

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 tablets. 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
<p>Evidence of Compliance</p>	
<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
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 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 1627"> <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="1057 772 1421 1627"> <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
Evidence of Compliance	
<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