

A photograph of a classroom with several young students sitting at wooden desks. In the foreground, a boy in a plaid shirt is looking up and to the right, and a girl in a yellow shirt is looking towards the camera. Other students are visible in the background, some looking at their work. The text is overlaid on a semi-transparent blue rectangle.

Oregon General Supervision Framework

September 2022



OREGON
DEPARTMENT OF
EDUCATION

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Appendix A – General Supervision Framework

Oregon IDEA General Supervision Framework

The Office of Enhancing Student Opportunity's (OESO's) General Supervision Framework is implemented statewide to provide accountability and support to Oregon LEAs. OESO's accountability and supports are differentiated in accordance with state priorities and LEA needs.

Differentiated Accountability

OESO provides a multi-tiered system of accountability for LEAs, identifying and targeting LEAs based on risk and selecting mechanisms and levels of monitoring using LEA data from multiple general supervision components.

Focused **FEW LEAS**

On-site or virtual focused monitoring activities may include file and policy & procedure reviews, classroom observations, staff interviews, and focus groups and are reserved for a few LEAs as determined by OESO. Focused monitoring:

- May occur for high-risk LEAs.
- May be used to investigate emerging state priorities.
- May be an enforcement action based on lack of correction or improvement.

Cyclical **SOME LEAS**

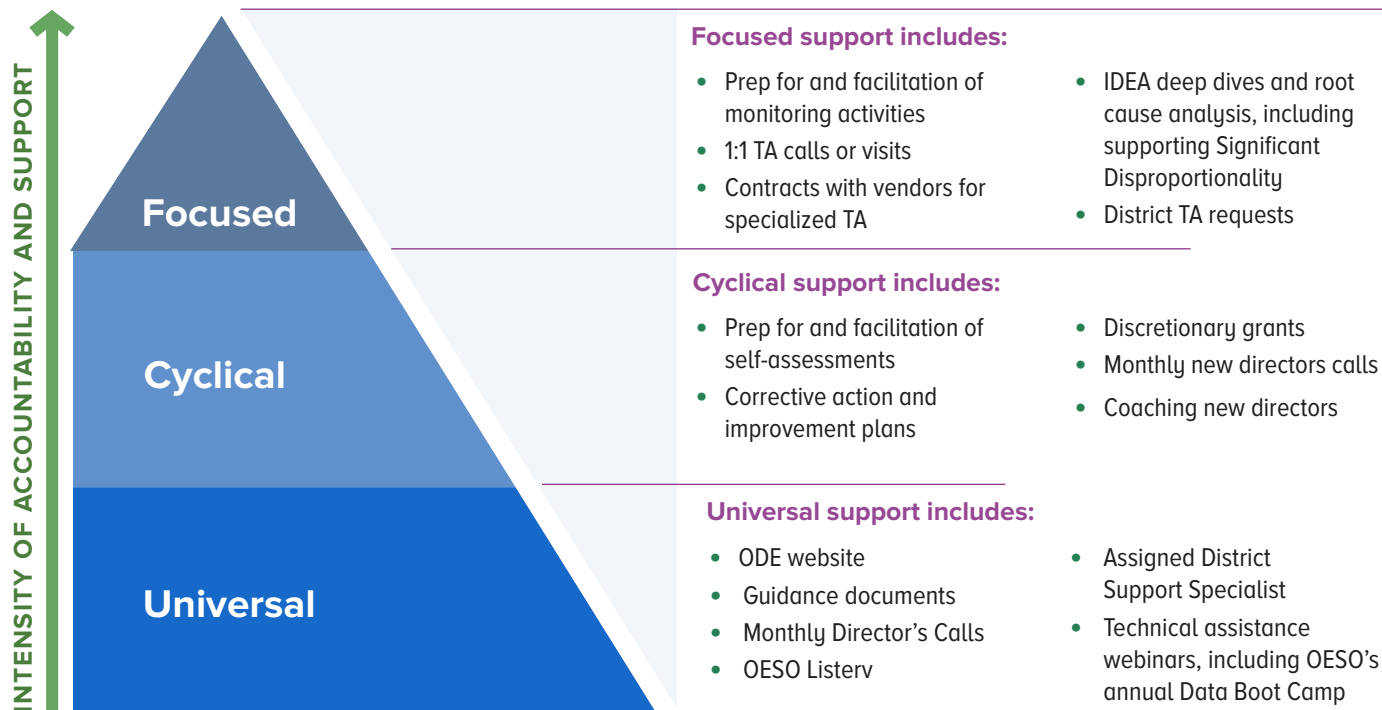
Using a cohort model, every three years, each Oregon LEA engages in a self-assessment that is verified by OESO. Self-assessment and onsite monitoring activities may include file and policy & procedure reviews, classroom observations, staff interviews, and focus groups. Activities and areas are determined based on risk and state priorities.

Universal **ALL LEAS**

Universal accountability activities include: risk assessment, LEA Determinations, dispute resolution, IDEA project application, fiscal accountability audits, and SPP/APR data collection and reporting.

Differentiated Support

OESO ensures LEAs receive support that matches the intensity of the accountability. Support is allocated based on LEA needs and aims to result in measurable progress for special education compliance and student results.



General Supervision Components

These components are used for decision-making and to provide and evaluate the differentiated accountability and support:

- Fiscal Management
- Integrated Monitoring
- Sustaining Compliance And Improvement
- Implementation Of Policies And Procedures
- Technical Assistance And Professional Development
- Dispute Resolution Data
- State Performance Plan/ Annual Performance Report

Appendix B – SPP/APR Part B Indicators

Indicator #	USED Required Data Source	Oregon Data Sources
1. Graduation	FS009 – Children with Disabilities (IDEA) Exiting Special Education	June Special Education Exit
2. Dropout	FS009 – Children with Disabilities (IDEA) Exiting Special Education	June Special Education Exit
3. Assessment	FS175 – Academic Achievement in Mathematics FS178 – Academic Achievement in Reading (Language Arts) FS185 – Assessment Participation in Mathematics FS188 – Assessment Participation in Reading/Language Arts	
4. Suspension/Expulsion	Discipline data collected under IDEA Section 618, where applicable.	B4A and B. Discipline Incidents B4A and B. Fall Membership B4B. State Monitoring Data (Policy to Practice Review)
5. Education Environments (School Age)	FS002 – Children with Disabilities (IDEA) School Age	
6. Preschool Environments	FS089 – Children with Disabilities (IDEA) Early Childhood	
7. Preschool Outcomes	State selected data source	Assessment, Evaluation, and Programming System for Infants and Children (AEPS) Ages and Stages Questionnaire (ASQ)
8. Parent Involvement	Parent surveys	Parent survey

9. Disproportionate Representation	State's analysis, based on State's Child Count data collected under IDEA section 618 to determine if it was the result of inappropriate identification	Fall Membership State Monitoring Data (Policy to Practice Review)
10. Disproportionate Representation in Specific Disability Categories	State's analysis, based on State's Child Count data collected under IDEA section 618 to determine if it was the result of inappropriate identification	Fall Membership State Monitoring Data (Policy to Practice Review)
11. Child Find	State data source and/or monitoring data	Special Education Child Find
12. Early Childhood Transition	State data source and/or monitoring data	SPR&I EI/ECSE program file reviews
13. Secondary Transition	State data source and/or monitoring data	Procedural Compliance Reviews file reviews
14. Post-School Outcomes	State selected data source	Post School Outcomes: Follow-up Interviews
15. Resolution Sessions	Dispute Resolution (EMAPS Survey)	Dispute Resolution System (DRS)
16. Mediation	Dispute Resolution (EMAPS Survey)	Dispute Resolution System (DRS)
17. State Systemic Improvement Plan (SSIP)	Multiple data sources as described in the SSIP	SiMR is 3 rd grade reading measured by state assessment

Appendix C – Cyclical Cohorts

COHORT A (SY2022-23, SY2025-26)

1. Adel SD 21
2. Adrian SD 61
3. Alsea SD 7J
4. Amity SD 29
5. Annex SD 29
6. Arock SD 81
7. Athena-Weston SD 29J
8. Brookings-Harbor 17C
9. Burnt River SD 30J
10. Camas Valley SD 21
11. Cascade SD 5
12. Centennial SD 28J
13. Cor/H/PNF
14. Corvallis SD 509J
15. Cove SD 15
16. Dallas SD 2
17. Douglas County 4
18. Dufur SD 29
19. Eagle Point SD 9
20. Elkton SD 34
21. Eugene SD 4J
22. Falls City SD 57
23. Fossil SD 21J
24. Gaston SD 511J
25. Gervais SD 1
26. Gladstone SD 115
27. Greater Albany SD 8J
28. Harney County SD 4
29. Harper SD 66
30. Hermiston SD 8R
31. Hood River County SD 1
32. Jefferson SD 14J
33. John Day SD 3
34. Jordan Valley SD 3
35. Junction City SD 69
36. Juntura SD 12
37. Klamath Falls City SD 1
38. La Grande SD 1
39. Lowell SD 71
40. Marcola SD 79J
41. Molalla River SD 35
42. Neah-Kah-Nie SD 56
43. Nestucca Valley SD 101J
44. North Powder SD 8J
45. Oakland SD 1
46. Oakridge SD 76
47. Oregon Trail SD 46
48. Port Orford-Langlois 2CJ
49. Portland SD 1J
50. Redmond SD 2J
51. Reynolds SD 7
52. Riverdale SD 51J
53. Rogue River SD 35
54. Scappoose SD 1J
55. Scio SD 95
56. Seaside SD 10
57. Sheridan SD 48J
58. Sisters SD 6
59. South Lake SD 45J
60. Spray SD 1
61. Springfield SD 19
62. Stanfield SD 61
63. Suntex SD 10
64. Sweet Home SD 55
65. Troy SD 54
66. Willamina SD 30J
67. Yoncalla SD 32

