW ITEM: LRE-7 - 34 CFR § 300.320(a)(4)(i-iii)

Record Review Item	Potential Documentation
<p>Participation in Non-academic and Extracurricular Services and Activities:</p> <p>The student participates with nondisabled peers in non-academic and extracurricular services and activities (including lunch, recess, athletics, clubs, afterschool-sponsored activities/events, etc.) to the maximum extent appropriate, with the use of supplementary aids and services as determined by the student's IEP Team to be appropriate and necessary.</p>	<ul style="list-style-type: none">• IEP – Present levels of academic achievement and functional performance• IEP – Service summary• IEP – Nonparticipation justification• Student schedule• Observation notes or report• Meeting notes
Evidence of Compliance	
<p><input type="checkbox"/> YES</p> <p>Mark YES if the evidence indicates the student is included in non-academic and extracurricular services and activities and has access to aids and services during extracurriculars as determined necessary by the IEP team.</p>	<p><input type="checkbox"/> NO</p> <p>Mark NO if there is evidence the student is excluded from non-academic and extracurricular services and activities and the team did not provide a rationale for this exclusion.</p>

RECORD REVIEW ITEM: LRE-8 - 34 CFR § 300.116

Record Review Item	Potential Documentation
<p>Placement Consistent with Individual Need:</p> <p>The selected placement is consistent with the level of services and supports detailed in the service summary and the non-participation justification statement.</p>	<ul style="list-style-type: none">• IEP – Present levels of academic achievement and functional performance• IEP – Service summary• IEP – Nonparticipation justification• Placement determination
Evidence of Compliance	
<p><input type="checkbox"/> YES</p> <p>Mark YES if the evidence indicates the selected placement is consistent with the level of services and supports described in the IEP service summary, non-participation justification statement, other section of the IEP, or special education placement determination.</p>	<p><input type="checkbox"/> NO</p> <p>Mark NO if the evidence indicates the selected placement is not consistent with the level of services and supports described in the IEP service summary, non-participation justification statement, other section of the IEP, or special education placement determination.</p>

Individual Student File Review Form

Student Information				
Student Name:				
Student SSID:				
Student DOB:				
Student Disability:				
Grade:				
IEP Start Date:				
IEP End Date:				
LRE				
LRE 1	Placement Determined by Knowledgeable Group	Y	N	
LRE 2	Placement Decision	Y	N	
LRE 3	Accommodations and Modifications Included and Aligned with Summary of Present Levels	Y	N	N/A
LRE 4	Special Factors Addressed	Y	N	N/A
LRE 5	Placement in Least Restrictive Environment	Y	N	
LRE 6	Removal Not Solely Due to Modifications	Y	N	N/A
LRE 7	Participation in Non-academic and Extracurricular Services and Activities	Y	N	
LRE 8	Placement Consistent with Individual Need	Y	N	
Comments				

LEAST RESTRICTIVE ENVIRONMENT (LRE) – Summary Sheet

INFORMATION	
LEA Name:	Required Sample Size:

Total number of student files reviewed is indicated below.

Elementary School Students	Middle School Students	High School Students	Out of District Placements	Grand Record Total

List SSIDs of the targeted sample of student files. Enter “Yes” if evidence was found. Enter “No” if evidence was not found. Enter “N/A” if the item is not applicable to the selected student. No item may be left blank.

SSID	LRE-1	LRE-2	LRE-3	LRE-4	LRE-5	LRE-6	LRE-7	LRE-8

Plan of Correction – Identify what will be done and when to correct any individual or systemic noncompliance for each item where the LEA found noncompliance during the district review process.

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LRE Focus Group Questions:

LRE	School/District Staff	Parents	Students	Community
• What story does our district's LRE data tell?	X	X	X	X
• What are our district's/programs' inclusion success stories?	X	X	X	X
• What patterns exist within our student population (e.g., race, ethnicity, disability, gender, and grade), school sites and IEP team decisions regarding LRE?	X	X	X	X
• How well are student and parent perspectives included in LRE decisions?	X	X	X	X
• How does our district's staffing and staff practices relate to our LRE data?	X	X	X	X
• What investments have we made, or should we consider making to support our district's implementation of inclusive practices?	X	X	X	
• What are the systemic changes, personnel growth and professional learning, and supports for students needed to increase inclusion in our system (e.g., UDL)?	X	X	X	X

Priority Area 2: IEP Development



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A background image showing a group of students in a classroom. In the foreground, a student with curly hair is looking at a tablet. Other students are visible in the background, some looking at papers or devices. The image is slightly blurred to focus on the text overlay.

Priority Area 2: IEP Development

The student's IEP is reviewed and revised by the IEP team at least once a year. Parents, as integral team members, must be invited to attend these meetings and afforded every opportunity to be active participants in this process.

Understanding IEP Development:

The effective and consistent development of IEPs is a critical component in the performance outcomes of students with disabilities. The results of the multidisciplinary evaluation and the student's IEP outline the educational needs and supports that are necessary for the student to progress in the general education curriculum. When the IEP is drafted and implemented consistently according to the unique needs of the student, the student is expected to show improvements in academic performance. The IEP must include certain information about the student and the educational program designed to meet their unique needs. Each required component of the IEP should align with the entire IEP.

The IEP process and components addressed in this protocol include:

1. Meeting Requirements
2. Present levels of academic achievement and functional performance
3. Measurable annual goals
4. Service Summary
 - a. Specially designed instruction
 - b. Related services
 - c. Accommodations and/or modifications
 - d. Supports for school personnel
5. Participation in state and district-wide assessments
6. Extended school year services

IEP Components

Meeting Requirements. The most basic of all IEP process includes the assurance that all required team members are able to participate with the review and revision of the IEP. This includes ensuring that parents and others who are authorized to serve as parents under state and federal law and the adult student are given the opportunity to participate in partnership with other required team members. This also includes that the IEP team meet annually at a minimum to review and revise the IEP or when circumstances dictate that a revision may be needed to the IEP.

Present Levels of Academic Achievement and Functional Performance. The IEP must state how the student is currently performing in all areas related to their educational program as documented within the present levels of academic achievement and functional performance (PLAAFP). Examples of sources of current student performance may include classroom tests and assignments, individual tests given to decide eligibility for services or during reevaluation, current progress monitoring data, and observations made by parents, teachers, related service providers, and other school staff. The statement about “current performance” includes how the student’s disability affects their involvement and progress in the general curriculum.

Measurable Annual Goals. These are goals that the student can reasonably accomplish within the course of the IEP cycle. Goals may include functional, developmental, behavioral, and academic needs, and may also address social emotional skills and relationships, knowledge and skills, related physical needs, or other educational needs. The goals must be measurable, meaning that it must be possible to measure whether the student has achieved the goals. The IEP must state how the student’s progress toward their goals will be measured and indicate how often parents will be made aware of that progress. The goals should be related to concerns included in the student’s current performance.

Service Summary. This portion of the IEP includes all of the services and supports the student needs in order to attain annual goals, be involved in and make progress in the general education curriculum, and be educated and participate with both their disabled and nondisabled peers. This section is inclusive of all of the items listed below. For each of these areas, when services or supports are determined to be needed the IEP must state when services begin and end (frequency), how often they are provided (duration), and where they are provided (location).

- **Specially Designed Instruction.** The IEP’s description of the specially designed instruction to be provided to the student is a fundamental component of the IEP, as this section encompasses the individualized instruction necessary for the student to be able to access, engage, and make progress in the general education curriculum and meet the standards and expectations that apply to all students of the same age or grade.
- **Related Services.** The IEP must include a statement of related services to be provided to the student that assist the student with a disability to benefit from special education by providing extra help and support in needed areas.

- **Accommodations and/or Modifications.** The IEP must state the required accommodations and/or modifications needed for the student to access the general education curriculum.
- **Supports for School Personnel.** The IEP must include a statement of supports for school personnel services that provide services on behalf of the student to enable staff to meet the unique needs of the student resulting from their disability.

Participation in State and District-wide Assessments. All students with disabilities are included in general state and district-wide assessment programs, with appropriate accommodations and alternate assessments where necessary, and as indicated in their respective IEP.

Extended School Year (ESY). The IEP includes the team's determination of the student's need for ESY, the provision of special education and related services beyond the normal school year and at no cost to the parent.

By using this protocol, the LEA will respond to a series of questions to explore whether it is meeting critical components related to IEP development. If noncompliance is found in this area, it is recommended that the LEA correct these findings as soon as possible. In all cases, noncompliance must be corrected no more than one year from the ODE's written notification. Additionally, when noncompliance could cause a student to be denied 10 or more instructional days, the LEA must correct according to the shortened timeline outlined in OAR 581-015-2015.

IEP Development (IEP)

RECORD REVIEW ITEM: IEP-1 - 34 CFR § 300.322 & 300.501(b)

Record Review Item	Potential Documentation
Parent/Adult Student Invited: The parents or adult student were invited to the IEP meeting, and if neither attended the meeting, there is documentation of attempts to afford them the opportunity to participate.	<ul style="list-style-type: none">• Notice of Team Meeting• Documentation of invitation• Contact or communication logs with parent/adult student, including emails
Evidence of Compliance	
<input type="checkbox"/> YES Mark YES if there is evidence that the parents or adult student were invited to the IEP meeting.	<input type="checkbox"/> NO Mark NO if there is no evidence that parents or adult student were invited to the meeting.

RECORD REVIEW ITEM: IEP-2 - 34 CFR § 300.324(b)(1)(i)(ii)(A-E)

Record Review Item	Potential Documentation
<p>IEP Reviewed and Revised Annually:</p> <p>The IEP had been reviewed at least annually and revised as appropriate to address all the following as applicable based on the student's circumstances:</p> <ul style="list-style-type: none"> • any lack of expected progress toward annual goals and in the general education curriculum; • results of any reevaluation conducted; • information about the student provided to, or by, the parents; and • the student's anticipated needs; or • other matters. 	<ul style="list-style-type: none"> • IEP and amendments – Annual IEP review date and/or annual goals, previous and current IEPs • IEP progress reports • Evaluation results • Parent input • Prior Written Notice
Evidence of Compliance	
<p><input type="checkbox"/> YES</p> <p>Mark YES if there is evidence that all the following are true:</p> <ul style="list-style-type: none"> • the IEP was reviewed within the past 365 days; and • the IEP reflects appropriate revisions if any of the following apply: <ul style="list-style-type: none"> ○ lack of expected progress; ○ reevaluation; ○ information provided to, or by, the parents; or ○ student's anticipated needs; or ○ other matters needed to be addressed. 	<p><input type="checkbox"/> NO</p> <p>Mark NO if there is evidence that any of the following are true:</p> <ul style="list-style-type: none"> • the IEP was not reviewed within the past 365 days; • the IEP team did not make appropriate revisions to the IEP if any of the following applied: <ul style="list-style-type: none"> ○ lack of expected progress; ○ reevaluation; ○ information provided to, or by, the parents; ○ student's anticipated needs; or ○ other matters needed to be addressed.

RECORD REVIEW ITEM: IEP-3 - 34 CFR § 300.321(a-b) & 300.321(a)(7)(1-2)(i-ii)

Record Review Item	Potential Documentation
<p>Required IEP Team Members Present:</p> <p>The required members of the IEP Team were present at the IEP meeting, or there is appropriate documentation in the student's records authorizing a required member's non-attendance (e.g., excusal with written input from the excused party provided prior to the meeting).</p>	<ul style="list-style-type: none"> • IEP – Meeting participants • Meeting notes • Written agreement between parents and the district • Written Input
Evidence of Compliance	
<p><input type="checkbox"/> YES</p> <p>Mark YES if there is evidence that:</p> <ul style="list-style-type: none"> • all required IEP team roles are filled and clearly identified including: <ul style="list-style-type: none"> ○ the district representative; ○ a regular education teacher of the student; ○ a special education teacher or where appropriate a provider of the student; ○ a person qualified to interpret evaluation results; ○ the parent; and ○ the student, if measurable postsecondary goals are being considered or whenever appropriate; • and • if parent or adult student was not in attendance, there is documentation of invitation and attempts to communicate with parent or adult student; and • if any required role on the IEP team is not filled, there must be documentation that those members were appropriately excused with parent agreement through use of Written Agreement prior to the meeting, and that those members whose area of the curriculum or related services was modified or discussed provided written input prior to the meeting. 	<p><input type="checkbox"/> NO</p> <p>Mark NO if there is evidence that any of the following are true:</p> <ul style="list-style-type: none"> • the IEP team did not have all required roles filled and those members were not properly excused; • required IEP team members not present did not provide written input when their area of the curriculum or related services was modified or discussed.

