

Oregon's System of General Supervision

Priority Area 2: IEP Development



Introduction

Under the Individuals with Disabilities Education Act (IDEA), each student's Individualized Education Program (IEP) must be reviewed and revised by the IEP team at least annually. The IEP serves as the cornerstone document outlining the special education and related services necessary for the student to receive a Free Appropriate Public Education (FAPE). Parents and/or legal guardians, as integral team members, must be invited to participate and afforded meaningful opportunity to contribute to this process.

An effectively developed IEP addresses all areas of student need and provides a roadmap for appropriately ambitious educational progress. The IEP must include specific components: present levels of academic achievement and functional performance (PLAAFP); measurable annual goals; services and supports; special factors; participation in assessments; and Extended School Year (ESY) considerations. Each component must align to create a cohesive plan tailored to the student's unique needs resulting from their disability.

This priority area examines whether Local Educational Agencies (LEAs) comply with procedural requirements for IEP development and whether IEP content meets substantive requirements. The review encompasses meeting procedures, required participants, component completeness, and alignment between identified needs and proposed services.

When using this protocol, LEAs will examine critical requirements related to IEP development. If noncompliance is found, LEAs must correct findings as soon as possible. In all cases, noncompliance must be corrected within one year of the Oregon Department of Education's (ODE) written notification. When noncompliance could result in denial of 10 or more instructional days, correction must occur according to the shortened timeline outlined in Oregon Administrative Rules (OAR) 581-015-2015.

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IEP-1 – IEP Reviewed and Revised Annually

Record Review Item

The IEP has been reviewed at least once every 365 days and revised as appropriate to address all the following as applicable based on the student's circumstances:

- 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/or legal guardian; and
- The student's anticipated needs; or
- Other matters.

Related Authorities

Federal: 34 CFR § 300.324(b)(1)

State: OAR 581-015-2225(1)(b)

Potential Documentation

- IEP and amendments – Annual IEP review date and/or annual goals, previous and current IEPs
- IEP Progress Reports
- Evaluation Results
- Meeting Notes
- Prior Written Notice
- Parent and/or legal guardian input

Evidence of Compliance

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

- The IEP was reviewed within the past 365 days; and
- The IEP reflects appropriate revisions if any of the following apply:
 - Lack of expected progress;
 - Reevaluation;
 - Information provided to, or by, the parents and/or legal guardians; or
 - Student's anticipated needs; or
 - Other matters needed to be addressed.

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

- 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:
 - Lack of expected progress;
 - Reevaluation;
 - Information provided to, or by, the parents and/or legal guardians;
 - Student's anticipated needs; or
 - Other matters needed to be addressed.

IEP-2 – Special Factor: Behavior

Record Review Item

The IEP team considered 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.

Related Authorities

- **Federal:** 34 CFR § 300.324(a)(2)(i)
- **State:** OAR 581-015-2205(3)(a)

Potential Documentation

- IEP – Special Factors
- Functional Behavioral Assessment (FBA) and/or Behavior Intervention Plan (BIP)
- IEP – Present Levels of Academic Achievement and Functional Performance
- IEP – Measurable Annual Goals; Service Summary
- Meeting Notes

Evidence of Compliance

Mark YES if there is evidence the IEP team considered the student's behavior and, if it impedes learning, the IEP includes appropriate positive behavioral interventions, supports, and strategies.

Mark NO if the student's behavior impedes learning and the IEP team did not consider or address it with positive behavioral interventions and supports.

Mark N/A if the record demonstrates that behavior does not impede the student's learning or the learning of others.

IEP-3 – Special Factor: Limited English Proficiency

Record Review Item

For a student with limited English proficiency, the IEP team considered the language needs of the student as those needs relate to the student's IEP.

Related Authorities

Federal: 34 CFR § 300.324(a)(2)(ii)

State: OAR 581-015-2205(3)(b)

Potential Documentation

- IEP – Special Factors
- IEP – Present Levels of Academic Achievement and Functional Performance
- Evaluation Results (e.g., language proficiency assessments)
- IEP – Measurable Annual Goals; Service Summary; Accommodations
- Meeting Notes
- Language Use Survey

Evidence of Compliance

Mark YES if there is evidence the IEP team considered the student's language needs and those needs are appropriately addressed within the IEP.