Cohort B (SY2023-24, SY2026-27)

1. Arlington SD 3
2. Astoria SD 1C
3. Bandon SD 54
4. Banks SD 13
5. Bethel SD 52
6. Blachly SD 90
7. Central Linn SD 552
8. Central SD 13J
9. Coos Bay SD 9
10. Crook County Unit SD
11. Culver SD 4
12. David Douglas SD 40
13. Dayton SD 8
14. Dayville SD 16J
15. Diamond SD 7
16. Double O SD 28
17. Echo SD 5
18. Elgin SD 23
19. Enterprise SD 21
20. Fern Ridge SD 28J
21. Glide SD 12
22. Grants Pass SD 7
23. Harney County SD 3
24. Harney County UHS 1J
25. Hillsboro SD 1J
26. Huntington SD 16J
27. Ione SD
28. Jewell SD 8
29. Klamath County SD
30. Lake Oswego SD 7J
31. Lincoln County SD
32. Long Creek SD 17
33. Mapleton SD 32
34. McKenzie SD 68
35. Medford SD 549C
36. Milton-Freewater SD 7
37. Monroe SD 1J
38. North Bend SD 13
39. North Santiam SD 19J
40. Ontario SD 8
41. Pendleton SD 16R
42. Perrydale SD 21
43. Phoenix-Talent SD 4
44. Pilot Rock SD 2
45. Pine Creek SD 5
46. Pinehurst SD 94
47. Powers SD 31
48. Prospect SD 59
49. Rainier SD 13
50. Reedsport SD 105
51. Salem-Keizer SD 24J
52. Santiam Canyon SD 129J
53. Silver Falls SD 4J
54. Siuslaw SD 97J
55. South Umpqua SD 19
56. South Wasco Co. SD 1
57. St. Paul SD 45
58. Sutherlin SD 130
59. Three Rivers-Josephine Co
60. Tigard Tualatin SD 23J
61. Tillamook SD (
62. Ukiah SD 80
63. Umatilla SD 6
64. Union SD 5
65. Vernonia SD 47J
66. Woodburn SD 103

Cohort C (SY2024-25, SY2027-28)

1. Ashland SD 5
2. Ashwood SD 8
3. Baker SD 5J
4. Beaverton SD 48J
5. Bend-LaPine SD 1
6. Black Butte SD 41
7. Butte Falls SD 91
8. Canby SD 86
9. Central Curry SD 1
10. Central Point SD 6
11. Clatskanie SD 6J
12. Colton SD 53
13. Condon SD 25J
14. Coquille SD 8
15. Corbett SD 39
16. Creswell SD 40
17. Crow-Applegate-Lorane 66
18. Douglas County 15
19. Drewsey SD 13
20. Estacada SD 108
21. Forest Grove SD 15
22. Frenchglen SD 16
23. Glendale SD 77
24. Gresham-Barlow SD 10J
25. Harrisburg SD 7J
26. Helix SD 1
27. Imbler SD 11
28. Jefferson County SD 509J
29. Joseph SD 6
30. Knappa SD 4
31. Lake County SD 7
32. Lebanon Community SD 9
33. LTCT
34. Malheur County SD 51
35. McMinnville SD 40
36. Mitchell SD 55
37. Monument SD 8
38. Morrow SD 1
39. Mt Angel SD 91
40. Myrtle Point SD 41
41. Newberg SD 29J
42. North Clackamas SD 12
43. North Douglas SD 22
44. North Lake SD 14
45. North Marion SD 15
46. North Wasco SD 21
47. Nyssa SD 26
48. Oregon City SD 62
49. Paisley SD 11
50. Parkrose SD 3
51. Philomath SD 17J
52. Pine-Eagle SD 61
53. Pleasant Hill SD 1
54. Plush SD 18
55. Prairie City SD 4
56. Riddle SD 70
57. Sherman County SD 1J
58. Sherwood SD 88J
59. South Harney SD 33
60. St Helens SD 502
61. Vale SD 84
62. Wallowa SD 12
63. Warrenton-Hammond 30
64. West Linn-Wilsonville 31
65. Winston-Dillard SD 116
66. Yamhill-Carlton SD

Appendix D – Priority Area Monitoring Protocol

Introduction

The Oregon Department of Education (ODE) Office of Enhancing Student Opportunities (OESO) uses these priority area monitoring protocol as the basis for both cyclical and focused monitoring activities. Through cyclical monitoring, OESO facilitates the opportunity for local educational agencies (LEAs) to participate in a self-assessment or reviews LEA practice. OESO is involved more extensively in focused monitoring, through onsite or virtual OESO-led reviews.

Monitoring Priority Areas

OESO has six monitoring priority areas:

1. Least Restrictive Environment (LRE)
2. Individualized Education Program (IEP)
3. Free Appropriate Public Education (FAPE)
4. Discipline
5. Secondary Transition
6. OESO-Determined Emerging/Emergency Area

The monitoring protocol for each priority area has multiple components:

- Regulatory citations, where applicable, that ensure consistent OESO and LEA understanding of IDEA and state requirements.
- One or more of the following activities:
 - Review data
 - Sample student files and respond to questions about each file
 - Review the LEA's policies, practices, and procedures.
 - The results of these activities will assist OESO and LEAs to accurately identify potential noncompliance, determine how student performance has been impacted, and develop a plan for correction and continuous improvement.

Citations

For areas where the state will review the LEA's self-assessment and examine evidence to validate compliance, regulatory citations are provided. Citations included in these protocol document refer to regulatory requirements determined to be most closely related to the area(s) being addressed. Citations included in the protocols are not intended to be comprehensive but broadly capture the intent of the component or priority being addressed.

Documenting Compliance

Documentation and Evidence

The protocol for each priority area provides a rubric which includes a list of potential documentation (information to look *at*) and evidence (information to look *for*) that must be considered during the OESO or LEA review. This information is provided as a guide for locating

information that may serve as evidence of implementation. However, OESO or the LEA may request or use additional evidence to support this process as it finds necessary.

Assessing Evidence of Implementation

“**Yes**” indicates OESO or the LEA reviewed and found evidence that the IEP and supporting information met the record review question and “**No**” indicates OESO or the LEA did not find evidence that met the standard identified within the record review question. If a question or a standard is not applicable to the specific student or file being reviewed, then OESO or the LEA may select “**Not Applicable**” (N/A). The OESO or LEA monitoring team should carefully review all documentation and evidence.

If the LEA identifies potential noncompliance (i.e., “**No**” is selected), the reviewer should identify the steps it will take to correct the potential noncompliance on the summary sheet.

OESO will review evidence provided by an LEA prior to making a final determination of compliance based on a self-assessment. Each LEA will be required to correct any instance of noncompliance upon notification by OESO. OESO will establish the conditions for demonstrating correction.

Priority Area 1:
Least Restrictive
Environment
(LRE)



Priority Area 1: Least Restrictive Environment (LRE)

Under 34 CFR §300.114 “to the maximum extent appropriate,” students experiencing disabilities, including students “in public or private institutions or other care facilities, are educated with children who are nondisabled; and special classes or separate schooling for children with disabilities or their 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.”

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...

IDEA also requires that schools provide a full continuum of placements as needed, ranging from general education classrooms with support to special classes and special school placements. The IEP team is responsible for determining the most appropriate educational placement in the least restrictive environment that can meet the student’s needs. students experiencing disabilities.

The purpose of this priority area is to ensure placement decisions are individualized in accordance with IDEA regulations and to determine if a relationship exists between placement decisions and outcomes of students experiencing disabilities.

LEAST RESTRICTIVE ENVIRONMENT (LRE)

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

Record Review Item	Potential Documentation
The placement decision was made by a group and included the parents; the group included individuals who have knowledge about: • The student, • Meaning of evaluation data, and • Placement options.	• IEP • Special Education Placement Determination • Prior Written Notice • Parent invitation • Meeting notes
Evidence of Compliance	
YES Placement decision was made by a knowledgeable group.	NO Placement decision was not made by a knowledgeable group.

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

Record Review Item	Potential Documentation
The file's documentation demonstrates that the student's placement was: • 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.	• Meeting Notes • Special education/related services • IEP – PLAAFP • IEP – Special Factors • Other relevant information used to make placement decisions during the IEP process • Special Education Placement Determination
Evidence of Compliance	
YES Placement decisions are made in conformity with LRE provisions.	NO • Placement decisions are not made in conformity with LRE provisions.

• The IEP must address each component to mark YES. • Special factors or justifications requiring a more restrictive placement decision may be considered as evidence of compliance as long as there is evidence that the above factors were considered.	• Placement decision is not supported by the present levels and/or special education and related services.
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RECORD REVIEW ITEM: LRE-3 - 34 CFR §300.320(a)(6)(i)

Record Review Item		Potential Documentation
The IEP indicates the student was provided accommodations based on the student's unique needs as indicated by the IEP that enable the child to be involved and make progress in the general education curriculum.		• IEP – PLAAFP • Evaluation results • IEP – Supplementary Aids/Services; Accommodations • IEP – Specially Designed Instruction • List of accommodations provided to teacher(s) • Classroom observation notes • Interview with student's teacher • Student work samples • Meeting notes
Evidence of Compliance		
YES The IEP identifies needed accommodations to be provided to the student, the accommodations align with the student's PLAAFP, and there is evidence that required accommodations were provided.	NO There is no evidence that the IEP team considered the need for accommodations OR accommodations were included in the IEP, but there is no evidence that required accommodations were provided, or accommodations do not align with the student's PLAAFP.	NOT APPLICABLE The IEP team considered the need for and determined the student does not require accommodations.