RECORD REVIEW ITEM: IEP-4 - 34 CFR § 300.320(a)(1) & 300.324(a)(1); ORS 581-015-2215

Record Review Item	Potential Documentation
<p>Present Levels of Academic Achievement and Functional Performance:</p> <p>The IEP includes all the required elements of the present levels of academic achievement and functional performance.</p>	<ul style="list-style-type: none"> • IEP – Present levels of academic achievement and functional performance and other locations where discussed within the IEP (e.g., goals page)
Evidence of Compliance	
<p><input type="checkbox"/> YES</p> <p>Mark YES if there is evidence that the present levels contain all the following:</p> <ul style="list-style-type: none"> • the strengths of the student (e.g., academic, developmental, functional); • the concerns of the parent for enhancing the education of their child; • the academic, developmental and functional needs of the student; • the results of the initial or most recent evaluation of the student; • most recent performance on State and district-wide assessments; and • a statement of how the student's disability affects involvement and progress in the general education curriculum. 	<p><input type="checkbox"/> NO</p> <p>Mark NO if there is evidence the present levels do not contain any of the following:</p> <ul style="list-style-type: none"> • the strengths of the student (e.g., academic, developmental, functional); • the concerns of the parent for enhancing the education of their child; • the academic, developmental and functional needs of the student; • the results of the initial or most recent evaluation of the student; • most recent performance on State and district-wide assessments; • a statement of how the student's disability affects involvement and progress in the general education curriculum.

RECORD REVIEW ITEM: IEP-5 - 34 CFR § 300.320(a)(2)

Record Review Item	Potential Documentation
<p>Measurable Annual Goals Present:</p> <p>The IEP includes measurable annual goals aligned to content standards or if appropriate, alternate achievement standards, for the student's enrolled grade that address the identified areas of need.</p>	<ul style="list-style-type: none"> • IEP – Annual academic and functional goals and objectives • IEP – Related content standard(s)
<p>Evidence of Compliance</p>	
<p><input type="checkbox"/> YES</p> <p>Mark YES if there is evidence that all IEP goals:</p> <ul style="list-style-type: none"> • demonstrate a direct link between goal(s) and the student's present levels of academic achievement and functional performance; • are written in measurable terms (i.e. are observable, include conditions, a target skill/behavior and criteria); • describe what the student can reasonably accomplish during the time period in which the IEP is in effect; • if student takes alternative assessments aligned to alternate achievement standards, benchmarks or short-term objectives are included; • includes how the child's progress towards meeting annual goals will be measured and when progress reports will be provided; • relate to meeting a student's needs that result from the disability; • meet other education needs that result from the disability; and • enable involvement in and progress with the general education curriculum. 	<p><input type="checkbox"/> NO</p> <p>Mark NO if there is evidence that any of the goals are missing any of the required components or do not address the needs of the student as identified in the present levels of academic achievement and functional performance.</p>

RECORD REVIEW ITEM: IEP-6 - 34 CFR § 300.320(a)

Record Review Item	Potential Documentation
<p>Specially Designed Instruction:</p> <p>The IEP contains specially designed instruction to be provided to the student, and includes the anticipated frequency, location, and duration of these services.</p>	<ul style="list-style-type: none">• IEP – Service summary• IEP – Present levels of academic achievement and functional Performance• IEP – Annual goals
Evidence of Compliance	
<p><input type="checkbox"/> YES</p> <p>Mark YES if there is evidence that any of the following are true:</p> <ul style="list-style-type: none">• the IEP includes including specially designed instruction;• the specially designed instruction is consistent with the other component parts of the IEP such as the present levels of academic achievement and functional performance and annual goals; and• the services include the anticipated frequency, location, and duration for each identified area of specially designed instruction.	<p><input type="checkbox"/> NO</p> <p>Mark NO if there is evidence that any of the following are true:</p> <ul style="list-style-type: none">• services indicate only a service delivery model (e.g., self-contained classroom);• the identified specially designed instruction is inconsistent with other parts of the IEP (e.g., present levels of academic achievement and functional performance and annual goal);• the services do not include the anticipated frequency, location, and duration for each identified area of specially designed instruction.

RECORD REVIEW ITEM: IEP-7 - 34 CFR § 300.320(a)(4) & 300.34

Record Review Item	Potential Documentation
<p>Related Services:</p> <p>The IEP contains a statement of related services to be provided to the student that are necessary to assist the student with a disability to benefit from special education and includes the anticipated frequency, location, and duration of those services.</p>	<ul style="list-style-type: none"> • IEP – Service summary • IEP – Present levels of academic achievement and functional performance
<p>Evidence of Compliance</p>	
<p><input type="checkbox"/> YES</p> <p>Mark YES if there is evidence that all the following are true:</p> <ul style="list-style-type: none"> • a statement of related services is included in the IEP; • related services are aligned with the needs identified in other parts of the IEP; and • the related services include the anticipated frequency, location, and duration of those services. 	<div data-bbox="641 772 1047 1640"> <p><input type="checkbox"/> NO</p> <p>Mark NO if there is evidence that any of the following are true:</p> <ul style="list-style-type: none"> • a statement of related services was not included; • the identified related services are not aligned with the needs identified in other parts of the IEP; • the related services do not include the anticipated frequency, location, and duration of those services. </div> <div data-bbox="1047 772 1421 1640"> <p><input type="checkbox"/> NOT APPLICABLE</p> <p>Mark N/A if there is evidence that all of the following are true:</p> <ul style="list-style-type: none"> • the IEP included a statement that indicates the team considered the student's needs and determined that related services were not necessary; and • the statement was based on the needs of the student and aligned to the present levels of academic achievement and functional performance. </div>

RECORD REVIEW ITEM: IEP-8 - 34 CFR § 300.320(a)(4)

Record Review Item	Potential Documentation	
<p>Accommodations and/or Modifications:</p> <p>The IEP contains a statement of the supplementary aids and services, including accommodations and/or modifications to be provided to the student and includes the anticipated frequency, location, and duration of these aids and services.</p>	<ul style="list-style-type: none"> • IEP – Service summary • IEP – Present levels of academic achievement and functional performance 	
Evidence of Compliance		
<p><input type="checkbox"/> YES</p> <p>Mark YES if there is evidence that all the following are true:</p> <ul style="list-style-type: none"> • the IEP contains a statement of supplementary aids and services, including accommodations and/or modifications that address the needs of the student; • the supplementary aids and services are aligned with the needs identified in other parts of the IEP; and • the supplementary aids and services include the anticipated frequency, location, and duration of those services. 	<p><input type="checkbox"/> NO</p> <p>Mark NO if there is evidence that any of the following are true:</p> <ul style="list-style-type: none"> • a statement of supplementary aids and services was not included; • the identified supplementary aids and services are not aligned with the needs identified in other parts of the IEP; • the supplementary aids and services do not include the anticipated frequency, location, and duration of those services. 	<p><input type="checkbox"/> NOT APPLICABLE</p> <p>Mark N/A if there is evidence that all the following are true:</p> <ul style="list-style-type: none"> • the IEP included a statement of that indicates the team considered the student's needs and determined that supplementary aids and services were not necessary; and • the statement was based on the needs of the student and aligned to the present levels of academic achievement and functional performance.

RECORD REVIEW ITEM: IEP-9 - 34 CFR § 300.320(a)(4)

Record Review Item	Potential Documentation	
<p>Supports for School Personnel:</p> <p>The IEP contains a statement of supports for school personnel services that provides services on behalf of the student and includes the anticipated frequency, location, and duration of these services.</p>	<ul style="list-style-type: none"> • IEP – Service summary • IEP – Present levels of academic achievement and functional performance 	
Evidence of Compliance		
<p><input type="checkbox"/> YES</p> <p>Mark YES if there is evidence that all the following are true:</p> <ul style="list-style-type: none"> • the IEP contains a statement of supports for school personnel services to be provided on behalf of the student; • the supports for school personnel services are aligned with the needs identified in other parts of the IEP; and • the supports for school personnel services includes the anticipated frequency, location, and duration of those services. 	<p><input type="checkbox"/> NO</p> <p>Mark NO if there is evidence that any of the following are true:</p> <ul style="list-style-type: none"> • a statement of supports for school personnel was not included; • the identified supports for school personnel are not aligned with the needs identified in other parts of the IEP; • the supports for school personnel services do not include the anticipated frequency, location, and duration of those services. 	<p><input type="checkbox"/> NOT APPLICABLE</p> <p>Mark N/A if there is evidence that all the following are true:</p> <ul style="list-style-type: none"> • the IEP included a statement that indicates the team considered the student’s needs and determined that supports for school personnel services were not necessary; and • the statement was based on the needs of the student and aligned to the present levels of academic achievement and functional performance.

RECORD REVIEW ITEM: IEP-10 - 34 CFR § 300.160

Record Review Item	Potential Documentation
<p>State and Districtwide Assessment:</p> <p>The IEP includes a statement describing student participation in the state and districtwide assessments and contains appropriate accommodations necessary to measure academic achievement and functional performance on state and districtwide assessments.</p>	<ul style="list-style-type: none"> • IEP – Present levels of academic achievement and functional performance • IEP – Statewide assessment page • IEP – Districtwide assessment page • IEP – Supplementary aids/services; and/or accommodations/modifications
Evidence of Compliance	
<p><input type="checkbox"/> YES</p> <p>Mark YES if there is evidence that all the following are true:</p> <ul style="list-style-type: none"> • the IEP includes a statement of individual appropriate accommodations necessary to measure academic achievement and functional performance of the student on State and districtwide assessments and if applicable includes a statement of why the student cannot participate in the regular assessment and the particular alternate assessment selected; • the IEP indicates if the student will participate in the state and districtwide assessments (either standard or alternate); and if applicable, includes a statement of why the student cannot participate in the regular assessment and includes the particular alternate assessment selected; • appropriate accommodations necessary to measure academic achievement and functional performance on state or districtwide 	<p><input type="checkbox"/> NO</p> <p>Mark NO if there is evidence that any of the following are true:</p> <ul style="list-style-type: none"> • the IEP does not indicate if the student will participate in the state or districtwide assessments; or for those taking alternate assessments does not include a statement describing why the child cannot participate or indicate which alternate assessments were selected; • accommodations needed for full participation in the assessments are not addressed or do not align with other components of the student's IEP; • if the IEP team determined that the student should participate in the Extended Assessment (Oregon's alternate assessment for students with the most significant cognitive disabilities), the IEP contains evidence that the decision was consistent with the guidelines established by the state for participation in Oregon's Extended Assessment.

<p>assessment are clearly stated and align with needs identified in other components of the student's IEP; or there is evidence the team considered accommodations and determined that no accommodations were necessary; and</p> <ul style="list-style-type: none">• if the IEP team determined that the student should participate in the Extended Assessment (Oregon's alternate assessment for students with the most significant cognitive disabilities), the IEP contains evidence that the decision was consistent with the guidelines established by the state for participation in Oregon's Extended Assessment.	
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RECORD REVIEW ITEM: IEP-11 - 34 CFR § 300.106(a)(2)

Record Review Item	Potential Documentation
<p>Extended School Year:</p> <p>On at least an annual basis, the IEP team made an individual determination as to whether Extended School Year services (ESY) were necessary for the provision of a Free Appropriate Public Education (FAPE) to the student and the determination was based on the required Oregon criteria.</p>	<ul style="list-style-type: none">• IEP – Extended School Year (ESY) services• Meeting notes• Prior Written Notice
<p>Evidence of Compliance</p>	
<p><input type="checkbox"/> YES</p> <p>Mark YES if there is evidence that within the last year:</p> <ul style="list-style-type: none">• the student’s IEP team determined, on an individual basis, that the services were or were not necessary for the provision of a free appropriate public education to the student;• the determination was based on the required Oregon criteria as outlined in OAR 581-015-2065; and• the LEA did not unilaterally limit the type, amount, or duration of those services.	<p><input type="checkbox"/> NO</p> <p>Mark NO if there is evidence that within the last year any of the following were true:</p> <ul style="list-style-type: none">• the need for extended school year services was not considered;• the decision was not based on the required Oregon criteria as outlined in OAR 581-015-2065;• the decision regarding eligibility for extended school year special education was made unilaterally rather than by the child’s IEP team;• the LEA unilaterally limited the type, amount, or duration of those services.

Individual Student File Review Form

Student Information				
Student Name:				
Student SSID:				
Student DOB:				
Student Disability:				
Grade:				
IEP Start Date:				
IEP End Date:				
IEP				
IEP 1	Parent/Adult Student Invited	Y	N	
IEP 2	IEP Reviewed and Revised Annually	Y	N	
IEP 3	Required IEP Members Present	Y	N	
IEP 4	Present Levels of Academic Achievement and Functional Performance	Y	N	
IEP 5	Measurable Annual Goals Present	Y	N	
IEP 6	Specially Designed Instruction	Y	N	
IEP 7	Related Services	Y	N	N/A
IEP 8	Accommodations and/or Modifications	Y	N	N/A
IEP 9	Supports for School Personnel	Y	N	N/A
IEP 10	State and Districtwide Assessment	Y	N	
IEP 11	Extended School Year	Y	N	
Comments				

IEP – Summary Sheet

INFORMATION	
LEA Name:	Required Sample Size:

Total number of student files reviewed is indicated below.

Elementary School Students	Middle School Students	High School Students	Out of District Placements	Grand Record Total

List SSIDs of the targeted sample of student files. Enter “Yes” if evidence was found. Enter “No” if no evidence was found. Enter “N/A” if the item is not applicable to the selected student. No item may be left blank.