Mark NO if the IEP team failed to consider the language needs of a student with limited English proficiency as they relate to the IEP.

Mark N/A if the student does not have limited English proficiency.

IEP-4 – Special Factor: Blindness or Visual Impairment

Record Review Item

For a student who is blind or visually impaired, the IEP team provided for instruction in Braille and the use of Braille, unless the team determined after an evaluation of the student's reading and writing skills, needs, and appropriate reading and writing media, that instruction in Braille or the use of Braille is not appropriate for the student.

Related Authorities

Federal: 34 CFR § 300.324(a)(2)(iii)

State: OAR 581-015-2205(3)(c)

Potential Documentation

- IEP – Special Factors
- Evaluation Results (e.g., Functional Vision Evaluation, Learning Media Assessment)
- IEP – Present Levels of Academic Achievement and Functional Performance
- IEP – Service Summary (e.g., services from a Teacher of the Visually Impaired)
- Meeting notes

Evidence of Compliance

Mark YES if there is evidence the IEP team conducted the required evaluation and, based on that data, either provided for instruction in Braille or documented why it was not appropriate.

Mark NO if the IEP team failed to provide for instruction in Braille without first conducting the required evaluation and documenting the determination that it was not appropriate.

Mark N/A if the student is not blind or visually impaired.

IEP-5 – Special Factor: Communication Needs

Record Review Item

The IEP team considered the communication needs of the student. In the case of a student who is deaf or hard of hearing, the team considered the student's language and communication needs, opportunities for direct communication with peers and professional personnel in the student's language and communication mode, academic level, and full range of needs.

Related Authorities

Federal: 34 CFR § 300.324(a)(2)(iv)

State: OAR 581-015-2205(3)(d)

Potential Documentation

- IEP – Special Factors
- Evaluation Results (e.g., Speech-Language, Audiological)
- IEP – Present Levels of Academic Achievement and Functional Performance
- IEP – Measurable Annual Goals; Service Summary; Accommodations
- Meeting Notes

Evidence of Compliance

Mark YES if there is evidence the IEP team considered the student's communication needs and, for a student who is deaf or hard of hearing, considered the specific factors required and addressed those needs in the IEP.

Mark NO if the IEP team failed to consider the student's communication needs, or, for a student who is deaf or hard of hearing, failed to consider the specific required factors.

Mark N/A if communication is not an area of need resulting from the student's disability.

IEP-6 – Special Factor: Assistive Technology

Record Review Item

The IEP team considered whether the student needs assistive technology devices and services.

Related Authorities

Federal: 34 CFR § 300.324(a)(2)(v)

State: OAR 581-015-2055

Potential Documentation

- IEP – Special Factors
- Evaluation Results (e.g., Assistive Technology)
- IEP – Present Levels of Academic Achievement and Functional Performance
- IEP – Service Summary; Supplementary Aids and Services
- Meeting Notes

Evidence of Compliance

Mark YES if there is evidence the IEP team considered the student's need for assistive technology and, if needed, included it in the IEP.

Mark NO if there is no evidence the IEP team considered the student's potential need for assistive technology devices and services.

Mark N/A if the item is not applicable because the IEP team considered the need for assistive technology and documented its determination that no such need exists, which is confirmed by the information in the student's file.

IEP-7 – Present Levels of Academic Achievement and Functional Performance

Record Review Item

The IEP includes all the required elements of the present levels of academic achievement and functional performance.

Related Authorities

Federal: 34 CFR § 300.320(a)(1); 34 CFR § 300.324(a)(1)

State: OAR 581-015-2200(1)(a); OAR 581-015-2205(1)

Potential Documentation

- IEP – Present Levels of Academic Achievement and Functional Performance

Evidence of Compliance

Mark YES if there is evidence that the present levels contain all the following:

- The strengths of the student (e.g., academic, developmental, functional);
- The concerns of the parent and/or legal guardians 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; and
- A statement of how the student's disability affects involvement and progress in the general education curriculum.

Mark NO if there is evidence the present levels do not contain one or more of the following:

- The strengths of the student (e.g., academic, developmental, functional);
- The concerns of the parent and/or legal guardians 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;
- A statement of how the student's disability affects involvement and progress in the general education curriculum.