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

Record Review Item	Potential Documentation
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The IEP team considered special factors including: • 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.	• IEP – Special factors • IEP – Supplementary Aids/Services; Accommodations • Meeting notes • IEP – PLAAFP • Behavior Intervention Plan • Evaluation results	
Evidence of Compliance		
YES The IEP team considered the existence of special factors, determined that special	NO The IEP team did not consider any special factors, OR the IEP team considered	NOT APPLICABLE The IEP team considered the existence of special factors and determined the special

factors apply to this student, and appropriately addressed the applicable special factors in the student's IEP.	special factors, determined that special factors applied to this student, and did not appropriately address the applicable special factors in the student's IEP.	factors do not apply for this student.
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RECORD REVIEW ITEM: LRE-5 - 34 CFR §300.116 & 300.320(a)(5)

Record Review Item		Potential Documentation
The IEP team considered: - All placement options and related services in conjunction with discussing any needed supplementary aids and services, accommodations/modifications, assistive technology and/or accessible materials, and supports for school personnel as well as potential harmful effects on the student. - The potential harmful effects of the placement of the child and whether it would impede the ability of the child or other children to learn.		- Special Education Placement Determination - Placement Considerations - Nonparticipation justification - For students who are Deaf or hard of hearing, information about relevant services and placements offered - Prior Written Notice - IEP – Special Factors - General student information - Evaluation recommendations - IEP – Supplementary Aids/Services; Accommodations - IEP – Services - Meeting notes
Evidence of Compliance		
☐ YES For a student not educated or served in the general education setting, the IEP includes justification for why the student's placement is not the general education classroom and: Is based on the needs of the student;	☐ NO Rationale is not given, or the rationale given: - Is not based on the student's needs; - Does not reflect consideration or the provision of supplementary aids and	NOT APPLICABLE The student receives all special education and related services within the general education setting.

- Reflects that the committee has given adequate consideration to meeting the student's needs in the general education classroom with supplementary aids and services; and - 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.	services in the general education classroom; or 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

Record Review Item

The student was not removed from education in age-appropriate general education classrooms solely because of needed modification in the general education curriculum.

Potential Documentation

- IEP – Service Summary
- IEP – PLAAFP
- Student Schedule
- Service Trackers
- Observation

Evidence of Compliance

☐ **YES**

The student was not removed from classrooms with age-appropriate peers solely due to modifications.

☐ **NO**

The student was removed from classrooms with age-appropriate peers due to needed modifications.

☐ **NA**

The student was not removed from classrooms with age-appropriate peers and does not require modifications.

RECORD REVIEW ITEM: LRE-7 – 34 CFR §300.117

Record Review Item	Potential Documentation
The student participates with nondisabled peers in the extracurricular services and activities to the maximum extent	• IEP – Service Summary • Student Schedule

appropriate and has the supplementary aids and services determined by the child's IEP Team to be appropriate and necessary to participate in nonacademic settings.	• Observation • Nonparticipation justification • IEP – PLAAFP • Meeting notes
Evidence of Compliance	
☐ YES There is evidence the student is included in extracurricular activities and has access to aids and services determined by the IEP team.	☐ NO There is evidence the student is excluded from extracurriculars or has not received the aids and services determined by their IEP team.

Individual Student File Review Form

Student Information				
Student Name:				
Student SSID:				
Student DOB:				
Student Disability:				
Grade:				
IEP Start Date:				
IEP End Date:				
LRE				
LRE1	Placement decision was made by knowledgeable group and in conformity with LRE provisions	Y	N	
LRE 2	Placement was determined: - Annually - Based on the student's IEP - As close as possible to the student's home - Where the student who attend if nondisabled	Y	N	
LRE 3	Accommodations were included & align with PLAAFP	Y	N	N/A
LRE 4	Special Factors were addressed	Y	N	N/A
LRE 5	All placement options considered	Y	N	N/A
LRE 6	Not removed for modifications	Y	N	
LRE 7	Participation in extracurriculars	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 no evidence was found. Enter “NA” 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

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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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



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
The parents were invited to the IEP meeting, and if neither parent attended the meeting, there is documentation of attempts to ensure parental participation.	• Notice of Team Meeting • Documentation of invitation • Contact or communication logs with parent , including emails • Offer of assistance to parents
Evidence of Compliance	
☐ YES There is evidence that the parents were invited to the IEP meeting.	☐ NO There is no evidence that parents 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
The IEP had been reviewed at least annually and revised to address any/all of the following: • any lack of expected progress toward annual goals and in the general curriculum; • results of any reevaluation conducted; • information about the child provided to, or by, the parents; and the child's anticipated needs or other matters.	• IEP & amendments • IEP – Annual IEP Review Date • IEP progress reports • IEP – Annual goals • Evaluation results • Parent input
Evidence of Compliance	
☐ YES Mark YES if there is evidence that all of the following are true: • The IEP was reviewed within the past 365 days. • The annual goals on the current IEP reflect appropriate revisions from prior	☐ NO 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 revise the annual goals during the last annual review.

annual goals in light of the child's circumstances.	The IEP's annual goals do not reflect appropriate revisions from prior annual goals in light of the child's circumstances.
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RECORD REVIEW ITEM: IEP-3 - 34 CFR §300.321(a-b) & 300.321(a)(7)(e)(1-2)(i-ii)

Record Review Item	Potential Documentation
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.	- IEP – Meeting Participants - Meeting notes - Agreement Between Parents and the District - Written Input
Evidence of Compliance	
☐ 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.	☐ 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)

Record Review Item	Potential Documentation
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

the concerns of the parents for enhancing the education of their child; the results of the initial evaluation or most recent evaluation; and the academic, developmental, and functional needs of the student	
Evidence of Compliance	
☐ YES The PLAAFP contains all the following: • the strengths of the student; • the concerns of the parents for enhancing the education of their child; • the results of the initial evaluation or most recent evaluation; and • The academic, developmental, and functional needs of the students.	☐ NO The PLAAFP is incomplete or does not contain the required components.

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

Record Review Item	Potential Documentation
The IEP includes measurable annual goals based on content standards for the student's enrolled grade, including academic and functional goals.	• IEP – Annual Academic & Functional Goals & Objectives • IEP – Related Content Standard(s)
Evidence of Compliance	
☐ YES All IEP goals are: • written in measurable terms that describe what the student can reasonably accomplish in a 12-month period. • demonstrate a direct link between goal(s) and the student's present levels of academic achievement and functional performance • relate to meeting a student's needs that result from the disability	☐ NO Goals are not measurable, do not address needs as identified in the PLAAFP, are not appropriately ambitious, or are not based on content standards,

enable involvement in and progress with the general education curriculum, and meet other education needs that result from the disability.	
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RECORD REVIEW ITEM: IEP-6 - 34 CFR §300.320(a)(4) and 300.320(a)(7)

Record Review Item	Potential Documentation
The IEP contains special education services, including location, duration, and frequency.	- IEP – Services - IEP – Specially Designed Instruction
Evidence of Compliance	
☐ 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.	☐ 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)

Record Review Item	Potential Documentation		
The IEP contains related services that address the needs of the student and support annual goals.	• IEP – Related services • PLAAFP • Related Service personnel service logs/plans of care		
Evidence of Compliance			
☐ 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	☐ NO Mark NO if the need for related services was not considered or if the services: • Indicate only a service delivery model (e.g., “inclusion”) • Indicate only a disability (e.g., SLD)	☐ NOT APPLICABLE IEP Team determined the student does not require any related services.	

benefit from special education.	• 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: IEP-8 - 34 CFR §300.34 & 300.320(a)(4)

Record Review Item	Potential Documentation
The IEP contains a statement of supports for school personnel.	IEP – Supports for personnel
Evidence of Compliance	
☐ 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.	☐ NO Mark NO if both of the following are true: • There is clear evidence of need. • There is no evidence that the need was addressed.

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

Record Review Item	Potential Documentation
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.	• IEP – Statewide Assessment • IEP – District-wide Assessment • IEP – Supplementary Aids/Services; Accommodations
Evidence of Compliance	
☐ YES The IEP indicates if the student will participate in the annual statewide assessment. Appropriate accommodations necessary to measure academic	☐ NO Mark NO if any of the following are true:

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.	• The IEP does not indicate if the student will participate in the annual statewide or district-wide assessments • Accommodation needed for full participation in the assessment are not addressed
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RECORD REVIEW ITEM: IEP-10 - 34 CFR §300.106

Record Review Item	Potential Documentation
Extended school year services (ESY) are considered annually.	• IEP – Extended School Year (ESY) Services • Meeting notes • Prior Written Notice
Evidence of Compliance	
☐ YES Mark YES if there is evidence that within the last year: • 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 unilaterally limit the type, amount, or duration of those services.	☐ NO Mark NO if there is evidence that within the last year: • 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 district 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 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

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)



Priority Area 3: Free Appropriate Public Education (FAPE)

FAPE is a cornerstone of the IDEA whereby each student eligible for special education is entitled to receive the individualized special education and related services determined necessary to support the student, their unique needs and to make educational and functional progress. Regardless of the student's disability category, where or how they receive services, or other student attributes, the LEA has an obligation to provide FAPE to every student experiencing disability.

In this section, the LEA will respond to a series of questions to explore whether it is meeting critical components of FAPE. Educational Benefit Review process helps teams determine if an IEP is reasonably calculated to provide educational benefit by comparing the current IEP with the previous two IEPs; aspects of this process are also included within this priority area.

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 all related findings immediately. In all cases where the student is still enrolled 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.

Pursuant to [OAR 581-015-2015\(8\)\(9\) - General Supervision](#), when a school district or program is notified of noncompliance, the school district or program must correct the noncompliance, including completing any corrective action required, as soon as possible, and in no case later than one year after it was identified. Identified noncompliance must be corrected as soon as possible, and in no case later than 60 days after notification to the district or program of noncompliance that could cause a student to be denied 10 or more instructional days (whether partial or full days) consecutively or cumulatively within any one school year, as compared to the majority of general education students who are in the same grade within the attending school district or program as the child or student with a disability.