SSID	IEP-1	IEP-2	IEP-3	IEP-4	IEP-5	IEP-6	IEP-7	IEP-8	IEP-9	IEP-10	IEP-11

Plan of Correction – Identify what will be done and when to correct any individual or systemic noncompliance for each item where the LEA found noncompliance during the district review process.

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IEP Focus Group Questions

IEP Focus Group Questions	School/District Staff	Parents	Students	Community
• What story do our district's IEPs tell?	X	X	X	X
• What are our district's/programs' IEP success stories?	X	X	X	X
• What patterns exist within our student population (e.g., race, ethnicity, disability, gender, and grade), school sites and IEP team decisions?	X	X	X	X
• How well are student and parent perspectives included during the IEP process?	X	X	X	X
• How does our district's staffing and staff practices affect IEP implementation?	X	X	X	X
• What investments have we made, or should we consider making to support our district's IEP implementation?	X	X	X	X
• What are the systems changes, personnel growth and professional learning, and supports for students needed to increase the effectiveness of IEPs?	X	X	X	X
• What issues related to the IEP development process and development have caused contention in our district that may have resulted in dispute resolution?	X	X	X	X

Priority Area 3: Free Appropriate Public Education (FAPE)



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Priority Area 3: Free Appropriate Public Education (FAPE)

Under the Individuals with Disabilities Education Act (IDEA), each student eligible for special education is entitled to a Free Appropriate Public Education (FAPE). This means that each student must receive individualized special education and related services designed to meet their unique needs and enable them to make educational and functional progress. Under the IDEA, every child should have the opportunity to master challenging objectives. Each student's IEP, therefore, must be reasonably calculated to enable a child to make progress appropriate in light of their circumstances. Regardless of the student's disability category, location, or service delivery method, each LEA is obligated to enable the provision of FAPE to every student experiencing a disability.

FAPE encompasses two major critical elements:

1. **Procedural:** Adhering to the required processes and procedures, including the development, review, and revision of IEPs, while ensuring parental participation and legal safeguards.
2. **Substantive:** Ensuring the content and quality of special education services are tailored to meet the student's unique needs and promote meaningful progress.

Within the substantive element of FAPE, reviewers can further consider:

- a. **Implementation:** Effectively delivering the services and supports outlined in the IEP, ensuring consistency and fidelity.
- b. **Capacity to Implement:** Ensuring the LEA has the necessary resources, training, and infrastructure to deliver the services effectively.

There are some procedural aspects of FAPE, such as the provision of procedural safeguards, assessed within this priority area, but this priority area primarily focuses on the substantive aspects of FAPE. Procedural elements are primarily assessed in other priority areas, including the IEP Development and Secondary Transition priority areas. Part of the standards addressed in this priority area enable the completion of an educational benefit review, which can help the reviewer determine if an IEP is reasonably calculated to provide educational benefit by comparing the current IEP with the previous two IEPs.

Free

Appropriate

Public

Education

By using this protocol, the LEA will respond to a series of questions to explore whether it is meeting critical components related to free and appropriate public education. If noncompliance is found in this area, it is recommended that the LEA correct these findings as soon as possible. In all cases, noncompliance must be corrected no more than one year from the ODE's written notification. Additionally, when noncompliance could cause a student to be denied 10 or more instructional days, the LEA must correct according to the shortened timeline outlined in OAR 581-015-2015.

Free Appropriate Public Education (FAPE)

RECORD REVIEW ITEM: FAPE-1 - 34 CFR § 300.504 & 300.503(c)

Record Review Item	Potential Documentation
<p>Procedural Safeguards Provided:</p> <p>Procedural Safeguards were provided to the parent and/or adult student at least once per school year and were provided in understandable language.</p>	<ul style="list-style-type: none">• IEP document• Meeting notes• Prior Written Notice• Other places where noted/documented
Evidence of Compliance	
<p><input type="checkbox"/> YES</p> <p>Mark YES if there is evidence the procedural safeguards were provided at least once per school year and were provided in understandable language.</p>	<p><input type="checkbox"/> NO</p> <p>Mark NO if there is no evidence that the parent and/or adult student were provided a copy of the procedural safeguards at least once per school year and/or it were not provided in understandable language.</p>

RECORD REVIEW ITEM: FAPE-2 - 34 CFR § 300.301 & 300.303

Record Review Item	Potential Documentation		
<p>Evaluation Timeline Met:</p> <p>The initial or most recent evaluation was conducted within the required timeline.</p>	<ul style="list-style-type: none"> • Consent for evaluation • Prior Written Notice About Evaluation • Current eligibility form • Previous eligibility form • IEP cover page • Other relevant sources of information 		
Evidence of Compliance			
<p><input type="checkbox"/> YES</p> <p>Mark YES if there is evidence that one of the following are true:</p> <p>A. the initial evaluation was completed:</p> <ul style="list-style-type: none"> • within 60 school days from the date of written parent consent; or • in more than 60 school days from the date of written parent consent, but with an appropriate exception documented in the student's educational record; or <p>B. the most recent reevaluation was completed:</p> <ul style="list-style-type: none"> • within the past three years, within 60 school days from the date of written parent consent, and within the expiration date of the previous eligibility; or • within the past three years, in more than 60 school days from the date of written parent consent or not within the expiration date of the previous eligibility, but with an appropriate exception documented in the student's educational record; or • within the past three years, within the expiration date of the previous eligibility, and with documentation 	<p><input type="checkbox"/> NO</p> <p>Mark NO if there is evidence that the initial or most recent evaluation was completed outside of the appropriate timeline by the current LEA, and no appropriate exceptions applied and/or were documented.</p>	<p><input type="checkbox"/> NOT APPLICABLE</p> <p>Mark N/A if the evaluation was the responsibility of another LEA to complete the evaluation within the required timeline, and the evaluation was completed prior to the student enrolling in the receiving district.</p>	

of reasonable efforts to obtain parent consent.		
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RECORD REVIEW ITEM: FAPE-3 - 34 CFR § 300.304(b)(1) & 300.304(2)

Record Review Item	Potential Documentation
<p>Variety of Tools and Strategies Used for Evaluation:</p> <p>As part of the initial or most recent evaluation, the IEP team used a variety of assessment tools and strategies, including existing information and information provided by the parent, to gather relevant functional, developmental, and academic information about the student, to determine if the student is eligible, or continues to be eligible, for special education services.</p>	<ul style="list-style-type: none"> • Statement of eligibility form • Evaluation reports • Prior Written Notice • Eligibility meeting notes • Parental input • Teacher input
Evidence of Compliance	
<p><input type="checkbox"/> YES</p> <p>Mark YES if there is evidence that all the following are true:</p> <ul style="list-style-type: none"> • a variety of assessment tools and strategies, including existing information and information provided by the parent, was used to gather data and other relevant information about the student; and • no single measure or assessment was used as the sole criterion for determining if the student is eligible, or continues to be eligible, for special education services. 	<p><input type="checkbox"/> NO</p> <p>Mark NO if there is evidence that any of the following are true:</p> <ul style="list-style-type: none"> • limited assessment tools and strategies were used to gather data and other relevant information about the student; • a single measure or assessment was used as the sole criterion for determining if the student is eligible, or continued to be eligible, for special education services.

RECORD REVIEW ITEM: FAPE-4 - 34 CFR § 300.323

Record Review Item	Potential Documentation
<p>All Services in IEP were Provided:</p> <p>There is evidence the student received all services as described within the most recent IEP including but not limited to specially designed instruction, related services, supplementary aids and services, and/or supports for school personnel.</p>	<ul style="list-style-type: none">• Service trackers/logs• Related Services personnel service logs• Progress reports• IEP – Present levels of academic achievement and functional performance• Meeting notes• Report/input from teacher• Training sign-in sheet• Student schedule• Teacher/service provider schedule
Evidence of Compliance	
<p><input type="checkbox"/> YES</p> <p>Mark YES if there is evidence that all services in the IEP were provided.</p>	<p><input type="checkbox"/> NO</p> <p>Mark NO if there is evidence that any services in the most recent IEP were not provided.</p>

RECORD REVIEW ITEM: FAPE-5 - 34 CFR § 300.320(a)(3)(i)(ii)

Record Review Item	Potential Documentation
<p>Progress was Measured and Provided as Described:</p> <p>The student's progress towards meeting annual IEP goals was measured and reported to the parents or adult student in accordance with the method and schedule provided in the IEP.</p>	<ul style="list-style-type: none">• IEP – Annual goals; progress towards goal• Progress reports
Evidence of Compliance	
<p><input type="checkbox"/> YES</p> <p>Mark YES if there is evidence that all the following are true:</p> <ul style="list-style-type: none">• the IEP indicates an appropriate method and schedule for monitoring progress toward annual goals given the student's unique needs;• progress is measured consistent with the method outlined in the IEP; and• progress reports were provided as often as indicated on the IEP.	<p><input type="checkbox"/> NO</p> <p>Mark NO if there is evidence that any of the following are true:</p> <ul style="list-style-type: none">• the IEP does not indicate an appropriate method and schedule for monitoring progress toward annual goals given the student's unique needs;• progress is not measured or is not measured consistent with the method outlined in the IEP;• progress reports were not provided as often as indicated in the IEP.

RECORD REVIEW ITEM: FAPE-6 - 34 CFR § 300.324(b)

Record Review Item		Potential Documentation
Goals Changed Over Last 3 IEPs: The student's goals have changed across the last three IEPs (current IEP and the previous two IEPs), or in the rare event that a goal is retained, the IEP includes a rationale that describes the student's circumstances that led to the retention of the goal.		<ul style="list-style-type: none">• IEP – Annual academic and functional goals of current and previous (2 years)• IEP – Present levels of academic achievement and functional performance• Progress reports• Meeting notes• Prior Written Notice
Evidence of Compliance		
<input type="checkbox"/> YES Mark YES if there is evidence that each goal was reviewed each year, the team considered adjustments to each goal based on the student's individual circumstance, and only retained a goal in rare circumstances that includes a rationale for retaining the goal.	<input type="checkbox"/> NO Mark NO if there is evidence that a goal or multiple goals are repeated across years and the team did not consider adjustments to goals based on the student's individual circumstances.	<input type="checkbox"/> NOT APPLICABLE Mark N/A if there is evidence this is the student's initial IEP developed within the past 364 days or if this is the first IEP conducted by the LEA due to move-in.

RECORD REVIEW ITEM: FAPE-7 - 34 CFR § 300.324(b)

Record Review Item	Potential Documentation		
<p>Student Made Progress on Goals:</p> <p>Across the last three IEPs (i.e., the IEP currently in effect and the two prior), there is evidence that:</p> <ul style="list-style-type: none"> the student’s measurable annual goals were being achieved; or the IEP team reviewed and, if determined appropriate, revised the IEP to address any lack of expected progress toward the annual goals and in the general education curriculum. 	<ul style="list-style-type: none"> IEP – Annual goals IEP – Present levels of academic achievement and functional performance IEP – amendment(s) Progress reports Progress monitoring data, e.g. reports, charts, graphs, etc. Meeting notes Prior Written Notice Parent communication logs 		
Evidence of Compliance			
<p><input type="checkbox"/> YES</p> <p>Mark YES if there is evidence of either of the following:</p> <ul style="list-style-type: none"> student has made progress on the current IEP’s annual goals and the previous two IEP’s annual goals; or the student did not make progress on one or more of the three most recent IEP’s annual goals; and the team addressed the lack of progress. <p>Note: If a student has had fewer than three annual IEPs, the reviewer is expected to review all evidence related to progress since the student was determined eligible, as well as any revisions for lack of progress.</p>	<p><input type="checkbox"/> NO</p> <p>Mark NO if there is evidence the student did not make progress on one or more of the three most recent IEP’s annual goals and the team did not address the lack of progress.</p>	<p><input type="checkbox"/> NOT APPLICABLE</p> <p>Mark N/A if there is evidence that this is the student’s initial IEP and a progress reporting opportunity has not occurred.</p>	

RECORD REVIEW ITEM: FAPE-8 - 34 CFR § 300.323(d)

Record Review Item	Potential Documentation
<p>IEP is Accessible to Staff:</p> <p>The student's IEP is accessible to all staff who are responsible for its implementation, and they have been informed of their specific responsibilities related to implementing the student's IEP as well as the specific accommodations, modifications, and supports that must be provided for the student in accordance with the IEP.</p>	<ul style="list-style-type: none">• Meeting agendas• Staff training materials• Emails to staff and providers• IEP meeting notes• Records of consultation between educators and providers• IEP system logs to show educator/provider access• Other relevant documentation
Evidence of Compliance	
<p><input type="checkbox"/> YES</p> <p>Mark YES if there is evidence that all the following are true:</p> <ul style="list-style-type: none">• all staff who are responsible for implementing the student's IEP has access to the IEP;• all staff who are responsible for implementing the student's IEP has been informed of their specific responsibilities related to implementing the student's IEP; and• all staff who are responsible for implementing the student's IEP has been informed of the specific accommodations, modifications, and supports that must be provided for the student in accordance with the IEP.	<p><input type="checkbox"/> NO</p> <p>Mark NO if there is evidence that any of the following are true:</p> <ul style="list-style-type: none">• all staff who are responsible for implementing the student's IEP did not have access to the IEP;• all staff who are responsible for implementing the student's IEP were not informed of their specific responsibilities related to implementing the student's IEP;• all staff who are responsible for implementing the student's IEP were not informed of the specific accommodations, modifications, and supports that must be provided for the student in accordance with the IEP.

