

# 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
<p><b>Parent Invited.</b> The parents were invited to the IEP team meeting.</p>	<ul style="list-style-type: none"> <li>• Notice of Team Meeting</li> </ul>
<p><b>Evidence of Compliance</b></p>	
<p><input type="checkbox"/> YES</p> <ul style="list-style-type: none"> <li>• There is any evidence that the parents were invited to or participated in the IEP team meeting.</li> <li>• If there is no documentation of a written notice but the parents were in attendance.</li> </ul>	<p><input type="checkbox"/> NO</p> <ul style="list-style-type: none"> <li>• There is no evidence that the parents were invited.</li> <li>• The parents did not attend the IEP team meeting.</li> </ul>

RECORD REVIEW ITEM: EP-2 - 34 CFR §300.321 and 300.322

Record Review Item	Potential Documentation
<p><b>Appropriate Notice.</b> 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.</p>	<ul style="list-style-type: none"> <li>• Notice of Team Meeting including               <ul style="list-style-type: none"> <li>○ Purpose e.g., annual review, reevaluation)</li> <li>○ Time of the meeting</li> <li>○ Location of the meeting</li> <li>○ Listing of persons invited to the meeting, by name or position</li> </ul> </li> </ul>
<p><b>Evidence of Compliance</b></p>	
<p><input type="checkbox"/> YES</p> <ul style="list-style-type: none"> <li>• All four items are on the meeting notice and accurately reflect the meeting.</li> </ul>	<p><input type="checkbox"/> NO</p> <ul style="list-style-type: none"> <li>• One or more items are not on the meeting notice or if the meeting notice does not accurately reflect the meeting.</li> </ul>

RECORD REVIEW ITEM: EP-3 - 34 CFR §300.322 and 300.501

Record Review Item	Potential Documentation
<p><b>Efforts to Ensure Parent Participation.</b> 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.</p>	<ul style="list-style-type: none"> <li>• Notice of Team Meeting</li> </ul>
<p><b>Evidence of Compliance</b></p>	
<p><input type="checkbox"/> YES</p> <ul style="list-style-type: none"> <li>• At least one written notice was provided.</li> <li>• The written notice was provided a reasonable amount of time before the meeting.</li> <li>• If the parent failed to respond to the first attempt, a second attempt was made to invite the parents.</li> </ul>	<p><input type="checkbox"/> NO</p> <ul style="list-style-type: none"> <li>• There is no evidence of one or more of the above.</li> </ul>

RECORD REVIEW ITEM: EP-4 - 34 CFR §300.504

Record Review Item	Potential Documentation
<p><b>Procedural Safeguards.</b> Procedural Safeguards were provided to the parent and/or adult student.</p>	<ul style="list-style-type: none"> <li>• Procedural Safeguards</li> <li>• Receipt of Procedural Safeguards</li> <li>• Prior Written Notice</li> </ul>
<p><b>Evidence of Compliance</b></p>	
<p><input type="checkbox"/> YES</p> <ul style="list-style-type: none"> <li>• There is evidence the procedural safeguards were provided with at least one notice of the meeting.</li> <li>• There is evidence that the procedural safeguards had been provided previously during the school year.</li> </ul>	<p><input type="checkbox"/> NO</p> <p>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.</p>

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

Record Review Item	Potential Documentation

<p><b>Special Factors Related to Behavior.</b> The most recent IEP indicates the team considered whether the child’s <b>behavior</b> impedes their learning or that of others and, if so, appropriately addressed this special factor within the IEP.</p>	<ul style="list-style-type: none"> <li>• IEP – Special Factors</li> <li>• Prior Written Notice</li> <li>• IEP -- PLAAFP</li> </ul>
<p><b>Evidence of Compliance</b></p>	
<p><input type="checkbox"/> YES</p> <ul style="list-style-type: none"> <li>• The most recent IEP documents that the team considered whether the child’s behavior impedes their learning or that of others; and</li> <li>• 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.</li> </ul>	<p><input type="checkbox"/> NO</p> <ul style="list-style-type: none"> <li>• The most recent IEP documents that the team considered whether the child’s behavior impedes their learning or that of others; or,</li> <li>• If the team determined that the child’s behavior impedes their learning or that of others, corresponding supports were described within the IEP.</li> </ul>

RECORD REVIEW ITEM: EP-6 - 34 CFR §300.324(a)(2)(ii)