Free

Appropriate

Public

Education

Free Appropriate Public Education (FAPE)

RECORD REVIEW ITEM: FAPE-1 - 34 CFR §300.301 and 300.303

Record Review Item	Potential Documentation
The initial evaluation was conducted within 60 days of parental consent or a reevaluation was conducted within three years of the most recent evaluation.	• Prior Notice About Evaluation • Consent for Evaluation • Indicator report • Evaluation reports • Other relevant sources of information
Evidence of Compliance	
☐ YES The student's record shows the last evaluation was completed within the appropriate timeline.	☐ NO The student's record shows the last evaluation was completed outside of the appropriate timeline.

RECORD REVIEW ITEM: FAPE-2 - 34 CFR §300.304(b)(1) & 300.304(2)

Record Review Item	Potential Documentation
A variety of assessment tools and strategies (not a single measure or assessment as the sole criterion) were used to gather relevant functional, developmental, and academic information about the child, including information provided by the parent. For reevaluation, existing data (evaluation data and parental input, current classroom based, local or state assessment data, and observations) from a variety of sources (teacher data, parent data, and related services data) were used to determine continued eligibility.	• Evaluation reports • Prior Written Notice • Meeting notes • Student work • Teacher input
Evidence of Compliance	
☐ YES A variety of assessment tools and strategies were used to gather data and other relevant information about the child including	☐ NO Check NO if any of the following are true:

information provided by the parent. No single measure or assessment was used as the sole criterion for determining whether the child is a student with a disability and for determining an appropriate educational program for the child.	• Limited tools were used to gather data and other relevant information about the child. • Parent information was not considered. • A single measure or assessment was used as the sole criterion for determining whether a child is a student with a disability.
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RECORD REVIEW ITEM: FAPE-3

Record Review Item	Potential Documentation
There is evidence the student received all services as described within the IEP.	• Prior Written Notice • Service trackers • Related Services Personnel service logs • Progress reports • Attendance records • Student schedule
Evidence of Compliance	
☐ YES There is evidence that all components of the IEP were delivered with a high level of fidelity during the most recent period the IEP was in effect.	☐ NO There is little to no evidence that components of the most recent IEP were delivered as planned.

RECORD REVIEW ITEM: FAPE-4 - 34 CFR §300.320(a)(3)(i)(ii)

Record Review Item	Potential Documentation
The student's progress toward meeting the annual goals is measured and the IEP includes when the periodic report(s) of progress are provided to the student's parents.	• IEP – Progress Towards Goal • Progress reports
Evidence of Compliance	
☐ YES Mark YES if both of the following are true:	☐ NO Mark NO if either of the following is true:

• The progress reports from the last year described the student's progress toward the annual goals • Progress reports from last year were 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 or did not align with the student's annual goals. • The progress reports from last year were not provided as often as indicated on the IEP.
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RECORD REVIEW ITEM: FAPE-5 - 34 CFR §300.324(b)

Record Review Item		Potential Documentation
There is evidence the student made progress on the current IEP's annual goals and the previous two IEPs or if the student was not making progress, there is evidence of appropriate adjustments.		• IEP – Progress Towards Goal • IEP – Present levels • Progress reports • IEP Amendment • Goal data • Benchmark assessments • Meeting Notes • Prior Written Notice
Evidence of Compliance		
☐ YES Student is making progress or team reconvened to address lack of progress.	☐ NO The student is not making progress and the team did not reconvene to adjust.	☐ NOT APPLICABLE This is the student's initial IEP.

RECORD REVIEW ITEM: FAPE-6

Record Review Item		Potential Documentation
The student's goals have changed across the three IEPs (current IEP and the previous two IEPs).		IEP – Annual Academic & Functional Goals & Objectives
Evidence of Compliance		
☐ YES Each goal is different from what is in the previous two IEPs.	☐ NO A student's failure to make measurable progress towards their goals and if goals are renewed, can be evidence the IEP is flawed	

	and not reasonably calculated to provide educational benefit.
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RECORD REVIEW ITEM: FAPE-7 - 34 CFR §300.320

Record Review Item	Potential Documentation
The student's goals address the needs identified within the Present Level of Academic Achievement and Functional Performance.	• IEP – Present Level of Academic Achievement & Functional Performance • IEP – Annual Academic & Functional Goals & Objectives • Meeting notes
Evidence of Compliance	
☐ YES The IEP contains a “through-line” in which the student's goals align with the student's present level of academic achievement and functional performance, identified special factors and other information documented on the IEP.	☐ NO The student's goals do not align with the student's present level of academic achievement and functional performance, identified special factors and other information documented on the IEP.

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

Record Review Item	Potential Documentation
The student's IEP is accessible to each educator and service provider who is responsible for its implementation.	• Access to IEP • IEP snapshot • Documentation of access
Evidence of Compliance	
☐ YES Each educator and service provider who is responsible for implementing the student's IEP has access to the IEP and has been informed of his or her 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.	☐ NO Each educator and service provider who is responsible for implementing the student's IEP does NOT have access to the IEP and has NOT been informed of his or her specific responsibilities related to implementing the student's IEP. They have not been informed as to the specific accommodations, modifications, and supports that must be

	provided for the student in accordance with the IEP.
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RECORD REVIEW ITEM: FAPE-9 - 34 CFR §300.108

Record Review Item	Potential Documentation
Physical education services are available to the student either through regular physical education or through specially designed physical instruction.	• IEP Service Summary • Student Schedule • Service Trackers • Observation
Evidence of Compliance	
☐ YES The student has access to physical education services either through physical education services available to nondisabled peers or through specially designed physical education as prescribed in the child's IEP.	☐ NO The district has not afforded the student an opportunity to participate in the regular physical education program or through specially-designed physical education based upon the child's needs.

RECORD REVIEW ITEM: FAPE-10

Record Review Item	Potential Documentation
The student's school day/week include the total number of instructional hours (SDI & GE instruction) afforded to students without IEPs.	• IEP – Services • Student schedule • Prior Written Notice • Abbreviated day notice
Evidence of Compliance	
☐ YES Each student has a 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. As such, the school district may not unilaterally place a student on an abbreviated (shortened) school day program regardless of the age of the student.	☐ NO The district unilaterally placed the student on an abbreviated school day program and/or did not follow all of the requirements contained in Oregon Senate Bill 263.

A school district may provide an abbreviated school day program to a student with an individualized education program (“IEP”) only if the student’s IEP team takes all of the following actions (as outlined in SB 263):

- Determined that the student should be placed on an abbreviated school day program based on the student’s needs;
- Provided the student’s parents/guardians with an opportunity to meaningfully participate in a meeting to discuss the placement;
- Documented in the IEP the reasons why the student was placed on an abbreviated school day; and
- Documented 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.

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	Evaluation completed within timeline	Y	N	
FAPE 2	Variety of tools and sources used to determine eligibility	Y	N	
FAPE 3	Student received all services	Y	N	
FAPE 4	Progress was measured as described in the IEP	Y	N	
FAPE 5	Student made progress on last 3 IEPs or team meet to address lack of progress	Y	N	NA
FAPE 6	Goals change over last 3 IEPs	Y	N	NA
FAPE 7	Goals address needs identified in PLAAFP	Y	N	
FAPE 8	IEP is accessible to appropriate staff	Y	N	
FAPE 9	Available PE	Y	N	
FAPE 10	Student has a full schedule – total instructional hours provided	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 “NA” if the item is not applicable to the selected student. No item may be left blank.