RECORD REVIEW ITEM: FAPE-9 - 34 CFR § 300.503

Record Review Item	Potential Documentation
<p>Prior Written Notice:</p> <p>The most recent Prior Written Notice given by the LEA to the parent was provided within a reasonable time BEFORE the LEA proposed or refused to INITIATE or CHANGE the identification, evaluation, or educational placement of the student or the provision of FAPE to the student; and included all the required content in understandable language.</p>	<ul style="list-style-type: none">• Prior Witten Notice
Evidence of Compliance	
<p><input type="checkbox"/> YES</p> <p>Mark YES if there is evidence that all the following are true:</p> <ul style="list-style-type: none">• the LEA gave Prior Written Notice to the parent within a reasonable time after a decision and BEFORE IMPLEMENTATION of the decision;• the Prior Written Notice included all of the required content listed below:<ul style="list-style-type: none">○ a description of the action proposed or refused;○ an explanation of why the school LEA proposes or refuses the action;○ a description of each evaluation, assessment, record, or report the LEA used as the basis for the decision;○ sources for parents to contact for assistance in understanding their rights;○ a description of other options considered and why they were rejected; and	<p><input type="checkbox"/> NO</p> <p>Mark NO if there is evidence that any of the following are true:</p> <ul style="list-style-type: none">• the Prior Written Notice was NOT provided after a decision and BEFORE IMPLEMENTATION of the decision;• the Prior Written Notice did not include all of the required content;• the Prior Written Notice was not provided in understandable language.

<ul style="list-style-type: none">○ a description of any other factors relevant to the decision; and● the Prior Written Notice was provided in understandable language as defined below:<ul style="list-style-type: none">○ understandable by the general public; and○ provided in the native language of the parent or other mode of communication used by the parent.	
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Individual Student File Review Form

Student Information				
Student Name:				
Student SSID:				
Student DOB:				
Student Disability:				
Grade:				
IEP Start Date:				
IEP End Date:				
FAPE				
FAPE 1	Procedural Safeguards Provided	Y	N	
FAPE 2	Evaluation Timeline Met	Y	N	N/A
FAPE 3	Variety of Tools and Strategies Used for Evaluation	Y	N	
FAPE 4	All Services in IEP were Provided	Y	N	
FAPE 5	Progress was Measured and Provided as Described	Y	N	
FAPE 6	Goals Changed Over Last 3 IEPs	Y	N	N/A
FAPE 7	Student Made Progress on Goals	Y	N	N/A
FAPE 8	IEP is Accessible to Staff	Y	N	
FAPE 9	Prior Written Notice	Y	N	
Comments				

Free Appropriate Public Education (FAPE) – Summary Sheet

INFORMATION	
LEA Name:	Required Sample Size:

Total number of student files reviewed is indicated below.

Elementary School Students	Middle School Students	High School Students	Out of District Placements	Grand Record Total

List SSIDs of the targeted sample of student files. Enter “Yes” if evidence was found. Enter “No” if no evidence was found. Enter “N/A” if the item is not applicable to the selected student. No item may be left blank.

SSID	FAPE-1	FAPE-2	FAPE-3	FAPE-4	FAPE-5	FAPE-6	FAPE-7	FAPE-8	FAPE-9

Plan of Correction – Identify what will be done and when to correct any individual or systemic noncompliance for each item where the LEA found noncompliance during the district review process.

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FAPE Focus Group Questions

FAPE	School/District Staff	Parents	Students	Community
• Are IEPs being implemented as written?	X	X	X	X
• Who is benefitting from the IEP process, and the special education services and related services determined appropriate by teams?	X	X	X	X
• Is there alignment between the needs identified within the present levels, the goals, accommodations and services?	X	X	X	X
• How is individual student progress monitored on IEP goals and services?	X			
• For students failing one or more subjects, are there patterns in IEP implementation that appear to be systemic and discrepant?	X	X	X	X
• Where are the challenges with IEP implementation within our district or buildings?	X			
• If there are FAPE concerns, what is the district's typical process to address?	X	X	X	X
• What issues related to IEP progress monitoring and educational benefit have caused contention in your district that may have resulted in dispute resolution?	X	X		X

Priority Area 4: Discipline



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Priority Area 4: Discipline

A change of placement occurs if disciplinary removal is more than ten (10) consecutive school days; or more than 10 cumulative days of short-term removals that constitute a pattern. For disciplinary actions resulting in the removal of students with disabilities for more than 10 days in a school year (whether or not the days are consecutive), starting on day 11 the school must provide special education services that allow the student to: continue to participate in the general education curriculum, although in another setting and progress toward meeting the goals outlined in the student's IEP.

Within 10 school days of any decision to change the placement of a student with a disability because of a violation of a code of student conduct, the school district, parents, and relevant members of the student's IEP team must meet to conduct a Manifestation Determination to determine if the conduct in question was caused by, or had a direct and substantial relationship to, the student's disability. The IEP team must also determine if the conduct was the direct result of the school's failure to implement the student's IEP, including behavioral interventions or implementation of a behavior intervention plan/behavior support plan. LEAs that do not meet state targets (SPP-APR Indicator 4) are required to assess discipline related policies, practices, and procedures for students with disabilities. This discipline review provides the opportunity for LEAs to examine discipline procedures for students who have been removed for more than 10 days in a school year.

By using this protocol, the LEA will respond to a series of questions to explore whether it is meeting critical components related to discipline. If noncompliance is found in this area, it is recommended that the LEA correct these findings as soon as possible. In all cases, noncompliance must be corrected no more than one year from the ODE's written notification. Additionally, when noncompliance could cause a student to be denied 10 or more instructional days, the LEA must correct according to the shortened timeline outlined in OAR 581-015-2015.

Discipline (DIS)

STUDENT INFORMATION

Has the student been removed from school for 10 or more days due to disciplinary reasons?
[Yes | No]

- If the answer is YES, please complete the discipline protocol for this file.
- If the answer is NO, discontinue this protocol for this student.

RECORD REVIEW ITEM: DIS-1 - 34 CFR § 300.530(h) & 300.504

Record Review Item	Potential Documentation
Procedural Safeguards Provided: The parent was provided procedural safeguards in accordance with discipline procedures.	<ul style="list-style-type: none">• Manifestation Determination• Documentation notifying the parent of change of placement and procedural safeguards• Notice of team Meeting• Prior Written Notice• Meeting notes
Evidence of Compliance	
<input type="checkbox"/> YES Mark YES if there is evidence the parent was provided procedural safeguards on the date on which a decision was made to make a removal that constitutes a change of placement of the student because of a violation of a code of student conduct.	<input type="checkbox"/> NO Mark NO if there is evidence the parent was not provided procedural safeguards on that date.

RECORD REVIEW ITEM: DIS-2 - 34 CFR § 300.324

Record Review Item	Potential Documentation
<p>Special Factors Considered:</p> <p>The IEP team considered the Special Factors of the student to determine if the student exhibits behavior that impedes the student's learning or that of others, and considered the use of positive behavior interventions, supports and other strategies to address the behavior that resulted in a removal from school that constituted a disciplinary change of placement.</p>	<ul style="list-style-type: none">• IEP – Special Factors• Meeting Notes• Prior Written Notice
Evidence of Compliance	
<p><input type="checkbox"/> YES</p> <p>Mark YES if there is evidence that the IEP team considered if the student exhibits behavior that impedes the student's learning or that of others and considered the use of positive behavior interventions, supports, and other strategies.</p>	<p><input type="checkbox"/> NO</p> <p>Mark NO if there is evidence that the IEP team did not consider if the student exhibits behavior that impedes the student's learning or that of others or did not consider the use of positive behavior interventions, supports, and other strategies.</p>

RECORD REVIEW ITEM: DIS-3 - 34 CFR § 300.530(e)

Record Review Item	Potential Documentation
<p>Manifestation Determination Conducted:</p> <p>Within 10 school days of a change in the student's placement due to a violation of a code of student conduct, the appropriate IEP team members reviewed all relevant information in the student's file and conducted a Manifestation Determination to determine whether:</p> <ul style="list-style-type: none"> the conduct in question was caused by, or had a direct and substantial relationship to, the student's disability; or the conduct in question was the direct result of the LEA's failure to implement the IEP. 	<ul style="list-style-type: none"> Student discipline records Manifestation Determination Prior Written Notice Meeting notes Notice of Team Meeting
Evidence of Compliance	
<p><input type="checkbox"/> YES</p> <p>Mark YES if there is evidence that all the following are true:</p> <ul style="list-style-type: none"> a Manifestation Determination was conducted within 10 school days of a change in the student's placement due to a violation of a code of student conduct; the LEA, the parent, and relevant members of the child's IEP Team participated in the determination process; the team reviewed all relevant information in the student's file, including the child's IEP, any teacher observations, and any relevant information provided by the parents in order to make a determination; a determination was made as to whether the conduct in question was 	<p><input type="checkbox"/> NO</p> <p>Mark NO if there is evidence that any of the following are true:</p> <ul style="list-style-type: none"> a Manifestation Determination was not conducted within 10 school days of a change in the student's placement due to a violation of a code of student conduct; the LEA, the parent, and relevant members of the child's IEP Team did not participate in the determination process; a determination was not made as to whether the conduct in question was caused by, or had a direct and substantial relationship to, the student's disability; or was the direct result of the LEA's failure to implement the IEP;

<p>caused by, or had a direct and substantial relationship to, the student's disability; or was the direct result of the LEA's failure to implement the IEP; and</p> <ul style="list-style-type: none">• the determination that resulted from the review was in alignment with available evidence.	<ul style="list-style-type: none">• the determination that resulted from the review was not in alignment with available evidence.
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RECORD REVIEW ITEM: DIS-4 - 34 CFR § 300.530(f)

Record Review Item	Potential Documentation		
<p>Team Determined Next Steps:</p> <p>If the behavior was determined to be a manifestation of the student's disability, the team returned the student to the placement from which the student was removed, unless the parent and the LEA agreed to a change of placement as part of the modification of the behavior intervention plan, and agreed to either:</p> <ul style="list-style-type: none"> • conduct a functional behavioral assessment to develop a behavior intervention plan; or • review and modify as necessary an existing behavior intervention plan to address the behavior. 	<ul style="list-style-type: none"> • Manifestation Determination • Prior Written Notice • Meeting Notes • Functional Behavioral Assessment (FBA) • Behavior Intervention Plan (BIP) 		
Evidence of Compliance			
<p><input type="checkbox"/> YES</p> <p>Mark YES if there is evidence that all the following are true:</p> <ul style="list-style-type: none"> • the behavior was determined to be a manifestation of the student's disability; • the LEA conducted a functional behavioral assessment to develop a behavior intervention plan, or if a behavior intervention plan was already in place, it was reviewed and modified as necessary to address the behavior; and • the student was returned to the placement from which they were removed, or the parent and the LEA agreed to a more restrictive placement as part of a 	<p><input type="checkbox"/> NO</p> <p>Mark No if there is evidence that any of the following are true:</p> <ul style="list-style-type: none"> • the behavior was determined to be a manifestation of the student's disability, but the LEA did not conduct a functional behavioral assessment to develop a behavior intervention plan, nor was an existing behavior intervention plan reviewed and modified to address the behavior; and/or • the behavior was determined to be a manifestation of the student's disability, but the student was not 	<p><input type="checkbox"/> NOT APPLICABLE</p> <p>Mark N/A if there is evidence the team determined the behavior was not a manifestation of the student's disability.</p>	

modification of the student's behavior intervention plan.	returned to their original placement and there was no agreement for a change of placement.	
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Individual Student File Review Form

Student Information				
Student Name:				
Student SSID:				
Student DOB:				
Student Disability:				
Grade:				
IEP Start Date:				
IEP End Date:				
Lock-In Criteria				
<p>Has the student been removed from school for 10 or more days due to disciplinary reasons? [Yes No]</p> <ul style="list-style-type: none">• If the answer is YES, please complete the discipline protocol for this file.• If the answer is NO, discontinue this protocol for this student.				
Discipline				
DIS 1	Procedural Safeguards Provided	Y	N	
DIS 2	Special Factors Considered	Y	N	
DIS 3	Manifestation Determination Conducted	Y	N	
DIS 4	Team Determined Next Steps	Y	N	N/A
Comments				

Discipline – Summary Sheet

INFORMATION	
LEA Name:	Required Sample Size:

Total number of student files reviewed is indicated below.

Elementary School Students	Middle School Students	High School Students	Out of District Placements	Grand Record Total

List SSIDs of the targeted sample of student files. Enter “Yes” if evidence was found. Enter “No” if no evidence was found. Enter “N/A” if the item is not applicable to the selected student. No item may be left blank.

SSID	DIS 1	DIS 2	DIS 3	DIS 4

Plan of Correction – Identify what will be done and when to correct any individual or systemic noncompliance for each item where the LEA found noncompliance during the district review process.