<p><b>Record Review Item</b></p>	<p><b>Potential Documentation</b></p>	
<p><b>Special Factors Related to Limited English Proficiency.</b> 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.</p>	<ul style="list-style-type: none"> <li>• IEP – Special Factors</li> <li>• Prior Written Notice</li> <li>• IEP -- PLAAFP</li> </ul>	
<p><b>Evidence of Compliance</b></p>		
<p><input type="checkbox"/> YES</p> <p>There is evidence of a need and it is addressed.</p>	<p><input type="checkbox"/> NO</p> <p>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</p>	<p><input type="checkbox"/> Not Applicable</p> <p>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).</p>

	this need is not considered on the IEP.	
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**RECORD REVIEW ITEM: EP-7 - 34 CFR §300.324(a)(2)(iii)**

<b>Record Review Item</b>		<b>Potential Documentation</b>
<p><b>Special Factors Related to Instruction in Braille and the use of Braille for Students who are Blind or Visually Impaired.</b> 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.</p>		<ul style="list-style-type: none"> <li>• IEP – Special Factors</li> <li>• Prior Written Notice</li> <li>• IEP -- PLAAFP</li> </ul>
<b>Evidence of Compliance</b>		
<input type="checkbox"/> YES There is evidence of a need and it is addressed.	<input type="checkbox"/> 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.	<input type="checkbox"/> 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)**

<b>Record Review Item</b>	<b>Potential Documentation</b>
<p><b>Special Factors Related to Communication, Including for Students who are Deaf or Hard of Hearing.</b> 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</p>	<ul style="list-style-type: none"> <li>• IEP – Special Factors</li> <li>• IEP – Related Services</li> <li>• IEP -- PLAAFP</li> </ul>

needs, including opportunities for direct instruction in the student’s language and communication mode.		
<b>Evidence of Compliance</b>		
<input type="checkbox"/> YES There is evidence of a need and it is addressed.	<input type="checkbox"/> NO There is evidence that the student has communication needs that are not addressed on the IEP.	<input type="checkbox"/> 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)**

<b>Record Review Item</b>	<b>Potential Documentation</b>	
<b>Special Factors Related to Assistive Technology.</b> The IEP team considered whether the student needs assistive technology devices and services.	<ul style="list-style-type: none"> <li>• Notice of Team Meeting</li> </ul>	
<b>Evidence of Compliance</b>		
<input type="checkbox"/> YES There is evidence of a need for assistive technology and it is addressed.	<input type="checkbox"/> NO There is evidence of a need for assistive technology that is not addressed.	<input type="checkbox"/> 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**

<b>Record Review Item</b>	<b>Potential Documentation</b>
<b>Present Levels of Academic Achievement and Functional Performance (PLAAFP).</b> The most recent IEP includes a complete statement of the child’s	<ul style="list-style-type: none"> <li>• IEP – PLAAFP</li> <li>• Previous IEP</li> <li>• Student Report Card</li> </ul>

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



<p>reading comprehension).</p> <p>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?</p>	
<b>Evidence of Compliance</b>	
<p><input type="checkbox"/> YES</p> <ul style="list-style-type: none"> <li>● Each component of the PLAAFP as listed in (a), (b), and (c) above has been included.</li> <li>● Responses to each of the probes (A-F) above are YES or N/A.</li> <li>● If the parent expressed no concerns, a statement of this is noted in the present levels.</li> <li>● 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.</li> </ul>	<p><input type="checkbox"/> NO</p> <ul style="list-style-type: none"> <li>● The PLAAFP statements are missing required components (see A, B, and C above).</li> <li>● There is no evidence that the IEP team sought parent input.</li> <li>● The response to any of the above probes (A-F) is NO.</li> </ul>

RECORD REVIEW ITEM: EP-11 - 34 CFR §300.320

<b>Record Review Item</b>	<b>Potential Documentation</b>
<p><b>Measurable Annual Goals.</b> The most recent IEP contains a statement of measurable annual goals, including academic and functional goals as appropriate.</p> <p>In determining if the measurable annual goals meet compliance, consider the following probes (<b>A-D</b> must be <b>YES</b> (or <b>N/A</b> for D) to mark <b>YES</b> for this item):</p> <p>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?</p>	<ul style="list-style-type: none"> <li>● IEP – Annual Goals</li> </ul>



