



## 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 components include:

1. Current performance
2. Annual goals
3. Measuring progress
4. Participation in state and district-wide assessments
5. Special education and related services
6. Dates and location of services
7. Accommodations and modifications
8. Extended School Year (ESY)

## IEP Components

**Current performance.** The IEP must state how the student is currently doing in school 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.

**Annual goals.** These are goals that the student can reasonably accomplish in a year. Goals may include functional, behavioral, and academic needs, and may also address social emotional skills and relationships, knowledge and skills, relate to physical needs, or address other educational needs. The goals must be measurable, meaning that it must be possible to measure whether the student has achieved the goals. The goals should be related to concerns included in the student’s current performance.

**Measuring progress.** 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.

**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.

**Special education and related services.** The IEP must list the special education and related services determined necessary and to be provided to the student.

**Dates and location of services.** The IEP must state when services begin and end (frequency), how often they are provided (duration), and where they are provided (location).

**Accommodations and Modifications.** The IEP must state the required accommodations and/or modifications needed for the student to access the general education curriculum.

**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.

In this section, the LEA will respond to a series of questions to explore whether it is meeting critical components related to eligibility determination and IEP development. Due to the nature of some findings of noncompliance in this area, which can impact the student receiving a FAPE, OESO recommends the LEA to correct these findings immediately. In all cases where the student is still within the LEA’s jurisdiction and eligible to receive special education, all instances of noncompliance must be corrected no greater than one year from the OESO’s written notification.

## IEP Development (IEP)

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

Record Review Item	Potential Documentation
<p>The parents were invited to the IEP meeting, and if neither parent attended the meeting, there is documentation of attempts to ensure parental participation.</p>	<ul style="list-style-type: none"> <li>• Notice of Team Meeting</li> <li>• Documentation of invitation</li> <li>• Contact or communication logs with parent , including emails</li> <li>• Offer of assistance to parents</li> </ul>
<b>Evidence of Compliance</b>	
<p><input type="checkbox"/> YES</p> <p>There is evidence that the parents were invited to the IEP meeting.</p>	<p><input type="checkbox"/> NO</p> <p>There is no evidence that parents were invited to the meeting.</p>

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

Record Review Item	Potential Documentation
<p>The IEP had been reviewed at least annually and revised to address any/all of the following:</p> <ul style="list-style-type: none"> <li>• any lack of expected progress toward annual goals and in the general curriculum;</li> <li>• results of any reevaluation conducted;</li> <li>• information about the child provided to, or by, the parents; and the child’s anticipated needs or other matters.</li> </ul>	<ul style="list-style-type: none"> <li>• IEP &amp; amendments</li> <li>• IEP – Annual IEP Review Date</li> <li>• IEP progress reports</li> <li>• IEP – Annual goals</li> <li>• Evaluation results</li> <li>• Parent input</li> </ul>
<b>Evidence of Compliance</b>	
<p><input type="checkbox"/> YES</p> <p>Mark YES if there is evidence that all of the following are true:</p> <ul style="list-style-type: none"> <li>• The IEP was reviewed within the past 365 days.</li> <li>• The annual goals on the current IEP reflect appropriate revisions from prior</li> </ul>	<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"> <li>• The IEP was not reviewed within the past 365 days.</li> <li>• The IEP team did not revise the annual goals during the last annual review.</li> </ul>

annual goals in light of the child's circumstances.	<ul style="list-style-type: none"> <li>The IEP's annual goals do not reflect appropriate revisions from prior annual goals in light of the child's circumstances.</li> </ul>
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RECORD REVIEW ITEM: IEP-3 - 34 CFR §300.321(a-b) & 300.321(a)(7)(e)(1-2)(i-ii)

<b>Record Review Item</b>	<b>Potential Documentation</b>
The appropriate IEP Team members were present at the IEP meeting and if the appropriate committee members were not present, an excusal form is available for the committee member(s) and the excused committee member provided input.	<ul style="list-style-type: none"> <li>IEP – Meeting Participants</li> <li>Meeting notes</li> <li>Agreement Between Parents and the District</li> <li>Written Input</li> </ul>
<b>Evidence of Compliance</b>	
<input type="checkbox"/> YES  All required IEP team members including the LEA Representative, a general education teacher of the student, and special education teacher of the student, a person qualified to interpret evaluation information, the parent, and the student, when appropriate. If parent was not in attendance, documentation of invitation and attempts to communicate with parent are present. Additionally, any other team member who was not present was properly excused in agreement with the parent.	<input type="checkbox"/> NO  The team was missing required members and those members were not properly excused.

