

Suggested Student-Specific Evidence for Monitoring File Reviews

Integrated monitoring is a key component of Oregon's System of General Supervision and is designed to identify noncompliance where it exists, ensure timely and appropriate correction, and support continuous improvement in educational outcomes for students experiencing disabilities. Through monitoring activities, ODE reviews student-specific evidence to determine whether IDEA requirements have been implemented and documented appropriately.

Preparing complete and organized documentation in advance helps ensure that OESO compliance specialists have the information needed to accurately evaluate compliance and supports an efficient review process. This guide provides a list of student-specific evidence that may be used to demonstrate compliance with each applicable compliance standard, and it outlines the suggested steps districts can take to prepare evidence. All evidence is uploaded to [Oregon EDPlan](#).

Student-Specific Evidence Examples by Priority Area

The following evidence examples represent documentation that may demonstrate compliance with applicable standards. Districts are not required to use specific forms or formats and may provide alternative documentation that demonstrates implementation and compliance.

Priority Area 1: Least Restrictive Environment (LRE)

- ☐ Placement Page (LRE 1, 2, 4, 5, 7)
- ☐ Service Summary (LRE 3)
- ☐ Non-Participation Justification (LRE 6, 7)
- ☐ Meeting Notes

Priority Area 2: Individualized Education Program (IEP) Development

- ☐ Current IEP and Prior IEP (IEP 1–15)
- ☐ IEP Amendments, if applicable
- ☐ Written Input from Parent(s) and/or Staff
- ☐ Behavior Support Plan/Behavior Intervention Plan (BSP/BIP), if applicable
- ☐ Meeting Notes

Priority Area 3: Free Appropriate Public Education (FAPE)

- ☐ IEP Cover Sheet (FAPE 1, 3)
- ☐ Notice of Team Meeting (FAPE 2)
- ☐ Prior Written Notice (FAPE 4)
- ☐ Current IEP (FAPE 5, 6)

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- ☐ Evidence that the Service Summary Has Been Provided (FAPE 7), including:
 - Service or therapy logs
 - Student schedule showing services
 - Other relevant implementation tracking forms
- ☐ Evidence that the IEP Is Accessible to All Student-Serving Staff (FAPE 8), including:
 - Documentation that staff have access to the IEP
 - Training sign-in sheets
 - Copies of emails directing staff on how to access the IEP
- ☐ Progress Reports from current & most recent IEP (FAPE 9, 11)
- ☐ Current IEP and Prior IEP (FAPE 10)
- ☐ Meeting Notes

Priority Area 4: Discipline

- ☐ Notice of Team Meeting (DIS 1)
- ☐ Current IEP (DIS 2)
- ☐ Manifestation Determination Documentation (DIS 1, 3, 4)
- ☐ Consent for FBA, FBA and BSP/BIP, if applicable (DIS-4)
- ☐ Meeting Notes

Priority Area 5: Secondary Transition

- ☐ Notice of Team Meeting (SEC 1)
- ☐ Current IEP (SEC 2)
 - Release of Information for Outside Agency Participation, if agency invited
 - Written Consent (e.g., email, consent form, etc.), if agency invited
- ☐ Current IEP (SEC 3–9)
- ☐ Prior IEP (SEC 5)
- ☐ Meeting Notes

Priority Area 6: Child Find and Evaluation

- ☐ Evaluation Planning Documentation (CFE 1)
 - Review of Existing Information Form
 - Communication between team members, including attempts to obtain input from parent(s), such as emails, logs, input forms, etc.
- ☐ Signed Consent for Initial Evaluation or Reevaluation (CFE 2, 3, 9, 10)
- ☐ Eligibility Team Meeting Notice (CFE 8)
- ☐ Evaluation Report (CFE 4, 5, 6)
- ☐ Statement of Eligibility Form (CFE 4, 5, 6, 8)
- ☐ Prior Written Notice about Evaluation or Eligibility (CFE 7)

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- ☐ Previous Statement of Eligibility Form (CFE 10)
- ☐ Signed Consent for Initial Provision of Services (CFE 11)
- ☐ Meeting Notes

Preparing Student-Specific Evidence for Monitoring Reviews

Step 1: Understand the Priority Area(s)

Each student included in the monitoring review will be evaluated under one or more of the six priority areas available on the [ODE General Supervision webpage](#). Review the applicable protocol(s) to understand:

- What ODE will review;
- Which compliance standards apply to the student's circumstances; and
- What types of documentation may demonstrate implementation and compliance.

Step 2: Gather Local Documentation

Use existing district systems and documentation practices. ODE does not generally prescribe specific forms or formats. Gather documentation that:

- Reflects the student's individual experience and educational program;
- Demonstrates the team's decision-making process and implementation of required actions; and
- Aligns with the evidence expectations provided below in this guide.

Step 3: Review for Completeness and Clarity

Before uploading documentation in Oregon EDPlan, review the evidence to ensure it clearly demonstrates:

- What decisions were made and the basis for those decisions; and
- How the decisions were implemented.