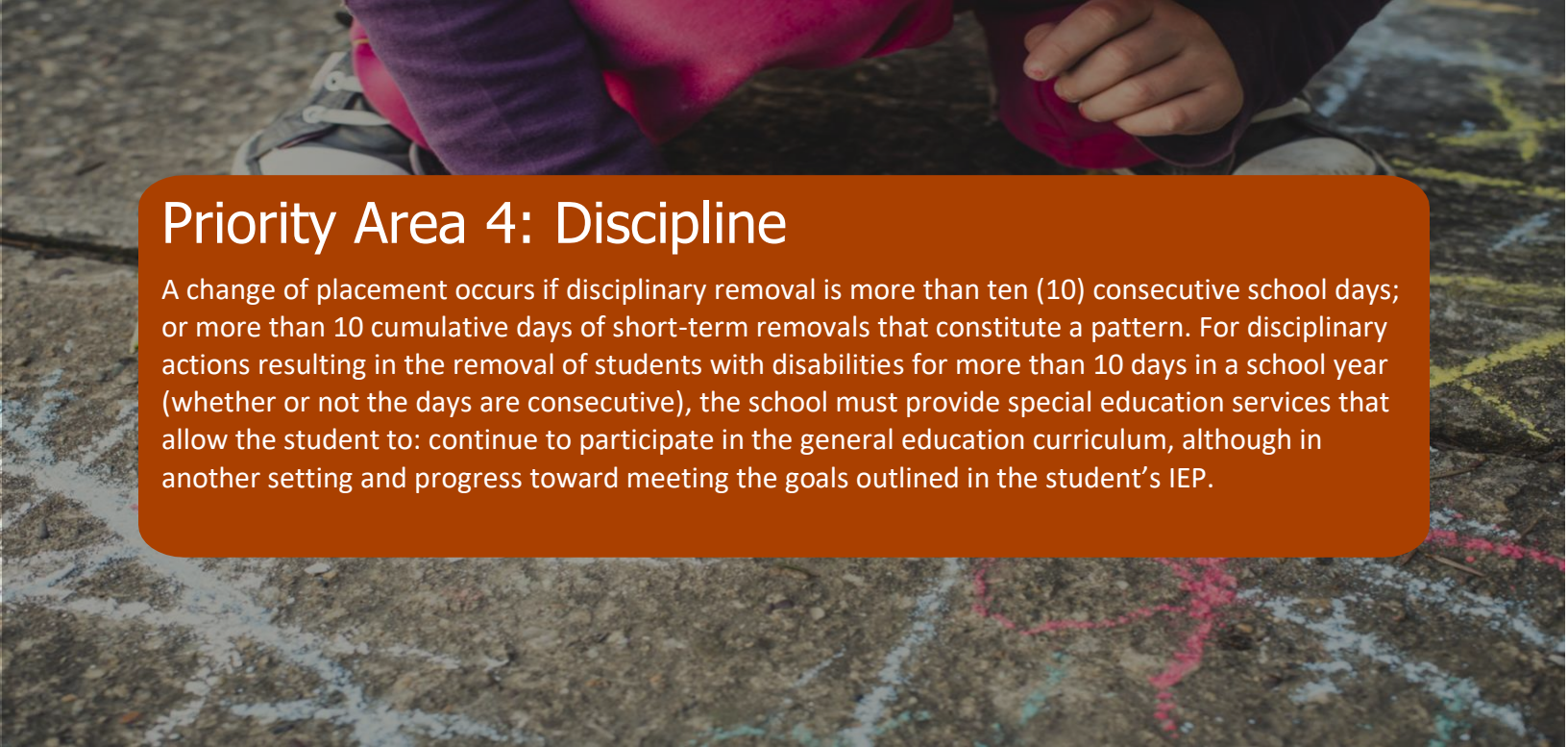
SSID	FAPE-1	FAPE-2	FAPE-3	FAPE-4	FAPE-5	FAPE-6	FAPE-7	FAPE-8	FAPE-9	FAPE-10

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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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 PLAAFP, 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

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), 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.

If the disciplinary action results in a removal from school that is a change of placement, the IEP team must determine the exact educational services needed while the student is assigned to the interim alternative education setting, another setting, or suspension.

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 determine if the conduct in question was caused by, or had a direct and substantial relationship to, the student's disability. Please note that 10 school days can be consecutive days or a pattern or removal that totals 10 days and therefore constitutes a change in placement.

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. If the IEP team decides that the student's behavior was a direct result of the school's failure to implement the IEP, the school must take immediate steps to remedy the deficiencies and return the student to his/her original placement.

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.

Discipline (DIS)

RECORD REVIEW ITEM: DIS-1 - 34 CFR §300.520

Record Review Item	Potential Documentation
The parent was provided procedural safeguards in accordance with discipline procedures.	• Manifestation Determination • Documentation notifying the parent of change of placement and procedural safeguards • Meeting notice • Prior Written Notice • Special Education Placement Determination
Evidence of Compliance	
☐ YES There is evidence the parent was provided procedural safeguards.	☐ NO The parent was not provided procedural safeguards.

RECORD REVIEW ITEM: DIS-2 - 34 CFR §300.503

Record Review Item	Potential Documentation
The IEP team considered the student's Special Factors including if the child's behavior impedes their or others learning and the use of positive behavior interventions, supports and other strategies to address the behavior.	• IEP – Special Factors • Meeting Notes • Prior Written Notice
Evidence of Compliance	
☐ YES Special factors and/or the use of positive behavior interventions supports and other strategies were considered.	☐ NO Special factors and/or the use of positive behavior interventions supports and other strategies were not considered.

RECORD REVIEW ITEM: DIS-3 - 34 CFR §300.20

Record Review Item	Potential Documentation
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Within ten school days of a change in the student's placement due to a violation of the student code of conduct, a Manifestation Determination was held.	• Student discipline records • Manifestation determination • Prior Written Notice • Meeting Notes • Meeting invitation
Evidence of Compliance	
☐ YES A properly constituted IEP team convened for a Manifestation Determination within 10 school days of the student's removal.	☐ NO A Manifestation Determination was not held, was not held within the timeline identified or did not include opportunity for the parent to participate.

RECORD REVIEW ITEM: DIS-4 - 34 CFR §300.530(f)

Record Review Item	Potential Documentation
If the IEP team determined that the behavior was a manifestation of the student's disability, the team agreed to either: • Conduct a functional behavioral assessment, unless the school district conducted a functional behavioral assessment before the behavior occurred that prompted the disciplinary action, and implement a Behavior Intervention Plan/Behavior Support Plan; or • If a Behavior Intervention Plan/Behavior Support Plan already has been developed, review the behavioral intervention plan and modify it, as necessary, to address the behavior.	• Manifestation determination • Prior Written Notice • Meeting Notes • Functional Behavioral Assessment (FBA) • Behavior Intervention Plan/Behavior Support Plan (BIP/BSP)
Evidence of Compliance	
☐ YES The team identified and completed the agreed upon next steps for the student.	☐ NO The team did not conduct an FBA and/or did not
	☐ Not Applicable The team determined the behavior was not a manifestation.

	review/revise the student's BIP/BSP.	
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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:				
Discipline				
DIS 1	Procedural Safeguards provided to the parent	Y	N	
DIS 2	Special Factors	Y	N	
DIS 3	Manifestation Determination held	Y	N	
DIS 4	If team determined conduct was a manifestation, team determined and completed the next steps	Y	N	NA
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 “NA” 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 self-assessment process.

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Discipline Focus Group questions

Discipline	School/District Staff	Parents	Students	Community
• What story do 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

Priority Area 5: Secondary Transition

Beginning no later than the development of the first IEP to be in effect when the student is 16, the student must be invited to all IEP meetings where transition will be discussed. The IEP Team must actively involve the student in developing their IEP. If the student does not attend, other steps are taken to ensure that their strengths, preferences and interests are considered as part of the IEP development. These strengths, interests and preferences will describe 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.

Understanding Secondary Transition:

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; and annual IEP goals related to the student’s transition service needs. There also must be 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))

Federal requirements are also measured through collecting data for Indicator 13 of Oregon’s SPP. This secondary transition review provides the opportunity for LEAs to examine required IEP components for students with disabilities aged 16 and older. The outcomes of the secondary transition reviews can also support schools and districts advance district-wide initiatives for improving graduation, decreasing drop out and supporting students’ post-school outcomes.

Preferences

Interests

Needs

Strengths

Secondary Transition (SEC)

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

Record Review Item	Potential Documentation
There is evidence that the student was invited to the IEP meeting.	• Notice of Team Meeting
Evidence of Compliance	
☐ YES	☐ NO Documentation does not include an invitation for the student.

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

Record Review Item	Potential Documentation
There is evidence that agency representatives were invited to the IEP meeting, if appropriate, and prior consent was obtained from the parent or student before inviting the adult agency.	• Meeting Invitation • Meeting Notes • Meeting Participants • IEP – Transition • IEP -- PLAAFP
Evidence of Compliance	
☐ YES The file contains an invite and corresponding consent to invite an agency.	☐ NO The file does not contain evidence of invitation or consideration of agency participation. ☐ Not Applicable Not applicable if the team considered an agency was not appropriate. The rationale for not inviting an agency should be documented in the file.

RECORD REVIEW ITEM: SEC-3 - 34 CFR §300.320(b)& 300.43

Record Review Item	Potential Documentation
There are appropriate measurable postsecondary goals addressing: ☐ education and/or training, ☐ employment, and,	• IEP – Transition

☐ independent living, as needed	
Evidence of Compliance	
☐ YES The required postsecondary goals are present, measurable, and will occur after high school.	☐ NO Postsecondary goals are not present in all areas, or not measurable and/or do not state what the student will do after high school.

RECORD REVIEW ITEM: SEC-4 - 34 CFR §300.320

Record Review Item	Potential Documentation
The postsecondary goals are reviewed or updated annually.	• IEP – Transition Page • Present Levels of Performance
Evidence of Compliance	
☐ YES There is evidence goals are reviewed and revised year to year.	☐ NO There is evidence the student's postsecondary goals are not being updated year to year.
☐ Not Applicable The standard is not applicable due to this IEP being the student's initial IEP.	

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

Record Review Item	Potential Documentation
The postsecondary goals are based on age-appropriate transition assessments.	• IEP – Transition Planning Page • Present Levels of Performance
Evidence of Compliance	
☐ YES There is evidence the student's postsecondary goals are based on the AATA and include the student's preferences, interests, needs and strengths.	☐ NO The student's post-secondary goals do not align with information obtained from the student's transition assessments. They do not coordinate with the students' preferences and interests.

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

Record Review Item	Potential Documentation
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The annual IEP goals are related to the student's transition service needs.	• IEP – Transition Services Page??? • IEP – Annual Academic & Functional Goals & Objectives
Evidence of Compliance	
☐ YES There is evidence of clear alignment between the student's annual IEP goals and transition services.	☐ NO The student's annual IEP goals do not align with the transition services including postsecondary goals.

RECORD REVIEW ITEM: SEC-7 - 34 CFR §300.43

Record Review Item	Potential Documentation
The IEP includes transition services that will reasonably enable the student to meet the post-secondary goals.	• IEP – Transition services page? Summary? • IEP – PLAAFP
Evidence of Compliance	
☐ YES Transition services may include instruction; related services; community experiences; development of employment and other post-school adult living objectives; and daily living skills and the provision of a functional vocational evaluation.	☐ NO The student's IEP does not include transition services or contains very limited transition services that do not meet the student's needs.