RECORD REVIEW ITEM: IEP-4 - 34 CFR §300.320(a)(1) & 300.324(a)(1)

<b>Record Review Item</b>	<b>Potential Documentation</b>
The IEP includes a statement of present levels of academic achievement and functional performance, including how the student's disability affects involvement and progress in the general education curriculum and includes:  the strengths of the student;	IEP – PLAAFP

<p>the concerns of the parents for enhancing the education of their child;</p> <p>the results of the initial evaluation or most recent evaluation; and the academic, developmental, and functional needs of the student</p>	
<p><b>Evidence of Compliance</b></p>	
<p><input type="checkbox"/> YES</p> <p>The PLAAFP contains all the following:</p> <ul style="list-style-type: none"> <li>• the strengths of the student;</li> <li>• the concerns of the parents for enhancing the education of their child;</li> <li>• the results of the initial evaluation or most recent evaluation; and</li> <li>• The academic, developmental, and functional needs of the students.</li> </ul>	<p><input type="checkbox"/> NO</p> <p>The PLAAFP is incomplete or does not contain the required components.</p>

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

Record Review Item	Potential Documentation
<p>The IEP includes measurable annual goals based on content standards for the student's enrolled grade, including academic and functional goals.</p>	<ul style="list-style-type: none"> <li>• IEP – Annual Academic &amp; Functional Goals &amp; Objectives</li> <li>• IEP – Related Content Standard(s)</li> </ul>
<p><b>Evidence of Compliance</b></p>	
<p><input type="checkbox"/> YES</p> <p>All IEP goals are:</p> <ul style="list-style-type: none"> <li>• written in measurable terms that describe what the student can reasonably accomplish in a 12-month period.</li> <li>• demonstrate a direct link between goal(s) and the student's present levels of academic achievement and functional performance</li> <li>• relate to meeting a student's needs that result from the disability</li> </ul>	<p><input type="checkbox"/> NO</p> <p>Goals are not measurable, do not address needs as identified in the PLAAFP, are not appropriately ambitious, or are not based on content standards,</p>

<ul style="list-style-type: none"> <li>enable involvement in and progress with the general education curriculum, and meet other education needs that result from the disability.</li> </ul>	
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**RECORD REVIEW ITEM: IEP-6 - 34 CFR §300.320(a)(4) and 300.320(a)(7)**

<b>Record Review Item</b>	<b>Potential Documentation</b>
The IEP contains special education services, including location, duration, and frequency.	<ul style="list-style-type: none"> <li>IEP – Services</li> <li>IEP – Specially Designed Instruction</li> </ul>
<b>Evidence of Compliance</b>	
<input type="checkbox"/> YES Special education services, including specially-designed instruction, are included and are consistent with the other component parts of the IEP such as the PLAAFP and goals. Services include location, duration and frequency of services in each identified goal area.	<input type="checkbox"/> NO Services indicate only a service delivery model (e.g., self-contained classroom), indicate only an accommodation or modification, or do not include all of the required components describing the services including location, duration, or frequency.