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Discipline Focus Group Questions

Discipline	School/District Staff	Parents	Students	Community
• What story does our district's discipline data tell?	X	X	X	X
• What are examples of discipline practices in your district that you would consider successful?	X	X	X	X
• What patterns exist within our student population (e.g., race, ethnicity, disability, gender, and grade), school sites and discipline?	X	X	X	X
• How does our district's staffing and staff practices affect discipline decisions?	X	X	X	X
• What investments have we made or should we consider making to support our district's implementation of discipline practices?	X	X	X	X
• How well are discipline practices communicated with families?	X	X	X	X
• What's the relationship between IEP accommodations, inclusion, and discipline outcomes?	X	X	X	
• What are the systems changes, personnel growth and professional learning, and supports for students needed to implement better discipline practices?	X	X	X	X

Priority Area 5: Secondary Transition



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Priority Area 5: Secondary Transition

Beginning no later than the development of the first IEP to be in effect when the student is 16, but as early as 14 or younger as determined necessary by the IEP team, IEP teams must plan for and address secondary transition components of the IEP in order to enable the student to achieve their desired measurable postsecondary goals.

Whenever secondary transition planning is required or when the local educational agency (LEA) otherwise anticipates that it will or may be addressed in the IEP meeting, the student must be invited to the IEP meeting. The IEP team must actively involve the student in developing their IEP. If the student does not attend, the LEA must ensure that other steps are taken to consider the student's preferences, interests, needs, and strengths (PINS) as part of the IEP's development. PINS should assist the IEP team in determining the supports to be provided for, or on behalf of, the student to enable them to achieve their desired post-school life. Collectively, the transition planning components of the IEP, including the student's PINS, should paint a complete picture of what the student wants to do when they have completed school, how they want to live, and how they want to take part in the community after high school; and include the services and supports that enable the student to achieve their measurable postsecondary goals.

Secondary Transition Components Include:

- appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment;
- transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals;
- annual IEP goals related to the student's transition service needs;
- evidence that the student was invited to the IEP meeting where transition services were to be discussed; and
- evidence that, if appropriate, a representative of any participating agency was invited to the IEP meeting with the prior consent of the parent or student who has reached the age of majority.

(20 U.S.C. § 1416(a)(3)(B))

ODE assesses LEA compliance with these Federal requirements through Indicator 13 of Oregon's State Performance Plan (SPP). The data collected as part of this secondary transition review provides LEAs with the opportunity to examine required secondary transition components of the IEP for students with disabilities aged 16 and older. LEAs can also choose to independently use this protocol to review compliance with secondary transition requirements for any student. The outcomes of secondary transition reviews should support schools and districts in advancing district-wide initiatives for improving graduation, decreasing drop out and supporting students' post-school outcomes.

Preferences

Interests

Needs

Strengths

By using this protocol, the LEA will respond to a series of questions to explore whether it is meeting critical components related to secondary transition. If noncompliance is found in this area, it is recommended that the LEA correct these findings as soon as possible. In all cases, noncompliance must be corrected no more than one year from the ODE's written notification. Additionally, when noncompliance could cause a student to be denied 10 or more instructional days, the LEA must correct according to the shortened timeline outlined in OAR 581-015-2015.

Secondary Transition (SEC)

STUDENT INFORMATION

Is the student going to be at least 16 years of age prior to the end date of the IEP? [Yes | No]

- If the answer is YES, please complete the secondary transition protocol for this file.
- If the answer is NO, the LEA may opt to use the protocol, but it will not be used for the purposes of cyclical monitoring.

RECORD REVIEW ITEM: SEC-1 - 34 CFR § 300.321(b)(1)

Record Review Item	Potential Documentation
Student Invited: The student was invited to the IEP meeting.	<ul style="list-style-type: none">• Notice of Team Meeting
Evidence of Compliance	
<input type="checkbox"/> YES Mark YES if there is evidence the student was invited to the IEP meeting.	<input type="checkbox"/> NO Mark NO if there is evidence the student was not invited to the IEP meeting.

RECORD REVIEW ITEM: SEC-2 - 34 CFR § 300.321(b)(3)

Record Review Item	Potential Documentation
<p>Participating Agency Invited:</p> <p>If participating agencies are likely to be responsible for providing or paying for transition services, agency representatives were invited to the IEP meeting, with the prior consent of the parent or adult student to whom rights at the age of majority have transferred.</p>	<ul style="list-style-type: none"> • Notice of Team Meeting • Meeting notes • Meeting participants • IEP – Transition planning • IEP – Present level of academic achievement and functional performance • Signed, written consent to invite participating agency • Written communication between the parent or adult student and the district
Evidence of Compliance	
<p><input type="checkbox"/> YES</p> <p>Mark YES if there is evidence that any of the following are true:</p> <ul style="list-style-type: none"> • a participating agency (non-school district personnel such as Vocational Rehabilitation, brokerage agency, community college disability services, etc.) was not likely to provide and/or pay for transition services and the IEP team documented the rationale for this determination within the IEP; • a participating agency was likely to provide or pay for transition services and an agency representative was invited to the meeting with prior consent; • a participating agency was likely to provide or pay for transition services and the LEA sought prior consent to invite the agency representative, but the parent or adult student declined to give that consent. 	<p><input type="checkbox"/> NO</p> <p>Mark NO if there is evidence that any of the following are true:</p> <ul style="list-style-type: none"> • a participating agency was likely to pay for or provide services, but a representative was not invited; • a participating agency was invited, but consent for agency invitation was not sought; • a participating agency representative was not invited to the IEP, and the team did not document the rationale behind the decision.

RECORD REVIEW ITEM: SEC-3 - 34 CFR § 300.320(b)(1)

Record Review Item	Potential Documentation
Age-Appropriate Transition Assessments: The postsecondary goals are based on age-appropriate transition assessments (AATA).	<ul style="list-style-type: none">• IEP – Transition planning• IEP – Present level of academic achievement and functional performance
Evidence of Compliance	
<input type="checkbox"/> YES Mark YES if there is evidence the student's postsecondary goals are based upon AATA and aligned to the student's preferences, interests, needs and strengths (PINS) identified in the AATA.	<input type="checkbox"/> NO Mark NO if there is evidence the student's post-secondary goals do not align with information obtained from the student's transition assessments, or information from assessments is not current or otherwise no longer reflects the student's PINS.

RECORD REVIEW ITEM: SEC-4 - 34 CFR § 300.320(b)(1)

Record Review Item	Potential Documentation
<p>Measurable Post-Secondary Goals:</p> <p>There are appropriate measurable postsecondary goals addressing:</p> <ul style="list-style-type: none">• Education and/or training,• Employment, and• Independent living, as needed	<ul style="list-style-type: none">• IEP – Transition planning
Evidence of Compliance	
<p><input type="checkbox"/> YES</p> <p>Mark YES if there is evidence that all the following are true:</p> <ul style="list-style-type: none">• each required postsecondary goal is present;• each postsecondary goal is measurable; and• each postsecondary goal states what the student will do following the student's graduation with a standard diploma or after the district's secondary transition services are otherwise anticipated to end.	<p><input type="checkbox"/> NO</p> <p>Mark NO if there is evidence that any of the following are true:</p> <ul style="list-style-type: none">• a postsecondary goal was not included in one or more required areas, including independent living, as needed;• one or more of the postsecondary goals was not measurable;• one or more of the postsecondary goals did not state what the student will do following the student's graduation with a standard diploma or after the district's secondary transition services are otherwise anticipated to end.

RECORD REVIEW ITEM: SEC-5 - 34 CFR § 300.320(b)(1)

Record Review Item		Potential Documentation
Post-Secondary Goals Reviewed Annually: The postsecondary goals were reviewed or updated annually.		<ul style="list-style-type: none">• IEP – Transition planning• IEP – Present level of academic achievement and functional performance• Meeting notes• Previous IEP to compare goals for changes
Evidence of Compliance		
<input type="checkbox"/> YES Mark YES if there is evidence that either of the following are true: <ul style="list-style-type: none">• the goals were reviewed and revised year to year; or• if the goals were the same year to year, the team considered and documented that the goals were still appropriate.	<input type="checkbox"/> NO Mark NO if there is evidence the student's postsecondary goals were not reviewed or updated annually.	<input type="checkbox"/> NOT APPLICABLE Mark N/A if there is evidence that this is the first IEP in effect when the student turns 16 years of age.

RECORD REVIEW ITEM: SEC-6 - 34 CFR § 300.320(2)(i)

Record Review Item	Potential Documentation
<p>IEP Goals:</p> <p>The annual IEP goals are related to the student's transition services needs.</p>	<ul style="list-style-type: none">• IEP – Transition planning• IEP – Present level of academic achievement and functional performance• Annual academic and functional goals
Evidence of Compliance	
<p><input type="checkbox"/> YES</p> <p>Mark YES if there is evidence of clear alignment between the student's annual IEP goals and transition services.</p>	<p><input type="checkbox"/> NO</p> <p>Mark NO if there is evidence the student's annual IEP goals do not align with the transition services including postsecondary goals.</p>

RECORD REVIEW ITEM: SEC-7 - 34 CFR § 300.43 & 300.320(b)

Record Review Item	Potential Documentation
<p>Transition Services:</p> <p>The IEP includes transition services that will reasonably enable the student to meet the post-secondary goals including services such as instruction, related services, community experiences, development of employment and other post-school adult living objectives; and/or daily living skills and the provision of a functional vocational evaluation.</p>	<ul style="list-style-type: none">• IEP – Transition planning• Service summary
Evidence of Compliance	
<p><input type="checkbox"/> YES</p> <p>Mark YES if there is evidence that the IEP includes transition services provided by the district or program that will reasonably enable the student to meet the postsecondary goals.</p>	<p><input type="checkbox"/> NO</p> <p>Mark NO if there is evidence the student's IEP does not include transition services or contains very limited transition services that do not meet the student's needs.</p>

RECORD REVIEW ITEM: SEC-8 - 34 CFR § 300.320(b)(2)

Record Review Item	Potential Documentation
<p>Courses of Study:</p> <p>The student's IEP includes courses of study that will reasonably enable the student to meet their postsecondary goals.</p>	<ul style="list-style-type: none">• IEP – Transition planning• IEP –Services summary• Descriptions of courses of study and activities beyond listing of required courses for graduation
Evidence of Compliance	
<p><input type="checkbox"/> YES</p> <p>Mark YES if there is evidence of multi-year educational experiences and activities supporting the student's postsecondary goals from the current year to anticipated exit year or evidence of a single year for students exiting services during the current school year.</p>	<p><input type="checkbox"/> NO</p> <p>Mark NO if there is no evidence of courses of study, including a multi-year projection of courses and activities the student could be involved in the future.</p>

Individual Student File Review Form

Student Information				
Student Name:				
Student SSID:				
Student DOB:				
Student Disability:				
Grade:				
IEP Start Date:				
IEP End Date:				
Lock-In Criteria				
<p>Is the student going to be at least 16 years of age prior to the end date of the IEP? [Yes No]</p> <ul style="list-style-type: none"> • If the answer is YES, please complete the secondary transition protocol for this file. • If the answer is NO, the LEA may opt to use the protocol, but it will not be used for the purposes of cyclical monitoring. 				
Secondary Transition				
SEC 1	Student Invited	Y	N	
SEC 2	Participating Agency Invited	Y	N	
SEC 3	Age-Appropriate Transition Assessments	Y	N	
SEC 4	Measurable Post-Secondary Goals	Y	N	
SEC 5	Post-Secondary Goals Reviewed Annually	Y	N	N/A
SEC 6	IEP Goals	Y	N	
SEC 7	Transition Services	Y	N	
SEC 8	Course of Study	Y	N	
Comments				

Secondary Transition – Summary Sheet

INFORMATION	
LEA Name:	Required Sample Size:

Total number of student files reviewed is indicated below.

Elementary School Students	Middle School Students	High School Students	Out of District Placements	Grand Record Total
N/A				

List SSIDs of the targeted sample of student files. Enter “Yes” if evidence was found. Enter “No” if no evidence was found. Enter “N/A” if the item is not applicable to the selected student. No item may be left blank.

SSID	SEC-1	SEC-2	SEC-3	SEC-4	SEC-5	SEC-6	SEC-7	SEC-8

Plan of Correction – Identify what will be done and when to correct any individual or systemic noncompliance for each item where the LEA found noncompliance during the district review process.

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Secondary Transition Focus Group Questions

Secondary Transition	School/District Staff	Parents	Students	Community
• How do staff communicate with each other across departments to support transition planning?	X			
• How do you ensure staff is knowledgeable about the procedures necessary for completing all the required transition components, including present levels?	X			
• Describe how students receive transition services.	X	X	X	X
• Describe the district's partnership with Vocational Rehabilitation, and the referral process to adult participating agencies, as necessary.	X	X	X	X
• Describe supports provided for on-track graduation for general education and special education students and highlight any similarities and differences.	X	X	X	X
• How is Post-School Outcome data reviewed and utilized to improve programs and secondary transition planning?	X	X	X	X
• Describe any school or district-wide initiatives to increase the rate of graduation.	X	X	X	X
• What are the LEAs strengths and areas for improvement related to graduation, dropout, and secondary transition?	X	X	X	X

Priority Area 6: Abbreviated Day

This protocol was developed to be used in reviewing the records of students placed on an abbreviated school day program under ORS 343.161. For the most part, in addition to the individual document being reviewed, information from the student's record is required to make an informed decision regarding compliance with the standards. Therefore, prior to determining compliance for the following Standards, the assessor should review all available documentation

Abbreviated School Day Program

This protocol is to be used to review compliance status for students placed on an abbreviated school day program by their IEP team. For each item (standard), refer to the guidance provided in this document when determining if the standard is met or not. Some standards include multiple components.