RECORD REVIEW ITEM: SEC-8 - 34 CFR §300.320

Record Review Item	Potential Documentation
The student's IEP includes courses of study that will reasonably enable the student to meet their postsecondary goals.	• IEP – Transition Planning or Services Page
Evidence of Compliance	
☐ YES There is evidence of educational experiences and activities supporting the student's	☐ NO There is no evidence of courses of study, which could include a multi-year projection of

postsecondary goals from the current year to anticipated exit year.	courses or activities the student could be involved in the future.
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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:				
Secondary Transition				
SEC 1	Student invited	Y	N	
SEC 2	Agency invited with prior consent	Y	N	
SEC 3	Measurable postsecondary goals	Y	N	
SEC 4	Postsecondary goals reviewed and revised annually	Y	N	NA
SEC 5	Age-Appropriate Transition Assessments	Y	N	
SEC 6	Annual goals	Y	N	
SEC 7	Transition services	Y	N	
SEC 8	Course of Study	Y	N	NA
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
NA				

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	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 self-assessment 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 of the required transition components, including Summary of Performance?	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 serving 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.	• Notice of Team Meeting
Evidence of Compliance	
☐ YES • 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.	☐ NO • 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.	• Notice of Team Meeting including ○ 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	
☐ YES • All four items are on the meeting notice and accurately reflect the meeting.	☐ NO • 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.	• Notice of Team Meeting
Evidence of Compliance	
☐ YES • 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.	☐ NO • 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.	• Procedural Safeguards • Receipt of Procedural Safeguards • Prior Written Notice
Evidence of Compliance	
☐ YES • 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.	☐ NO 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.

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

Record Review Item	Potential Documentation
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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.	• IEP – Special Factors • Prior Written Notice • IEP -- PLAAFP
Evidence of Compliance	
☐ YES • 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.	☐ NO • 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)

Record Review Item	Potential Documentation	
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.	• IEP – Special Factors • Prior Written Notice • IEP -- PLAAFP	
Evidence of Compliance		
☐ YES There is evidence of a need and it is addressed.	☐ NO 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	☐ Not Applicable 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).

	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.		• IEP – Special Factors • Prior Written Notice • IEP -- PLAAFP
Evidence of Compliance		
☐ YES There is evidence of a need and it is addressed.	☐ 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.	☐ 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	• 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		
☐ YES There is evidence of a need and it is addressed.	☐ NO There is evidence that the student has communication needs that are not addressed on the IEP.	☐ 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.	Notice of Team Meeting	
Evidence of Compliance		
☐ YES There is evidence of a need for assistive technology and it is addressed.	☐ NO There is evidence of a need for assistive technology that is not addressed.	☐ 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	- 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

reading comprehension). 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?	
Evidence of Compliance	
☐ YES - 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.	☐ NO - 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
Measurable Annual Goals. The most recent IEP contains a statement of measurable annual goals, including academic and functional goals as appropriate. 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): 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?	IEP – Annual Goals

• 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). 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)? • 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. C. Can the goals stand alone and be meaningful? To be meaningful, goals must be observable, conditional, and contain criteria. • 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) 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)? • Mark YES if the answer to the probe is YES. • Mark NO if there are not two objectives or	
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benchmarks for each annual goal statement. • 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. 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.	
Evidence of Compliance	
☐ YES If the answers to A, B, C, and D above are YES (or N/A for D).	☐ NO If the answer to A, B, C, or D above is NO.

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

Record Review Item	Potential Documentation
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.	• 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
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. The IEP must include: ● 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	● IEP – Progress Monitoring ● Progress Monitoring Reports

issuance of report cards)		
Evidence of Compliance		
☐ YES • 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	☐ NO • 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	☐ Not Applicable This is an initial IEP and the designated time for the first progress report has not been reached.

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

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.

Evidence of Compliance

☐ 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.

☐ NO

The IEP indicates services:

- 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
Related Services. The IEP contains a statement of related services, including location and anticipated initiation, duration, and frequency. Related services include transportation and such developmental, corrective, and other supportive	● IEP – Related Services ● Prior Written Notice

services as are required to assist a child with a disability to benefit from special education.

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.

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.

Evidence of Compliance

☐ 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.

☐ NO

The need for services was not considered or if the services:

- Indicate only a service delivery model (e.g., “inclusion”)
- Indicate only a disability (e.g.,

☐ Not Applicable

No related services are needed.

	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	
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RECORD REVIEW ITEM: EP-16 - 34 CFR §300.320

Record Review Item	Potential Documentation
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. 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. 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	• IEP – Supplementary Aids and Services • Prior Written Notice

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 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.		
Evidence of Compliance		
☐ 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.	☐ NO The need for services was not considered or if the services: ● 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)	☐ Not Applicable No supplementary aids and services are needed.

	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
Extended School Year (ESY) Services. The IEP team considered the extended school year needs of the student within the last year. 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.	- IEP – Extended School Year - Prior Written Notice
Evidence of Compliance	
☐ YES There is evidence that within the last year: - 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.	☐ NO There is evidence that within the last year: - 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

	disability, or • 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
Supports for School Personnel. The IEP contains a statement of supports for school personnel. (Authority: 34 CFR §300.320) 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.		• IEP – Supports for School Personnel • Prior Written Notice
Evidence of Compliance		
☐ YES Supports are indicated.	☐ NO Both of the following are true: • If there is clear evidence of need; and, • There is no evidence that the need was addressed.	☐ Not Applicable No supports are needed.

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

Record Review Item	Potential Documentation
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).	• IEP – Service Summary • Prior Written Notice • IEP -- PLAAFP

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.	
Evidence of Compliance	
☐ YES 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.	☐ NO 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).

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

Record Review Item	Potential Documentation
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. 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.	• Prior Written Notice • IEP – Service Summary

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). 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.		
Evidence of Compliance		
☐ YES 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.	☐ NO Either of the following are true: • 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.	☐ Not Applicable The student is not placed on an abbreviated (shortened) school day program.

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

Record Review Item	Potential Documentation
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) 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. If placement on an abbreviated school day program is due to disability-related behavior, the IEP should include: • 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.	• IEP • Prior Written Notice
Evidence of Compliance	
☐ YES The reason for placement on an abbreviated (shortened) school day program is documented in the IEP.	☐ 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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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. 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.	• Placement Determination • Prior Written Notice
Evidence of Compliance	
☐ YES There is evidence that the team considered: • 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.	☐ NO 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.

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
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: • The child • Meaning of evaluation data, and • Placement options.	• Placement Determination • Prior Written Notice
Evidence of Compliance	

☐ YES Either of the following are true: • 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.	☐ NO Any of the following are true: • 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
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. The prior written notice must include the following: • 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	• Prior Written Notice
Evidence of Compliance	
☐ YES	☐ NO There is no evidence that: • 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
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) 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: 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. School districts are also required to obtain a signed acknowledgment from the parent or foster parent of the student that they received this information.	• Abbreviated Day Notice & Acknowledgement
Evidence of Compliance	
☐ YES Both of the following are true:	☐ NO

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.	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.
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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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Appendix E – Monitoring Sample Selection

Identifying a Sample

OESO will select or direct each LEA to select a targeted sample of student files for each priority area selected for cyclical or focused monitoring. The sample files selected should be a reasonable representation of students experiencing disabilities served within the LEA; however, if the LEA's data indicates particular groups or profiles of students are further from opportunity (e.g., students of a specific race, ethnicity, disability type, gender, or setting), the sample should be weighted to ensure student files from those groups are included. OESO reserves the right to direct and require the LEA to include specific student groups or specific students as part of the sample.

Minimum File Review Sample Sizes (Self or OESO Directed, Onsite or Virtual)						
Number of students identified eligible for special education	19 or Less	20–100	101–250	251–500	501–750	751+
Minimum number of student files to be reviewed	All	20	30	40	60	80

Selection Criteria:

The sample **must** include the following, if available, in the LEA (one student file may meet multiple criteria):

- students with an initial evaluation in the past year (must comprise at least 10% of sample);
- students aged 16 and older (must comprise at least 10% of sample);
- students who participate in the alternate assessment (sample must contain at least one file);
- if the LEA was identified as having a significant discrepancy in suspension and expulsion rates (Indicator 4a) for any year within the past three years, students who were suspended or expelled for 10 or more days (must comprise at least 10% of sample);
- if the LEA was identified as having significant disproportionality, or noncompliance with Indicator 9 and 10, for any year within the past three years, students from the race/ethnicity groups and areas of disproportionality identified (must comprise at least 20% of sample);
- students receiving services across the continuum of placements (sample must contain at least one file from each setting in the LEA's continuum); and

- students placed by the IEP team outside of the district, including students served within Education Service District (ESD) programs, (sample must contain at least one file from each out of district program and location used by the LEA).

The sample **should** also include, to the extent possible, and as informed by disaggregated data for these groups:

- students representing the district's student population's demographics for race, ethnicity, and gender;
- students who are emergent multilinguals;
- students from different disability categories;
- students with a range of age and grade levels;
- students participating in an 18-21 transition program; and
- students named in a Formal State Complaint or Due Process in the last year.

If OESO or the LEA want to further explore the impact of noncompliance on outcomes for students experiencing disabilities, the sample **may** include, as informed by the district's disaggregated data:

- students attending each school in the LEA;
- students whose IEP indicates their behavior impedes their learning or that of others;
- students failing two or more core subjects;
- students that have repeated a grade; and
- students attending schools with the highest percentage of discipline removals (both in school and out of school) of greater than ten (10) days in a school year.

Appendix F – LEA Self-Assessment Team Checklist

☐ **Step 1: Special Education Director selects team members to participate in the self-assessment process.** Identify a team leader to oversee the self-assessment process and a team of individuals to conduct the review. The team should include individuals from multiple disciplines. This may include, but is not limited to: general education teachers, special education teachers, principals or assistant principals, guidance counselors, social workers, behavior specialists, school psychologists, and/or related service providers.

☐ **Step 2: Conduct an initial meeting with team members to discuss process timelines and assign responsibilities.** Review OESO's notification. Determine which priority areas are required by OESO and any additional priority area the LEA opts to complete. Determine guiding questions and what the LEA is hoping to learn from the self-assessment process

☐ **Step 3: Identify student files to review and consult additional data sources.** Refer to the sample selection instructions. Identify the sample of students; verify representativeness for student population and any priority areas. Consult relevant data sources (e.g., LEA Determination, at-a-glance profiles, assessment results, or parent survey data).

☐ **Step 4: Complete required self-assessment.** Conduct student file reviews, targeted focused groups and interviews and observations, if needed. Identify additional records to review if inconclusive patterns are found.