IEP-8 – Measurable Annual Goals Present

Record Review Item

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.

Related Authorities

Federal: 34 CFR § 300.320(a)(2)

State: OAR 581-015-2200(1)(b)

Potential Documentation

- IEP – Measurable Annual Goals
- IEP – Related Content Standard(s)

Evidence of Compliance

Mark YES if there is evidence that all IEP goals:

- 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.

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.

IEP-9 – Specially Designed Instruction

Record Review Item

The IEP contains specially designed instruction to be provided to the student, and includes the anticipated frequency, location, and duration of these services.

Related Authorities

Federal: 34 CFR § 300.320(a)(4)

State: OAR 581-015-2200(1)(d)

Potential Documentation

- IEP – Service Summary
- IEP – Present Levels of Academic Achievement and Functional Performance
- IEP – Measurable Annual Goals

Evidence of Compliance

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

- The IEP includes 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 projected beginning date, and the anticipated frequency, location, and duration for each identified area of specially designed instruction.

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

- 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); or
- The services do not include the anticipated frequency, location, and duration for each identified area of specially designed instruction.

IEP-10 – Related Services

Record Review Item

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.

Related Authorities

Federal: 34 CFR § 300.320(a)(4); 34 CFR § 300.34

State: OAR 581-015-2200(1)(d)

Potential Documentation

- IEP – Service Summary
- IEP – Present Levels of Academic Achievement and Functional Performance

Evidence of Compliance

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

- 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 projected beginning date, and the anticipated frequency, location, and duration of those services.

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

- 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; or
- The related services do not include the anticipated frequency, location, and duration of those services.

Mark N/A if there is evidence that all of the following are true:

- 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.

IEP-11 – Supplementary Aids and Services: Accommodations and/or Modifications

Record Review Item

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 projected beginning date, and the anticipated frequency, location, and duration of these aids and services.

Related Authorities

Federal: 34 CFR § 300.320(a)(4)

State: OAR 581-015-2200(1)(d)

Potential Documentation

- IEP – Service Summary
- IEP – Present Levels of Academic Achievement and Functional Performance

Evidence of Compliance

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

- 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.

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

- A statement of supplementary aids and services was not included in the IEP;
- The identified supplementary aids and services are not aligned with the needs identified in other parts of the IEP; or
- The supplementary aids and services do not include the anticipated frequency, location, and duration of those services.

IEP-12 – Supports for School Personnel

Record Review Item

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.

Related Authorities

Federal: 34 CFR § 300.320(a)(4)

State: OAR 581-015-2200(1)(d)

Potential Documentation

- IEP – Service Summary
- IEP – Present Levels of Academic Achievement and Functional Performance

Evidence of Compliance

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

- 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.

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

- 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; or
- The supports for school personnel services do not include the anticipated frequency, location, and duration of those services.

Mark N/A if there is evidence that all the following are true:

- 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.

IEP-13 – State and Districtwide Assessment

Record Review Item

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.

Related Authorities

Federal: 34 CFR § 300.160; 34 CFR § 300.320(6)

State: OAR 581-015-2200(1)(g)

Potential Documentation

- IEP – Present Levels of Academic Achievement and Functional Performance
- IEP – Statewide Assessment
- IEP – District-Wide Assessment
- IEP – Supplementary Aids/Services; Accommodations; Modifications

Evidence of Compliance

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

- 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 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
- 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.

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

- 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; or
- 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 decision was inconsistent with the guidelines established by the state.

IEP-14 – Extended School Year (ESY) Services

Record Review Item

On at least an annual basis, the IEP team made an individual determination as to whether ESY services were necessary for the provision of a FAPE to the student, based on the requirements of OAR 581-015-2065, including:

- Regression and recoupment time based on documented evidence or, if no documented evidence, on predictions according to the professional judgment of the team; and
- Any additional criteria developed by the school district.

Definitions

- **Regression** means significant loss of skills or behaviors in any area specified on the IEP as a result of an interruption in education services.
- **Recoupment** means the recovery of skills or behaviors specified on the IEP to a level demonstrated before the interruption of education services.