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

<b>Record Review Item</b>	<b>Potential Documentation</b>
The IEP contains related services that address the needs of the student and support annual goals.	<ul style="list-style-type: none"> <li>IEP – Related services</li> <li>PLAAFP</li> <li>Related Service personnel service logs/plans of care</li> </ul>
<b>Evidence of Compliance</b>	
<input type="checkbox"/> YES All required related services are included and are aligned with needs identified in other parts of the IEP. Related services include such developmental, corrective, and other supportive services as are required to assist a student with a disability to	<input type="checkbox"/> NO Mark NO if the need for related services was not considered or if the services: <ul style="list-style-type: none"> <li>Indicate only a service delivery model (e.g., “inclusion”)</li> <li>Indicate only a disability (e.g., SLD)</li> </ul>
<input type="checkbox"/> NOT APPLICABLE IEP Team determined the student does not require any related services.	

benefit from special education.	<ul style="list-style-type: none"> <li>• Indicate only an accommodation (e.g., extended time on tests)</li> <li>• Do not include one or more of the following: location, anticipated initiation, duration, or frequency</li> </ul>	
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**RECORD REVIEW ITEM: IEP-8 - 34 CFR §300.34 & 300.320(a)(4)**

<b>Record Review Item</b>	<b>Potential Documentation</b>
The IEP contains a statement of supports for school personnel.	IEP – Supports for personnel
<b>Evidence of Compliance</b>	
<input type="checkbox"/> YES Supports for school personnel relate directly to meeting the unique needs of the student and do not reflect professional development, training, or information related to meeting the needs of students experiencing disabilities in general.	<input type="checkbox"/> NO Mark NO if both of the following are true: <ul style="list-style-type: none"> <li>• There is clear evidence of need.</li> <li>• There is no evidence that the need was addressed.</li> </ul>

**RECORD REVIEW ITEM: IEP-9 - 34 CFR §300.320(a)(6)(i)**

<b>Record Review Item</b>	<b>Potential Documentation</b>
The IEP indicates student participation in the annual statewide assessment and contains appropriate accommodations necessary to measure academic achievement and functional performance on state or district-wide assessments.	<ul style="list-style-type: none"> <li>• IEP – Statewide Assessment</li> <li>• IEP – District-wide Assessment</li> <li>• IEP – Supplementary Aids/Services; Accommodations</li> </ul>
<b>Evidence of Compliance</b>	
<input type="checkbox"/> YES The IEP indicates if the student will participate in the annual statewide assessment. Appropriate accommodations necessary to measure academic	<input type="checkbox"/> NO Mark NO if any of the following are true:

<p>achievement and functional performance on state or district-wide assessment are clearly stated and align with needs identified in other components of the student’s IEP.</p>	<ul style="list-style-type: none"> <li>• The IEP does not indicate if the student will participate in the annual statewide or district-wide assessments</li> <li>• Accommodation needed for full participation in the assessment are not addressed</li> </ul>
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**RECORD REVIEW ITEM: IEP-10 - 34 CFR §300.106**

<b>Record Review Item</b>	<b>Potential Documentation</b>
<p>Extended school year services (ESY) are considered annually.</p>	<ul style="list-style-type: none"> <li>• IEP – Extended School Year (ESY) Services</li> <li>• Meeting notes</li> <li>• Prior Written Notice</li> </ul>
<b>Evidence of Compliance</b>	
<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"> <li>• 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.</li> <li>• The school district did not unilaterally limit the type, amount, or duration of those services.</li> </ul>	<p><input type="checkbox"/> NO</p> <p>Mark NO if there is evidence that within the last year:</p> <ul style="list-style-type: none"> <li>• The need for extended school year services was not considered.</li> <li>• The decision regarding eligibility for extended school year special education was made unilaterally rather than by the child’s IEP team.</li> <li>• The school district unilaterally limited the type, amount, or duration of those services.</li> </ul>



*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 invited	Y	N
IEP 2	IEP reviewed annually	Y	N
IEP 3	Appropriate IEP team	Y	N
IEP 4	PLAAFP	Y	N
IEP 5	Measurable annual goals	Y	N
IEP 6	Detailed special education services	Y	N
IEP 7	Related services	Y	N NA
IEP 8	Supports for personnel	Y	N
IEP 9	Statewide assessment	Y	N
IEP 10	ESY considered	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 “NA” 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

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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*IEP Focus Group questions*

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