*Interviews and observations may be conducted as optional activities, if additional information is needed to make a decision regarding compliance or implementation.

☐ **Step 5: Compile and submit results.** Assign a person to compile data and submit completed Summary Sheet to OESO. Maintain corresponding documentation for OESO's review and validation

☐ **Step 6: Complete corrections for any noncompliance and engage in improvement planning.** Correct any noncompliance found as soon as possible. Provide supports for areas of growth and engage in improvement planning. Consult OESO as needed.

Appendix G – Verification of Correction

Following OSEP Memo 09-02 – Timely Correction, OESO verifies correction of noncompliance within one year of the written notification of noncompliance to the LEA. This two-part activity ensures that both all student-level noncompliance has been corrected and through subsequent review of data the LEA is correctly implementing the regulations at the systems level.

Pursuant to [OAR 581-015-2015\(8\)\(9\) - General Supervision](#), when a school district or program is notified of noncompliance, the school district or program must correct the noncompliance, including completing any corrective action required, as soon as possible, and in no case later than one year after it was identified. Identified noncompliance must be corrected as soon as possible, and in no case later than 60 days after notification to the district or program of noncompliance that could cause a student to be denied 10 or more instructional days (whether partial or full days) consecutively or cumulatively within any one school year, as compared to the majority of general education students who are in the same grade within the attending school district or program as the child or student with a disability.

Examples of correction and data OESO might review to verify correction of noncompliance:

A file for a student experiencing disabilities who is 17 with an IEP is reviewed and does not include a secondary transition plan.

- **Student Level:** The IEP team, including the invited student and an adult service agency with the prior consent of the student's parent reconvenes following the completion of age-appropriate transition assessments, and develops a secondary transition. After the meeting, the LEA shares the updated transition plan with OESO for review; OESO reviews and determines the student's IEP is compliant for all items included within the secondary transition protocol.
- **Systems Level:** Following the completion and submission of the student's secondary transition plan to OESO, the LEA provides transition plans for the next three students experiencing disabilities who are over 16.

A file for a student experiencing disability identifies the student has had the same annual IEP goals for five years.

- **Student Level:** The IEP team reconvened, determined additional assessments were needed which were completed within 20 days, then the team reconvened to redevelop the student's entire IEP.
- **Systems Level:** The school through the correction of the individual instance of noncompliance determined the root cause of the issue to be a building level issue with access and understanding of how to use the IEP system and how to update goals appropriately. The school in consultation with OESO determines to provide targeted training to the entire school building then provides all IEPs developed for the next month following the training to OESO for review and verification.

A file for student experiencing disability, placed outside the district, who was suspended for 15 days shows the student did not have an FBA or BIP completed before or after the suspension and Manifestation Determination, even though both were agreed upon previously.

- **Student Level:** The IEP team conducts the FBA, develops and implements a subsequent BIP. The IEP team also decides to conduct an IEP meeting to review the student's services and goals. Following these activities, the district provides a copy of the FBA and BIP to OESO.

Systems Level: The district completes an analysis on all students experiencing disability, who are placed out of district with behavior challenges and determines a need to update the district internal operating procedures and involvement with out of district placement. OESO requests and reviews corresponding documentation for the next two students placed out of district with challenging behaviors.

During a district's self-assessment, a file for a student experiencing disability indicates the parent was not invited to a meeting, there are no records for the contacts from the school, and the school did not provide the parent progress reports for the last year.

- **Student Level:** Upon completion of the self-assessment, the teacher immediately provides all progress reports to the parent and requests an IEP meeting at a time that is convenient for the parent to review and revise, as needed, the student's IEP. A copy of the progress report, invitation, and IEP cover page with parent participation clearly indicated is shared with OESO.
- **Systems Level:** The district determines the noncompliance is an isolated incident with a teacher new to the district. The special education director connects the teacher to a mentor teacher who allows the new teacher to observe IEP meetings and receive coaching on preparing for and documenting decisions before, during and after IEP meetings. The district shares their onboarding documents with OESO as well as the next invitation and IEP cover page for a child who had an IEP meeting on the teacher's caseload after the teacher received mentoring and clarity on expectations.

Appendix H – Post-Monitoring Activities

Monitoring Report

Within 60 days of the completing monitoring activities, OESO develops and issues each LEA a comprehensive monitoring report, including any findings of noncompliance. All monitoring reports are sent by email to verify receipt. The report includes a summary of the objectives, scope, and methodology of the monitoring and clearly outlines findings, required corrective actions, and areas and recommendations for improvement. Findings contain a statement of criteria applied (regulation, directive, contract clause, etc.), the condition found or reason for the finding of noncompliance, required corrective actions, and evidence for verification of correction.

Each finding of noncompliance must be corrected in a timely manner, but not more than 12 months from receipt of the monitoring report, by the LEA submitting data to demonstrate correction of individual instances of noncompliance and subsequent data demonstrating ongoing compliance. In order to comply with the 12 month timeframe or to ensure students experiencing disability receive FAPE, OESO may direct an LEA to complete corrections in a truncated timeline. Depending on the extent of noncompliance, LEAs may also be required to submit a detailed improvement plan, including specific steps to be taken with an associated timeline, implement internal controls, and submit regular reports documenting progress toward compliance.

OESO is responsible for ensuring and verifying correction of noncompliance and improving outcomes for students with disabilities. Potential OESO incentive and enforcement options available to use with the LEA include:

- Providing technical assistance tailored to address an LEA's specific area(s) of need.
- Decreasing LEA reporting requirements when noncompliance is corrected in a shorter timeline or increasing reporting requirements when noncompliance is not corrected.
- Recognizing improvement and timely correction through determinations or risk assessment scores (higher determinations and decreased risk).
- Ensuring LEA determination or risk assessment scores reflect missed corrective action plan timelines and milestones (lower determinations and increased risk).
- Conducting additional on-site monitoring.
- Imposing special conditions on the LEA's IDEA subgrant award(s).
- Directing the use of or withholding IDEA funds.
- Referring the LEA for accreditation actions and sanctions.
- Referring the LEA for state takeover with state oversight.

The final Monitoring Report informs the development of a CAP and subsequent technical assistance, as needed. The LEA team, in collaboration with OESO, develops a CAP so that it is meaningful to the LEA and clearly outlines the activities and requirements necessary for the correction of noncompliance and the attainment of sustainability. Depending on the level of noncompliance, OESO will require the CAP to clearly identify the reason the noncompliance occurred, consider solutions for the LEA to correct the systems, and suggest internal verification the LEA can implement to ensure sustainability.

Technical Assistance

Based on the results of each monitoring visit, OESO provides differentiated technical assistance and supports targeting any areas of noncompliance, identified areas for improvement, or recommendations for changes or additions to LEA policies and procedures. At a minimum, OESO holds bi-monthly calls with each LEA, until all findings are resolved and verified as corrected.

Appendix I – Summary of Cyclical Monitoring

Required Activity	Action Steps
Preparation	• The LEA is notified of upcoming focused monitoring activities, including any on-site visits. • The LEA selects a team. • OESO offers preparation technical assistance calls with LEA team. • The LEA team designates a secure space for monitoring activities. • The LEA team identifies student files to review. Refer to the sample selection instructions.
Monitoring	• The LEA team reviews files for target areas identified. • The LEA team complete interviews, classroom observations, and review target area policies and procedures. • The LEA summarizes what they learned and submits documents to OESO. • OESO reviews sample to verify LEA's submission.
Post-Monitoring	• OESO sends the Monitoring Report no later than 60 days from the completion of the on-site activities. • The LEA and OESO develop a Corrective Action Plan (CAP). • The LEA team and OESO schedule bi-monthly follow-up meetings/calls during the course of correction and to review immediate or short-term corrective action items. • The LEA has one calendar year from receipt of the Monitoring Report to correct all individual instances of noncompliance and provide subsequent data demonstrating ongoing compliance, as defined in the Monitoring Report. • OESO verifies correction by reviewing samples of corrected files and subsequent files to ensure systemic correction and sustainability within one year of the Monitoring Report. • OESO reviews the CAP for completion of CAP activities. This may require the LEA to produce evidence of trainings provided, training materials, agendas, etc.

Appendix J – Summary of Focused Monitoring

Required Activity	Action Steps
Preparation	• The LEA is notified of upcoming focused monitoring activities, including any on-site visits. • The LEA selects a team. • OESO and LEA team participate in a pre-on-site visit meeting. • The LEA team designates a secure space for monitoring activities. • The LEA team identifies student files to review. Refer to the sample selection instructions.
Monitoring	• OESO reviews files for target areas identified. • OESO complete interviews, classroom observations, and review target area policies and procedures. • OESO summarizes what they learned and observed with the LEA.
Post-Monitoring	• OESO sends the Monitoring Report no later than 60 days from the completion of the on-site activities. • The LEA and OESO develop a Corrective Action Plan (CAP). • The LEA team and OESO schedule bi-monthly follow-up meetings/calls during the course of correction and to review immediate or short-term corrective action items. • The LEA has one calendar year from receipt of the Monitoring Report to correct all individual instances of noncompliance and provide subsequent data demonstrating ongoing compliance, as defined in the Monitoring Report. • OESO verifies correction by reviewing samples of corrected files and subsequent files to ensure systemic correction and sustainability within one year of the Monitoring Report. • OESO reviews the CAP for completion of CAP activities. This may require the LEA to produce evidence of trainings provided, training materials, agendas, etc.

Appendix K – Focus Group Questions & Alignment with Oregon Integrated Needs Assessment

As district teams undergo community engagement for district and state-wide initiatives, the following table shows how focus group questions from each priority area may be used in concert with Oregon’s integrated needs assessment processes.