Documentation that may need to be reviewed include:

1. Student schedules, with delivery method, including in-person and remote instructional minutes provided.

2. Individualized Education Programs (IEP) and Resulting Placement Determinations
3. Functional Behavioral Assessments and Behavior Intervention Plans
4. Evaluation and Reevaluation Reports
5. Notices of Team Meetings for IEP meetings
6. IEP meeting minutes
7. Prior Written Notices (PWN)
8. Abbreviated School Day Notice and Acknowledgement Notice to Parent/Guardian or Foster Parent forms.
9. Progress Monitoring Information



Emergent Priority: Abbreviated Day (EP)

RECORD REVIEW ITEM: EP-1 - 34 CFR §300.322 and 300.501(b)

Record Review Item	Potential Documentation
Parent Invited. The parents were invited to the IEP team meeting.	<ul style="list-style-type: none"> • Notice of Team Meeting
Evidence of Compliance	
<input type="checkbox"/> YES <ul style="list-style-type: none"> • There is any evidence that the parents were invited to or participated in the IEP team meeting. • If there is no documentation of a written notice but the parents were in attendance. 	<input type="checkbox"/> NO <ul style="list-style-type: none"> • There is no evidence that the parents were invited. • The parents did not attend the IEP team meeting.

RECORD REVIEW ITEM: EP-2 - 34 CFR §300.321 and 300.322

Record Review Item	Potential Documentation
Appropriate Notice. The parents were provided written notice of the IEP team meeting a reasonable amount of time prior to the meeting. The written notice must contain the time, location, and purpose of the meeting, and a listing of persons invited to the meeting, by name or position.	<ul style="list-style-type: none"> • Notice of Team Meeting including <ul style="list-style-type: none"> ○ Purpose e.g., annual review, reevaluation) ○ Time of the meeting ○ Location of the meeting ○ Listing of persons invited to the meeting, by name or position
Evidence of Compliance	
<input type="checkbox"/> YES <ul style="list-style-type: none"> • All four items are on the meeting notice and accurately reflect the meeting. 	<input type="checkbox"/> NO <ul style="list-style-type: none"> • One or more items are not on the meeting notice or if the meeting notice does not accurately reflect the meeting.

RECORD REVIEW ITEM: EP-3 - 34 CFR §300.322 and 300.501

Record Review Item	Potential Documentation
Efforts to Ensure Parent Participation. If the parent is not in attendance at the meeting, at least one attempt to invite the parent was through a written notice, and a second attempt was made if no response was received from the first notice.	<ul style="list-style-type: none">• Notice of Team Meeting
Evidence of Compliance	
<input type="checkbox"/> YES <ul style="list-style-type: none">• At least one written notice was provided.• The written notice was provided a reasonable amount of time before the meeting.• If the parent failed to respond to the first attempt, a second attempt was made to invite the parents.	<input type="checkbox"/> NO <ul style="list-style-type: none">• There is no evidence of one or more of the above.

RECORD REVIEW ITEM: EP-4 - 34 CFR §300.504

Record Review Item	Potential Documentation
Procedural Safeguards. Procedural Safeguards were provided to the parent and/or adult student.	<ul style="list-style-type: none">• Procedural Safeguards• Receipt of Procedural Safeguards• Prior Written Notice
Evidence of Compliance	
<input type="checkbox"/> YES <ul style="list-style-type: none">• There is evidence the procedural safeguards were provided with at least one notice of the meeting.• There is evidence that the procedural safeguards had been provided previously during the school year.	<input type="checkbox"/> NO <p>There is no evidence that the parents were provided a copy of the procedural safeguards at least once within the school year, or if there is evidence that the parent did not receive a copy of the procedural safeguards at another required time.</p>

RECORD REVIEW ITEM: EP-5 - 34 CFR §300.324

Record Review Item	Potential Documentation
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<p>Special Factors Related to Behavior. The most recent IEP indicates the team considered whether the child's behavior impedes their learning or that of others and, if so, appropriately addressed this special factor within the IEP.</p>	<ul style="list-style-type: none"> • IEP – Special Factors • Prior Written Notice • IEP -- PLAAFP
<p>Evidence of Compliance</p>	
<p><input type="checkbox"/> YES</p> <ul style="list-style-type: none"> • The most recent IEP documents that the team considered whether the child's behavior impedes their learning or that of others; and • If the team determined that the child's behavior impedes their learning or that of others, the IEP reflects approaches, including positive behavioral interventions, strategies and supports, to address those behaviors. 	<p><input type="checkbox"/> NO</p> <ul style="list-style-type: none"> • The most recent IEP documents that the team considered whether the child's behavior impedes their learning or that of others; or, • If the team determined that the child's behavior impedes their learning or that of others, corresponding supports were described within the IEP.

RECORD REVIEW ITEM: EP-6 - 34 CFR §300.324(a)(2)(ii)

<p>Record Review Item</p>	<p>Potential Documentation</p>	
<p>Special Factors Related to Limited English Proficiency. The IEP team considered, in the case of a student with limited English proficiency, the language needs of the student as they relate to the IEP.</p>	<ul style="list-style-type: none"> • IEP – Special Factors • Prior Written Notice • IEP -- PLAAFP 	
<p>Evidence of Compliance</p>		
<p><input type="checkbox"/> YES</p> <p>There is evidence of a need and it is addressed.</p>	<p><input type="checkbox"/> NO</p> <p>There is evidence that the student is an English language learner (e.g., this item checked on the special factors section of the IEP, information provided in the student's record) and</p>	<p><input type="checkbox"/> Not Applicable</p> <p>The student is not an English language learner (e.g., this item is not checked in the consideration of special factors section on the IEP).</p>

	this need is not considered on the IEP.	
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RECORD REVIEW ITEM: EP-7 - 34 CFR §300.324(a)(2)(iii)

Record Review Item		Potential Documentation
Special Factors Related to Instruction in Braille and the use of Braille for Students who are Blind or Visually Impaired. The IEP team considered, in the case of a student who is blind or visually impaired, that provision is made for instruction in braille and other use of braille.		<ul style="list-style-type: none"> • IEP – Special Factors • Prior Written Notice • IEP -- PLAAFP
Evidence of Compliance		
<input type="checkbox"/> YES There is evidence of a need and it is addressed.	<input type="checkbox"/> NO The student is blind or has visual impairment and is not receiving instruction or supports in braille, unless there is evidence in the record that an evaluation (conducted recently or in the past) revealed that instruction in or use of braille is not appropriate.	<input type="checkbox"/> Not Applicable The student is not blind or visually impaired (e.g., this item is not checked in the consideration of special factors section on the IEP).

RECORD REVIEW ITEM: EP-8 - 34 CFR §300.324(a)(2)(iv)

Record Review Item	Potential Documentation
Special Factors Related to Communication, Including for Students who are Deaf or Hard of Hearing. The IEP team considered the communication needs of the child, including, for a student who is deaf or hard of hearing or deafblind, consideration of the student's opportunities for direct communication with peers and professional personnel in the student's mode of communication, academic level, and full range of	<ul style="list-style-type: none"> • IEP – Special Factors • IEP – Related Services • IEP -- PLAAFP

needs, including opportunities for direct instruction in the student's language and communication mode.		
Evidence of Compliance		
<input type="checkbox"/> YES There is evidence of a need and it is addressed.	<input type="checkbox"/> NO There is evidence that the student has communication needs that are not addressed on the IEP.	<input type="checkbox"/> Not Applicable There is no evidence the student has a need in this area (e.g., this item is not checked in the consideration of special factors section on the IEP).

RECORD REVIEW ITEM: EP-9 - 34 CFR §300.324(a)(2)(v)

Record Review Item	Potential Documentation	
Special Factors Related to Assistive Technology. The IEP team considered whether the student needs assistive technology devices and services.	<ul style="list-style-type: none"> • Notice of Team Meeting 	
Evidence of Compliance		
<input type="checkbox"/> YES There is evidence of a need for assistive technology and it is addressed.	<input type="checkbox"/> NO There is evidence of a need for assistive technology that is not addressed.	<input type="checkbox"/> Not Applicable There is no evidence the student has a need in the area of assistive technology (e.g., this item is not checked in the consideration of special factors section on the IEP) and there is no other evidence of a need for assistive technology.

RECORD REVIEW ITEM: EP-1 - 34 CFR §300.320 and 300.324

Record Review Item	Potential Documentation
Present Levels of Academic Achievement and Functional Performance (PLAAFP). The most recent IEP includes a complete statement of the child's	<ul style="list-style-type: none"> • IEP – PLAAFP • Previous IEP • Student Report Card

present levels of academic achievement and functional performance, including:

- A. Input provided from parents, or evidence that parents were afforded the opportunity to provide input through multiple attempts.
- B. Present level of academic achievement including assessment/evaluation information, information about the student's strengths, a description of the student's needs, and how the student's disability affects involvement in and progress in the general education curriculum.
- C. Present level of functional performance including assessment/evaluation information, information about the student's strengths, a description of the student's needs, and how the student's disability affects involvement in and progress in the general education curriculum.

In evaluating whether the present level statement meets requirements, and taking into account everything that you know about the student based on your review of the student's record, respond to the following probes:

- A. Does the present level statement include a description of the student's current educational or functional performance, including grade or functioning level, as appropriate, which is sufficient to determine the goals and services required for the student to receive FAPE?
- B. Is the present level statement individualized (e.g., strengths, weaknesses, physical, or social emotional concerns)?
- C. Does the present level statement include information that exceeds just a label or test score?
- D. Is the statement written in objective, descriptive terms?
- E. Does the statement clearly indicate how the student's disability affects the student's participation in the general education curriculum? Be specific (e.g., student's lack of focus affects

- Attendance
- Discipline
- Standardized assessment results
- Progress reports

<p>reading comprehension).</p> <p>F. For prekindergarten children, does the present level statement accurately describe the effect of the disability on age-appropriate abilities or milestones that typically developing children of the same age would be achieving?</p>	
<p>Evidence of Compliance</p>	
<p><input type="checkbox"/> YES</p> <ul style="list-style-type: none"> Each component of the PLAAFP as listed in (a), (b), and (c) above has been included. Responses to each of the probes (A-F) above are YES or N/A. If the parent expressed no concerns, a statement of this is noted in the present levels. If multiple attempts were made to obtain parent input in the development of the IEP document; attempts can occur in a variety of ways, such as telephone calls and copies of correspondence sent to parent(s); documentation of the attempts and results of those attempts. 	<p><input type="checkbox"/> NO</p> <ul style="list-style-type: none"> The PLAAFP statements are missing required components (see A, B, and C above). There is no evidence that the IEP team sought parent input. The response to any of the above probes (A-F) is NO.

RECORD REVIEW ITEM: EP-11 - 34 CFR §300.320

Record Review Item	Potential Documentation
<p>Measurable Annual Goals. The most recent IEP contains a statement of measurable annual goals, including academic and functional goals as appropriate.</p> <p>In determining if the measurable annual goals meet compliance, consider the following probes (A-D must be YES (or N/A for D) to mark YES for this item):</p> <p>A. Do the annual goals directly relate to the needs of the student as identified in the present level statement(s) as well as any other needs that result from the student's disability?</p>	<ul style="list-style-type: none"> IEP – Annual Goals

<ul style="list-style-type: none"> • Mark YES if the goals are directly related to the student's needs as identified in the present level statement (s) or disability. • Mark NO if the goals fail to relate to the present level statements or do not appropriately address the student's needs (evident through a record review). • Mark NO if the goals are not individualized (e.g., the same or similar goal is used on the IEPs of many students in the same class or program). <p>B. Are the goals observable, clearly descriptive of the specific behaviors or skills to be addressed, and do they tell what will be used to master the goal (i.e., observable in such a way that anyone asked to evaluate progress could do so clearly, with accuracy and consistency)?</p> <ul style="list-style-type: none"> • Mark YES if the answer to the probe is YES. • Mark NO if goals are vague, without the short-term objectives or benchmarks, lack specificity, and are not written using action words. <p>C. Can the goals stand alone and be meaningful? To be meaningful, goals must be observable, conditional, and contain criteria.</p> <ul style="list-style-type: none"> • Mark YES if the answer to the probe is YES. • Mark NO if goals simply refer to or repeat the short-term objectives (e.g., John will master the following objectives; Jane will master objectives 1, 2, 3, and 4) <p>D. Does each annual goal statement contain at least two short-term objectives or benchmarks (required for students with disabilities who take alternative assessments aligned to their modified curriculum (i.e., Extended Assessment), or whose IEP includes benchmarks or short-term objectives at IEP team discretion)?</p> <ul style="list-style-type: none"> • Mark YES if the answer to the probe is YES. • Mark NO if there are not two objectives or 	
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<p>benchmarks for each annual goal statement.</p> <ul style="list-style-type: none"> • Mark N/A if the student does not take an alternative assessment and the student's IEP does not contain benchmarks or short-term objectives. <p>Note: If the present level statement was marked NO due to lack of sufficiency, but the annual goals clearly address the needs of the student that are evident through the record review, this probe should be answered YES. Short-term objectives represent intermediate steps to a goal, are measurable and often specify conditions. Benchmarks represent major milestones to a goal and should specify a time frame.</p>	
<p>Evidence of Compliance</p>	
<p><input type="checkbox"/> YES</p> <p>If the answers to A, B, C, and D above are YES (or N/A for D).</p>	<p><input type="checkbox"/> NO</p> <p>If the answer to A, B, C, or D above is NO.</p>