Related Authorities

Federal: 34 CFR § 300.106(a)(2)

State: OAR 581-015-2065

Potential Documentation

- IEP – Extended School Year (ESY) Services
- Meeting Notes
- Prior Written Notice
- District Policy on ESY

Evidence of Compliance

Mark YES if there is evidence that within the last year:

- 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:
 - Regression and recoupment time based on documented evidence or, if no documented evidence, on predictions according to the professional judgment of the team; and
 - Any additional criteria developed by the school district; and
- The LEA did not unilaterally limit the type, amount, or duration of those services.

Mark NO if there is evidence that within the last year any of the following were true:

- The need for ESY 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 ESY special education was made unilaterally rather than by the child's IEP team; or
- The LEA unilaterally limited the type, amount, or duration of those services.

IEP-15 – Nonparticipation Justification

Record Review Item

For any part of the school day in which the student will not participate with nondisabled peers in the general education classroom and/or in nonacademic and extracurricular activities, the IEP contains a specific, individualized explanation justifying the removal.

Related Authorities

Federal: 34 CFR § 300.320(a)(5); 34 CFR § 300.114

State: OAR 581-015-2200(1)(e); OAR 581-015-2240

Potential Documentation

- IEP – Nonparticipation Justification
- IEP – Present Levels of Academic Achievement and Functional Performance
- IEP – Service Summary
- Meeting Notes

Evidence of Compliance

Mark YES if the evidence indicates that for all removals from the general education setting, the IEP meets all of the following criteria:

- **Quantifies the Extent:** The IEP specifies the amount of time (e.g., minutes per week) and identifies the specific subjects or activities (e.g., “during the 60-minute reading block”) for which the student is removed.
- **Provides an Individualized Explanation:** The justification explains why the student needs to be removed from the general education setting, based on the student’s unique needs as described in the PLAAFP, and not on any other factor such as the student’s disability category, administrative convenience, or program availability.

Mark NO if the evidence indicates that the student is removed from the general education setting and the IEP demonstrates any of the following:

- The IEP is missing a written explanation for the removal.
- The explanation is not quantified and is vague about the time or setting of the removal (e.g., “as needed”).
- The explanation is generic and not linked to the student’s individual needs described in the PLAAFP (e.g., “For resource support,” “Student has autism,” or “To work in the life skills program”).

Mark N/A if the evidence indicates the student is educated in the general education setting for 100% of the school day and participates fully with nondisabled peers in all nonacademic and extracurricular activities.

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 Total of Records

List Secure Student Identifiers (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	IEP-1	IEP-2	IEP-3	IEP-4	IEP-5	IEP-6	IEP-7	IEP-8	IEP-9	IEP-10	IEP-11	IEP-12	IEP-13	IEP-14	IEP-15

Plan of Correction

Identify what will be done and when to correct any individual or systemic noncompliance for each item where noncompliance was found during the review process.

IEP Focus Group Questions

School/District Staff

- How do you ensure IEPs are truly individualized rather than program-based?
- What tools or processes help teams develop meaningful, measurable goals?
- How do you monitor whether IEP services are being implemented with fidelity?
- What challenges do you face in scheduling or conducting effective IEP meetings?
- How do you ensure all staff understand their responsibilities for IEP implementation?
- What training would improve IEP development and implementation quality?
- Describe the formal and informal processes your team uses to resolve disagreements during the IEP process and identify where these processes are most strained.

Parents and/or Legal Guardians

- Do you feel like a true partner in developing your child's IEP?
- How well does the IEP reflect your child's strengths and challenges, and your concerns?
- Are IEP goals meaningful and do they address what's most important for your child?
- How clearly can you track your child's progress on IEP goals?
- What would make IEP meetings more productive and comfortable for you?
- Do you understand all parts of your child's IEP and how to support them at home?

Students

- Do you understand what your IEP is and why you have one?
- How much do you get to help decide what goes in your IEP?
- Do your teachers know what help you need based on your IEP?
- Can you explain what you're working on with your IEP goals?
- What would make IEP meetings better for you?
- Do you feel your IEP helps you learn better?

Community

- How can community services complement and reinforce IEP goals?
- What community perspectives should inform IEP development?
- How could IEP services be better coordinated with community-based supports?
- What role can community organizations play in supporting IEP implementation?
- How do IEPs prepare students for community participation?
- What community resources could enhance IEP services?
- From your perspective as a community member, where do you see the most frequent sources of misunderstanding or conflict for families in the IEP process?