	Equity Advanced	Well-Rounded Education	Engaged Community	Strengthened Systems and Capacity
LRE	1. What are our districts/programs’ inclusion success stories? 2. What investments have we made to support our district’s implementation of inclusive practices?	1. What patterns exist within our student population (e.g. race, ethnicity, disability, gender, and grade), school sites and IEP team decisions regarding LRE? 2. What story does our district’s LRE tell?	1. How well are student and parent perspectives included in LRE decisions?	1. How does our district’s staffing and staff practices relate to our LRE data? 2. What are the systems changes, personnel growth and professional learning, and supports for students needed to increase inclusion in our system (e.g. UDL)?
IEP	1. What are our district/programs’ IEP success stories? 2. What investments have we made, or should we consider making to support our district’s IEP implementation?	1. What patterns exist within our student population (e.g. race, ethnicity, disability, gender, and grade), school sites and IEP team decisions? 2. What story does our district’s IEPs tell?	1. How well are student and parent perspectives included during the IEP process?	1. How does our district’s staffing and staff practices affect IEP implementation? 2. What are the systems changes, personnel growth and professional learning, and supports for students needed to increase the effectiveness of IEPs?

	Equity Advanced	Well-Rounded Education	Engaged Community	Strengthened Systems and Capacity
				3. What issues related to the IEP process and development have caused contention in our district that may have resulted in dispute resolution?
FAPE	1. Are IEPs being implemented? 2. If there are FAPE concerns, what is the district's typical process to address?	1. Is there alignment between the needs identified within PLAAFP, the goals, accommodations, and services? 2. How is individual student progress monitored on IEP goals and services?	1. Who is benefitting from the IEP process, and the special education services and related services determined appropriate by teams?	1. For students failing one or more subjects, are there patterns in IEP implementation that appear to be systemic and discrepant? 2. What issues related to IEP progress monitoring and educational benefit have caused contention in your district that may have resulted in dispute resolution? 3. Where are the challenges with IEP implementation within our district or buildings?

	Equity Advanced	Well-Rounded Education	Engaged Community	Strengthened Systems and Capacity
Discipline	1. What story does our district's discipline data tell? 2. What investments have we made or should we consider making to support our district's implementation of discipline practices? 3. What's the relationship between IEP accommodations, inclusion, and discipline outcomes?	1. What are examples of discipline practices in your district that you would consider successful? 2. What patterns exist within our student population (e.g. race, ethnicity, disability, gender, and grade), school sites, and discipline?	1. How well are discipline practices communicated with families?	1. How does our district's staffing and staff practices affect discipline decisions? 2. What are the systems changes, personnel growth and professional learning, and supports for students needed to implement better discipline practices?
Secondary Transition	1. Describe supports provided for on-track graduation for general education and special education students and highlight any similarities and differences. 2. Describe any school or district-wide initiatives to increase the rate of graduation.	1. Describe how students receive transition services. 2. How is Post-School Outcome data reviewed and utilized to improve programs and secondary transition planning?	1. Describe the district's partnership with Vocational Rehabilitation, and the referral process to adult serving agencies, as necessary.	1. How do staff communicate with each other across departments to support transition planning? 2. How do you ensure staff is knowledgeable about the procedures necessary for completing all of the required transition components, including Summary of Performance?

Equity AdvancedWell-Rounded EducationEngaged CommunityStrengthened Systems and Capacity				
				3. What are the LEAs strengths and areas for improvement related to graduation, dropout and secondary transition?

Appendix L – Communication Templates

Email prep for On-site

From:

To:

Subject: Upcoming OESO's general supervision activities

Dear [NAME],

We look forward to being together in your district on [DATE] and providing support informed by these activities. Our time together will be spent conducting activities grounded in joint inquiry and exploration. While OESO may identify areas where correction is needed, we hope to focus on areas of best practice and opportunities for improved practice. We hope this process will result in better-informed improvement planning for student experiencing disability as part of the continuous improvement you are engaged in. A separate improvement plan for special education will not be required and OESO will use what we learn through this process to inform our ongoing technical assistance to your district.

We are sending the following materials to help us make the most of our time together. In addition to the data and resources we are sharing, we invite you to identify additional data or information that could inform our conversations about decisions for special education in your district. This might include your data for groups other than those explored by the state (e.g., by school, English learner status, gender, zip code, or other factors), student outcome data for similar subgroups, or staffing data.

1. Agenda for the [DATE] meeting/visit
2. The data reviewed by the state in preparation for our onsite activities
3. A worksheet describing the files OESO is requesting to review
4. The protocol we will use to review files and processes with your district staff

As OESO engages in continuous improvement to refine its accountability and support processes, your participation and reflection will inform further refinement of the training that OESO will provide to districts as part of the supports available to districts.

Please reach out to your District Support Specialist at (xxxx@ode.state.or.us) for any questions or immediate assistance.

Onsite Agenda

ODE Special Education General Supervision

District

Date

Purpose and Proposed Outcomes

1. Utilize process and tools for review of IEPs and district process for the priority areas identified.
2. Identify areas for correction and improvement
3. Make findings of noncompliance when appropriate
4. Engage in exploratory processes around areas of best or for improved practice as guided by district data
5. Identify areas for additional inquiry about district capacity and processes and improvement planning
6. Areas for professional development and TA
7. Areas for additional inquiry through interviews, focus groups, etc. (can be independent or supported by state)
8. Areas for improvement planning (ideas the district can take forward for school improvement, student success act, and other improvement planning)

Day & Time	Activity	Who
	Intro Meeting Introductions Review Purpose, Proposed Outcomes and Agenda	District leadership OESO leadership representative District & OESO monitoring teams
	Data Review Review data provided by ODE OESO Special education data Improvement plans (Student Success Act, etc.) Other relevant data sources Review additional district data Explore data using focus group protocol Examine existing data in new ways	OESO leadership representative District & OESO monitoring teams
	Break	

Day & Time	Activity	Who
	File Review Review connection from data review to file review Review files selected Select and review any additional files based on data review or to further explore trends	District & OESO monitoring teams
	Lunch	
	Initial Reflections and Plan for Further Inquiry What inquiry is needed to understand any barriers to compliance with IDEA, improving outcomes for students experiencing disability, and to inform best practice in the district? Classroom observations Interviews or focus groups (district/school staff, parents, students, community) Areas for potential correction Areas for improvement TA and PD needs	District & OESO monitoring teams
	Inquiry activities (as needed and planned) Classroom observations Interviews or focus groups	District & OESO monitoring teams
	Exit Meeting Activity Results Elevate needs identified through data and file reviews Identify opportunities for integrated improvement planning Next steps for PD and TA (district and OESO) Reflections on OESO process OESO Next Steps Timeline for monitoring report Plan for ongoing TA through regular calls LEA Questions	District leadership District & OESO monitoring teams

Initial Reflections and Plan for Further Inquiry

ODE OESO General Supervision

Initial Reflections and Plan for Further Inquiry – Notetaking Template

What are the greatest learnings from the review of the data?

What are the greatest learnings from the file reviews related to the priority areas?

Did the file reviews confirm, help you better understand, or make you question any of the data?

What additional inquiry is needed to understand any barriers to compliance with IDEA, improving outcomes for students experiencing disability, and to inform best practice in the district? (optional, today or in the future, supported by ODE or independently by the district)

1. Classroom observations
2. Review of master schedule and student schedules
3. Interviews or focus groups (district/school staff, parents, students, community)

Are there areas that we reviewed today that indicate the potential need for corrective actions because you aren't meeting IDEA or state requirements?

Are there areas where you are meeting the IDEA or state requirements but want to make improvements?

What TA and PD needs could ODE or OESO help the district with?

Exit Meeting

ODE OESO General Supervision Onsite Visits

Exit Meeting – Notetaking Template

Summary of Results of Today's Activities

What needs were identified through data and file reviews?

What PD and TA can you provide to help meet the identified needs?

What PD and TA do you need from OESO?

What opportunities does the district have for integrated improvement planning? How can today's activities inform your district plans?

Reflection on the Process

What worked well?

What could be improved?

LEA Questions

Appendix M – Acronyms & Definitions

AATA – Age-appropriate transition assessment

AEPS – Assessment, Evaluation and Programming System for Infants and Children

ASQ – Ages & Stages Questionnaires

BIP – Behavior Intervention Plan

BSP – Behavior Support Plan

CFR – Code of Federal Regulations

CCEIS – Comprehensive Coordinated Early Intervening Services

CEIS – Coordinated Early Intervening Services

CIFR – Center on IDEA Fiscal Reporting

DRS – Dispute Resolution System

EI/ECSE – Early Intervention/Early Childhood Special Education

ELL – English Language Learner

EMAPS – ED Facts Metadata and Process System

ESSA – Every Student Succeeds Act

ESD – Education Service District

ESY – Extended School Year

FAPE – Free Appropriate Public Education

FBA – Functional Behavior Assessment

FFY – Federal Fiscal Year

IDEA – Individuals with Disabilities Education Act

IEP – Individual Education Program

IFSP – Individual Family Services Plan

JDEP – Juvenile Detention Education Program

LEA – Local Education Agencies

LRE – Least Restrictive Environment

LTCT – Long term care treatment

ODE – Oregon Department of

OESO – Office of Enhancing Student Opportunities

OAR – Oregon Administrative Rules

ORS – Oregon Revised Statutes

OSEP – Office of Special Education Programs

PD – Professional Development

PLAAFP – Present Level of Academic Achievement & Functional Performance

SACSE – State Advisory Council for Special Education

SEA – State educational agency

SECC – Special Education Child Count

SiMR – State measurable identified result

SLD – Specific Learning Disability

SPP/APR – State Performance Plan/Annual Performance Report

SPR&I – System Performance Review & Improvement

SSIP – State Systemic Improvement Plan

SWD – Student with disability

TA – Technical assistance

TSI – Target

UDL – Universal Design for Learning

YCEP– Youth Corrections Education Program