RECORD REVIEW ITEM: EP-12 - 34 CFR §300.320

Record Review Item	Potential Documentation
<p>Review and Revision of IEP/Measurable Annual Goals. The IEP was reviewed within the last 365 days, and annual goals were revised to address: progress or any lack of progress toward the annual goals; progress or any lack of progress in the general education curriculum, if appropriate; the results of reevaluation; information about the student provided to, or by, the parent; and the student's anticipated needs or other matters.</p>	<ul style="list-style-type: none"> • Review the student's previous IEP, progress reports, report card grades, discipline records, and any other available information (e.g., reevaluation results, information provided to, or by the parent, progress monitoring reports). Compare the present level statements, annual goals and short-term objectives or benchmarks, and services provided to the student on the previous and current IEP. If there is evidence of a lack of expected progress or significant changes in the student's needs, determine if this was addressed in the current IEP. •

Evidence of Compliance

☐ YES

- The IEP was reviewed within the past 365 days.
- The IEP team appropriately revised the annual goals during the last annual review, as documented by evidence that:
 - The goal(s) were revised due to the previous goal(s) having been met, and in light of progress or any lack thereof in the general education curriculum, the results of any reevaluation conducted, information about the child provided to or by the parents, and the child's anticipated needs, or;
 - The goal(s) were revised to address a lack of progress toward the annual goals, and in light of progress or any lack thereof in the general education curriculum, the results of any reevaluation conducted, information about the child provided to or by the parents, and the child's anticipated needs.
- The annual goals on the current IEP reflect appropriate revisions from prior annual goals in light of the child's circumstances.

☐ NO

- The IEP was not reviewed within the past 365 days.
- The IEP team did not revise the annual goals during the last annual review.
- The annual goals on the IEP do not reflect appropriate revisions from prior annual goals in light of the child's circumstances

RECORD REVIEW ITEM: EP-13 - 34 CFR §300.320

Record Review Item	Potential Documentation
<p>Monitoring of Progress. The student's progress toward meeting their annual goals was measured according to the IEP, and the report of progress was provided to the parents and, if applicable, the adult student as required by the IEP.</p> <p>The IEP must include:</p> <ul style="list-style-type: none"> ● A description of how the student's progress toward meeting the annual goals will be measured ● When periodic reports on the progress the student is making toward meeting the annual goals will be provided (such as through the use of quarterly or other periodic reports, concurrent with the 	<ul style="list-style-type: none"> ● IEP – Progress Monitoring ● Progress Monitoring Reports

issuance of report cards)		
Evidence of Compliance		
<input type="checkbox"/> YES <ul style="list-style-type: none"> • The IEP includes a description of how the student's progress toward meeting the annual goals will be measured • The IEP includes information on when periodic reports on the progress the student is making toward meeting the annual goals will be provided • The progress reports from the last year were provided as often as indicated on the IEP • The progress reports from the last year described the student's progress toward the annual goals 	<input type="checkbox"/> NO <ul style="list-style-type: none"> • The IEP does not include a description of how the student's progress toward meeting the annual goals will be measured • The IEP does not include information on when periodic reports on the progress the student is making toward meeting the annual goals will be provided • The progress reports from the last year were not provided as often as indicated on the IEP • The progress reports from the last year did not describe the student's progress toward the annual goals 	<input type="checkbox"/> Not Applicable <p>This is an initial IEP and the designated time for the first progress report has not been reached.</p>

RECORD REVIEW ITEM: EP-14 - 34 CFR §300.320

Record Review Item	Potential Documentation
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Special Education/Specially Designed Instruction. The most recent IEP contains a statement of special education services/specially designed instruction, including location as well as initiation, duration, and frequency.

The description of the special education services must specifically identify the nature of the services received (e.g., specially designed instruction in reading and math, direct instruction in socialization skills, speech therapy, as opposed to vaguely indicating “specialized instruction in some learning activities”), and include the location (e.g., general education classroom, special education classroom, campus-wide), initiation date, duration date, and frequency of those services. Services must be based on peer reviewed research to the extent practicable.

The Analysis of Comments and Changes section of volume 71, page 46667 of the Federal Register (71 Federal Register 46667), includes the following statement regarding the requirement of 34 CFR §300.320(a)(7), that the IEP include initiation, frequency, location, and duration of services:

“The meaning of the term ‘duration’ will vary, depending on such things as the needs of the child, the service being provided, the particular format used in an IEP, and how the child’s day and IEP are structured. What is required is that the IEP include information about the amount of services that will be provided to the child, so that the level of the agency’s commitment of resources will be clear to parents and other IEP team members. The amount of time to be committed to each of the various services to be provided must be appropriate to the specific service, and clearly stated in the IEP in a manner that can be understood by all involved in the development and implementation of the IEP.”

Although the regulations specify “frequency,” the amount of services to be provided must be clear to everyone involved. **If a range of time or “as needed” is indicated, additional information must be provided**

- IEP – Special Education Services
- Service Summary
- Prior Written Notice

<p>to explain the unique circumstances of the student that require a range of time and the criteria by which to determine when the service is to be provided. The use of either a range of time or “as needed” must be based on the unique needs of the student and must not be based on administrative convenience. For example, “as needed” or a range of time may be appropriate if a student requires more time, or more intensive direct instruction, when being presented with a new or more abstract skill or concept, and less time, or less intensive direct instruction, for review or reinforcement of a skill or concept. The student should only be responsible for determining the need for a service if the IEP team is certain that the student is both able and willing to make this need known.</p>	
<p>Evidence of Compliance</p>	
<p><input type="checkbox"/> YES</p> <p>All required content is included and is consistent with the services provided to the student. In addition, any unique circumstances requiring a range of time or “as needed” are clearly defined and documented in the IEP.</p>	<p><input type="checkbox"/> NO</p> <p>The IEP indicates services:</p> <ul style="list-style-type: none"> ● Indicate only a service delivery model (e.g., “inclusion”) ● Indicate only a disability (e.g., SLD) ● Indicate only an accommodation (e.g., extended time on tests) ● Do not include one or more of the following: location, anticipated initiation, duration, or frequency

RECORD REVIEW ITEM: EP-15 - 34 CFR §300.320

Record Review Item	Potential Documentation
<p>Related Services. The IEP contains a statement of related services, including location and anticipated initiation, duration, and frequency.</p> <p>Related services include transportation and such developmental, corrective, and other supportive</p>	<ul style="list-style-type: none"> ● IEP – Related Services ● Prior Written Notice

<p>services as are required to assist a child with a disability to benefit from special education.</p> <p>The description of the related services must specifically identify the nature of the services received, and include the location (e.g., general education classroom, special education classroom, campus-wide), initiation date, duration date, and frequency of those services. Services must be based on peer reviewed research to the extent practicable.</p> <p>The amount of services to be provided must be clear to everyone involved. If a range of time or “as needed” is indicated, additional information must be provided to explain the unique circumstances of the student that require a range of time and the criteria by which to determine when the service is to be provided. The use of either a range of time or “as needed” must be based on the unique needs of the student and must not be based on administrative convenience. For example, “as needed” or a range of time may be appropriate if a student requires more time, or more intensive direct instruction, when being presented with a new or more abstract skill or concept, and less time, or less intensive direct instruction, for review or reinforcement of a skill or concept. The student should only be responsible for determining the need for a service if the IEP team is certain that the student is both able and willing to make this need known.</p>	
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Evidence of Compliance

<input type="checkbox"/> YES <ul style="list-style-type: none"> All required content is included and is consistent with the services provided to the student. In addition, any unique circumstances requiring a range of time or “as needed” are clearly defined and documented in the IEP. 	<input type="checkbox"/> NO <p>The need for services was not considered or if the services:</p> <ul style="list-style-type: none"> Indicate only a service delivery model (e.g., “inclusion”) Indicate only a disability (e.g., 	<input type="checkbox"/> Not Applicable <p>No related services are needed.</p>
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	SLD) <ul style="list-style-type: none"> • Indicate only an accommodation (e.g., extended time on tests) • Do not include one or more of the following: location, anticipated initiation, duration, or frequency 	
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RECORD REVIEW ITEM: EP-16 - 34 CFR §300.320

Record Review Item	Potential Documentation
<p>Supplementary Aids and Services. The IEP contains a statement of supplementary aids and services, including accommodations and modifications to be provided to the child. The statement of supplementary aids and services includes location and anticipated initiation, duration, and frequency.</p> <p>Supplementary aids and services may be aids, instructional services, and other supports that are provided in regular education classes, other education-related settings, and extracurricular and nonacademic settings to enable children with disabilities to be educated with nondisabled children to the maximum extent appropriate. Modifications and accommodations must relate to assisting the student to advance appropriately toward attaining annual goals, to be involved and progress in the general education curriculum, to participate in extracurricular and other nonacademic activities, and to be educated and participate with other students with disabilities and nondisabled students in the activities described.</p> <p>The description of the supplementary aids and services must specifically identify the nature of the services received, and include the location (e.g., general education classroom, special education</p>	<ul style="list-style-type: none"> • IEP – Supplementary Aids and Services • Prior Written Notice

<p>classroom, campus-wide), initiation date, duration date, and frequency of those services. Services must be based on peer reviewed research to the extent practicable.</p> <p>The amount of services to be provided must be clear to everyone involved. If a range of time or “as needed” is indicated, additional information must be provided to explain the unique circumstances of the student that require a range of time and the criteria by which to determine when the service is to be provided. The use of either a range of time or “as needed” must be based on the unique needs of the student and must not be based on administrative convenience. For example, “as needed” or a range of time may be appropriate if a student requires more time, or more intensive direct instruction, when being presented with a new or more abstract skill or concept, and less time, or less intensive direct instruction, for review or reinforcement of a skill or concept. The student should only be responsible for determining the need for a service if the IEP team is certain that the student is both able and willing to make this need known.</p>		
<p>Evidence of Compliance</p>		
<input type="checkbox"/> YES All required content is included and is consistent with the services provided to the student. In addition, any unique circumstances requiring a range of time or “as needed” are clearly defined and documented in the IEP.	<input type="checkbox"/> NO The need for services was not considered or if the services: <ul style="list-style-type: none"> ● Indicate only a service delivery model (e.g., “inclusion”) ● Indicate only a disability (e.g., SLD) ● Indicate only an accommodation (e.g., extended time on tests) 	<input type="checkbox"/> Not Applicable No supplementary aids and services are needed.

	<ul style="list-style-type: none"> Do not include one or more of the following: location, anticipated initiation, duration, or frequency 	
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RECORD REVIEW ITEM: EP-17 - 34 CFR §300.106(a)

Record Review Item	Potential Documentation
<p>Extended School Year (ESY) Services. The IEP team considered the extended school year needs of the student within the last year.</p> <p>There should be evidence that the IEP team considered whether the student requires ESY services to be provided to ensure FAPE. The need for ESY must be considered at least annually. If the IEP team determines that ESY services are needed, those services must be identified on the IEP. Decisions regarding ESY may not be based on the disability label nor unilaterally limit the type, amount, or duration of the services.</p>	<ul style="list-style-type: none"> IEP – Extended School Year Prior Written Notice
Evidence of Compliance	
<p><input type="checkbox"/> YES</p> <p>There is evidence that within the last year:</p> <ul style="list-style-type: none"> The child’s IEP team determined, on an individual basis, that the services were or were not necessary for the provision of free appropriate public education to the child, The school district did not limit extended school year services to particular categories of disability, and The school district did not unilaterally limit the type, amount, or duration of those services. 	<p><input type="checkbox"/> NO</p> <p>There is evidence that within the last year:</p> <ul style="list-style-type: none"> The need for extended school year services was not considered, The decision regarding eligibility for extended school year special education was made unilaterally rather than by the child’s IEP team, The school limited extended school year services to particular categories of

	<p>disability, or</p> <ul style="list-style-type: none"> • The school district unilaterally limited the type, amount, or duration of those services.
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RECORD REVIEW ITEM: EP-18 - 34 CFR §300.106(a)

Record Review Item		Potential Documentation
<p>Supports for School Personnel. The IEP contains a statement of supports for school personnel. (Authority: 34 CFR §300.320)</p> <p>Supports for school personnel must relate to meeting the unique needs of the student and should not reflect professional development, training, or information related to meeting the needs of students experiencing disabilities in general.</p>		<ul style="list-style-type: none"> • IEP – Supports for School Personnel • Prior Written Notice
<p>Evidence of Compliance</p>		
<input type="checkbox"/> YES Supports are indicated.	<input type="checkbox"/> NO Both of the following are true: <ul style="list-style-type: none"> • If there is clear evidence of need; and, • There is no evidence that the need was addressed. 	<input type="checkbox"/> Not Applicable No supports are needed.

RECORD REVIEW ITEM: EP-19 - 34 CFR §300.320

Record Review Item	Potential Documentation
<p>IEP Services. The services identified on the IEP are based on the present level of academic and functional performance statement(s) and the annual goals (and short-term objectives or benchmarks, if applicable).</p>	<ul style="list-style-type: none"> • IEP – Service Summary • Prior Written Notice • IEP -- PLAAFP

<p>The present level statement(s), goals, and objectives or benchmarks (if applicable) should support the services identified on the IEP. If the nature or severity of the disability warrants removal of the child from the general educational environment for any period of time, this would indicate a need in one or more skill areas and should be addressed in components of the IEP. For example, if a student is removed from the general educational environment for a particular class or subject, it should be evident from the IEP why the removal is necessary. If this removal results from a need in a particular area (e.g., behavioral, specific academic skill), this need should be addressed in the present level statement and should ultimately result in the development of a goal related to the need.</p>	
<p>Evidence of Compliance</p>	
<p><input type="checkbox"/> YES</p> <p>The services on the IEP support the student's needs identified in the PLAAFP statement(s) and are reasonably calculated to enable the student to achieve the annual goals.</p>	<p><input type="checkbox"/> NO</p> <p>The services do not appear reasonably calculated to enable the student to achieve one or more of the annual goals, given the unique needs of the student as identified in the PLAAFP statement(s).</p>

RECORD REVIEW ITEM: EP-20 - 34 CFR §300.116 and ORS 343.161

Record Review Item	Potential Documentation
<p>Placement of Student on Abbreviated School Day Program. The most recent IEP team determination that the student be placed on an abbreviated school day program was based on the student's needs.</p> <p>Placement decisions for all students experiencing disabilities must be individually determined on the basis of the student's abilities and needs and on the IEP. Factors such as category or severity of disability, availability of services, configuration of the service delivery system, availability of space, or administrative convenience cannot be used to justify placement decisions.</p>	<ul style="list-style-type: none"> • Prior Written Notice • IEP – Service Summary

<p>Each abbreviated school day program placement must be based on a student's individual needs as documented in their IEP. Students may only be placed on an abbreviated school day program in conformity with the requirements of ORS 343.161 and the Least Restrictive Environment (LRE) provisions established in the Individuals with Disabilities Education Act (IDEA).</p> <p>Prior to reviewing the abbreviated school day program placement for compliance, review available information on the student, including the current and previous year's IEP, the student's report card from the current and previous school years, attendance and discipline records, statewide standardized assessment results, other evaluation and assessment data, progress reports, and any additional pertinent information.</p>		
<p>Evidence of Compliance</p>		
<input type="checkbox"/> YES <p>The student's IEP team determined and documented that the student should be placed on an abbreviated (shortened) school day program based on the individual student's specific needs.</p>	<input type="checkbox"/> NO <p>Either of the following are true:</p> <ul style="list-style-type: none"> There is no evidence that the student was placed on an abbreviated (shortened) school day program due to the student's documented individualized specific needs, or, There is evidence the student was placed on an abbreviated (shortened) school day due to reasons unrelated to the student's specific needs. 	<input type="checkbox"/> Not Applicable <p>The student is not placed on an abbreviated (shortened) school day program.</p>

RECORD REVIEW ITEM: EP-21 - 34 CFR §300.116 and ORS 343.161

Record Review Item	Potential Documentation
<p>IEP Documents Reason for Abbreviated School Day Program Determination. The child's most recent IEP includes a statement that documents the reason for the abbreviated school day program placement determination (i.e., medical, behavioral). (Authority: 34 CFR §300.116; ORS 343.161)</p> <p>Review the student's IEP to determine whether the team documented the reason(s) that the student was placed on an abbreviated school day program.</p> <p>If placement on an abbreviated school day program is due to disability-related behavior, the IEP should include:</p> <ul style="list-style-type: none"> • Documentation that the student's behavior impedes their learning or that of others in the special considerations section, • Documentation of the use of positive behavioral interventions and supports, and other strategies, to address that behavior, and • Documentation of evidence-based interventions addressing the identified areas of concern were implemented within the school environment prior to placement on an abbreviated (shortened) school day program. 	<ul style="list-style-type: none"> • IEP • Prior Written Notice
Evidence of Compliance	
<input type="checkbox"/> YES The reason for placement on an abbreviated (shortened) school day program is documented in the IEP.	<input type="checkbox"/> NO The reason for placement on an abbreviated (shortened) school day program is not documented in the IEP.

RECORD REVIEW ITEM: EP-22 - 34 CFR §300.116 and ORS 343.161

Record Review Item	Potential Documentation
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<p>Placement Page. The placement page documents that the team considered at least one option that includes appropriate supports for the student and that could enable the student to access the same number of hours of instruction or educational services that are provided to students who are in the same grade within the same school and the reason(s) why that option was rejected.</p> <p>Review the student's IEP to determine placement options that were considered by the IEP team. At least one placement option that would provide access to a full school day must be considered prior to placing a student on an abbreviated school day program.</p>	<ul style="list-style-type: none"> • Placement Determination • Prior Written Notice
<p>Evidence of Compliance</p>	
<p><input type="checkbox"/> YES</p> <p>There is evidence that the team considered:</p> <ul style="list-style-type: none"> • At least one option other than abbreviated school day that included appropriate support for the student and that could enable the student to access the same number of hours of instruction or educational services that are provided to students who are in the same grade within the same school. • If rejected, evidence must include the reason(s) why the option(s) was rejected. 	<p><input type="checkbox"/> NO</p> <p>There is no evidence that the IEP team considered placement options that would have provided the student with a full school day or, if other options were considered, there is no evidence as to why those options were rejected.</p>

RECORD REVIEW ITEM: EP-23 - 34 CFR §300.500, 300.327, 300.501(b)-(c), 300.322, and 300.328

Record Review Item	Potential Documentation
<p>Placement Decision Made by Appropriate Group. The placement decision was made by a group and included the parents; and included individuals who have knowledge about:</p> <ul style="list-style-type: none"> • The child • Meaning of evaluation data, and • Placement options. 	<ul style="list-style-type: none"> • Placement Determination • Prior Written Notice
<p>Evidence of Compliance</p>	

<input type="checkbox"/> YES Either of the following are true: <ul style="list-style-type: none"> • There is evidence that a group of qualified professionals, including the parent, made the placement determination for the student. • The parent was invited but did not participate in the meeting with the group of qualified professionals. 	<input type="checkbox"/> NO Any of the following are true: <ul style="list-style-type: none"> • The parent was not invited. • Even though the parent was invited, the placement decision was made by a group that did not include all of the required participants.
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RECORD REVIEW ITEM: EP-24 - 34 CFR §300.300

Record Review Item	Potential Documentation
<p>Prior Written Notice. The District gave Prior Written Notice to the parent within a reasonable time before the district proposed placement on an abbreviated school day program.</p> <p>The prior written notice must include the following:</p> <ul style="list-style-type: none"> • A description of the action proposed • An explanation of why the school district proposes or refuses the action • A description of each evaluation, assessment, record, or report the LEA used as the basis for the decision • A statement that the parents have procedural safeguard protections • Sources for parents to contact for assistance in understanding their rights • A description of other options considered and why they were rejected • A description of any other factors relevant to the decision 	<ul style="list-style-type: none"> • Prior Written Notice
Evidence of Compliance	
<input type="checkbox"/> YES	<input type="checkbox"/> NO There is no evidence that: <ul style="list-style-type: none"> • The Prior Written Notice was

The applicable Prior Written Notice related to the child's placement on an abbreviated (shortened) school day:

- Was provided after a decision and before implementation of the decision.
- Included all of the following required content:
 - A. A description of the action proposed or refused;
 - B. An explanation of why the action was proposed or refused;
 - C. A description of any options considered and the reasons these options were rejected;
 - D. A description of each evaluation procedure, test, record, or report used as a basis for the proposal or refusal;
 - E. A description of any other factors relevant to the proposal or refusal;
 - F. A statement that parents of a child with a disability have protection under Procedural Safeguards and the means by which a copy of the notice of Procedural Safeguards may be obtained;
 - G. Sources for parents to contact to obtain assistance in understanding their Procedural Safeguards;
 - H. Written in a language understandable to the general public;
 - I. Provided in the native language of the parent or other mode of communication used by the parent unless it is clearly not feasible to do so; and,
 - J. If the native language or other mode of communication used by the parent is not a written language:
 - a. Reasonable effort is made to aid the parent in understanding the content of the notice; and,
 - b. There is written evidence that the

provided after a decision and before implementation of the decision.

- The Prior Written Notice contained all of the required content listed in A through J above.

requirements in this section have been met.	
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RECORD REVIEW ITEM: EP-25 – ORS 343.161

Record Review Item	Potential Documentation
<p>Abbreviated School Day Notice and Acknowledgement. A statutorily compliant abbreviated school day notice and acknowledgement form was given at least once per term. (Authority: ORS 343.161)</p> <p>Review the student’s records to determine if the school district provided the parent with a notice and acknowledgment form that meets requirements of ORS 343.161. Statute requires that schools provide the following information in writing to the parent or foster parent of the student:</p> <ul style="list-style-type: none"> A. The school district’s duty to comply with the requirements of ORS 343.161; B. The prohibition against a school district unilaterally placing a student on an abbreviated school day program; and C. The student’s presumptive right to receive the same number of hours of instruction or educational services as other students who are in the same grade within the same school and the parent’s or foster parent’s right to request, at any time, a meeting of the individualized education program team to determine whether the student should no longer be placed on an abbreviated school day program. <p>School districts are also required to obtain a signed acknowledgment from the parent or foster parent of the student that they received this information.</p>	<ul style="list-style-type: none"> • Abbreviated Day Notice & Acknowledgement
Evidence of Compliance	
<input type="checkbox"/> YES Both of the following are true:	<input type="checkbox"/> NO

<ol style="list-style-type: none">1. The school district provided the required information from A-C above to the parent or foster parent at least once each term.2. The school district obtained a signed acknowledgment from the parent or foster parent of the student that the parent or foster parent received the information, or appropriately documented sufficient attempts to obtain signed acknowledgment.	<p>There is no evidence that the school district completed the abbreviated school day program notice and acknowledgment requirements for each term the child was placed on an abbreviated school day program.</p>
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Individual Student File Review Form

Student Information				
Student Name:				
Student SSID:				
Student DOB:				
Student Disability:				
Grade:				
IEP Start Date:				
IEP End Date:				
Emergent Area: Abbreviated Day				
EP 1	Parent invited	Y	N	
EP 2	Appropriate Notice	Y	N	
EP 3	Ensure Parental Participation	Y	N	
EP 4	Procedural Safeguards	Y	N	
EP 5	Special Factors: Behavior	Y	N	
EP 6	Special Factors: Limited English Proficiency	Y	N	NA
EP 7	Special Factors: Braille	Y	N	NA
EP 8	Special Factors: Communication	Y	N	NA
EP 9	Special Factors: AT	Y	N	NA
EP 10	PLAAFP	Y	N	
EP 11	Measurable Annual Goals	Y	N	
EP 12	Review & Revision	Y	N	
EP 13	Progress Monitoring	Y	N	
EP 14	Specially Designed Instruction	Y	N	
EP 15	Related Services	Y	N	NA
EP 16	Supplementary Aids & Services	Y	N	NA
EP 17	Extended School Year	Y	N	
EP 18	Supports for School Personnel	Y	N	NA
EP 19	IEP Services	Y	N	
EP 20	Placement on Abbreviated Day	Y	N	NA
EP 21	IEP Documents Reasons	Y	N	
EP 22	Placement Page	Y	N	
EP 23	Placement made by appropriate group	Y	N	
EP 24	Prior Written Notice	Y	N	
EP 25	Abbreviated Day Notice &. Acknowledgement	Y	N	
Comments				

Emergent Area: Abbreviated Day – Summary Sheet

INFORMATION	
LEA Name:	Required Sample Size:

Total number of student files reviewed is indicated below.

Elementary School Students	Middle School Students	High School Students	Out of District Placements	Grand Record Total

List SSIDs of the targeted sample of student files. Enter “Yes” if evidence was found. Enter “No” if no evidence was found. Enter “NA” if the item is not applicable to the selected student. No item may be left blank.

	SSID 1	SSID 2	SSID 3	SSID 4
EP 1				
EP 2				
EP 3				
EP 4				
EP 5				
EP 6				
EP 7				
EP 8				
EP 9				
EP 10				
EP 11				
EP 12				
EP 13				
EP 14				
EP 15				
EP 16				
EP 17				
EP 18				
EP 19				
EP 20				
EP 21				
EP 22				
EP 23				
EP 24				

EP 25				
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Plan of Correction – Identify what will be done and when to correct any individual or systemic noncompliance for each item where the LEA found noncompliance during the self-assessment process.

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