<ul style="list-style-type: none"><li>• Mark <b>YES</b> if the goals are directly related to the student's needs as identified in the present level statement (s) or disability.</li><li>• Mark <b>NO</b> 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).</li><li>• Mark <b>NO</b> 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).</li></ul> <p>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)?</p> <ul style="list-style-type: none"><li>• Mark <b>YES</b> if the answer to the probe is <b>YES</b>.</li><li>• Mark <b>NO</b> if goals are vague, without the short-term objectives or benchmarks, lack specificity, and are not written using action words.</li></ul> <p>C. Can the goals stand alone and be meaningful? To be meaningful, goals must be observable, conditional, and contain criteria.</p> <ul style="list-style-type: none"><li>• Mark <b>YES</b> if the answer to the probe is <b>YES</b>.</li><li>• Mark <b>NO</b> 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)</li></ul> <p>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)?</p> <ul style="list-style-type: none"><li>• Mark <b>YES</b> if the answer to the probe is <b>YES</b>.</li><li>• Mark <b>NO</b> if there are not two objectives or</li></ul>	
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<p>benchmarks for each annual goal statement.</p> <ul style="list-style-type: none"> <li>• Mark <b>N/A</b> if the student does not take an alternative assessment and the student’s IEP does not contain benchmarks or short-term objectives.</li> </ul> <p><b>Note:</b> If the present level statement was marked <b>NO</b> 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 <b>YES</b>. 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.</p>	
<p><b>Evidence of Compliance</b></p>	
<p><input type="checkbox"/> YES</p> <p>If the answers to A, B, C, and D above are <b>YES</b> (or <b>N/A</b> for D).</p>	<p><input type="checkbox"/> NO</p> <p>If the answer to A, B, C, or D above is <b>NO</b>.</p>

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

Record Review Item	Potential Documentation
<p><b>Review and Revision of IEP/Measurable Annual Goals.</b> 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.</p>	<ul style="list-style-type: none"> <li>• 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.</li> <li>•</li> </ul>

## 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
<p><b>Monitoring of Progress.</b> 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.</p> <p>The IEP must include:</p> <ul style="list-style-type: none"> <li>● A description of how the student's progress toward meeting the annual goals will be measured</li> <li>● 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</li> </ul>	<ul style="list-style-type: none"> <li>● IEP – Progress Monitoring</li> <li>● Progress Monitoring Reports</li> </ul>

issuance of report cards)		
<b>Evidence of Compliance</b>		
<input type="checkbox"/> YES <ul style="list-style-type: none"> <li>• The IEP includes a description of how the student’s progress toward meeting the annual goals will be measured</li> <li>• The IEP includes information on when periodic reports on the progress the student is making toward meeting the annual goals will be provided</li> <li>• The progress reports from the last year were provided as often as indicated on the IEP</li> <li>• The progress reports from the last year described the student’s progress toward the annual goals</li> </ul>	<input type="checkbox"/> NO <ul style="list-style-type: none"> <li>• The IEP does not include a description of how the student’s progress toward meeting the annual goals will be measured</li> <li>• 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</li> <li>• The progress reports from the last year were not provided as often as indicated on the IEP</li> <li>• The progress reports from the last year did not describe the student’s progress toward the annual goals</li> </ul>	<input type="checkbox"/> Not Applicable <p>This is an initial IEP and the designated time for the first progress report has not been reached.</p>

RECORD REVIEW ITEM: EP-14 - 34 CFR §300.320

<b>Record Review Item</b>	<b>Potential Documentation</b>
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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

<b>Record Review Item</b>	<b>Potential Documentation</b>
<p><b>Related Services.</b> The IEP contains a statement of related services, including location and anticipated initiation, duration, and frequency.</p> <p>Related services include transportation and such developmental, corrective, and other supportive</p>	<ul style="list-style-type: none"> <li>● IEP – Related Services</li> <li>● Prior Written Notice</li> </ul>

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.



	<p>SLD)</p> <ul style="list-style-type: none"> <li>● Indicate only an accommodation (e.g., extended time on tests)</li> <li>● Do not include one or more of the following: location, anticipated initiation, duration, or frequency</li> </ul>	
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**RECORD REVIEW ITEM: EP-16 - 34 CFR §300.320**

<b>Record Review Item</b>	<b>Potential Documentation</b>
<p><b>Supplementary Aids and Services.</b> 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.</p> <p>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.</p> <p>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</p>	<ul style="list-style-type: none"> <li>● IEP – Supplementary Aids and Services</li> <li>● Prior Written Notice</li> </ul>

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.

	<ul style="list-style-type: none"> <li>Do not include one or more of the following: location, anticipated initiation, duration, or frequency</li> </ul>	
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**RECORD REVIEW ITEM: EP-17 - 34 CFR §300.106(a)**

<b>Record Review Item</b>	<b>Potential Documentation</b>
<p><b>Extended School Year (ESY) Services.</b> The IEP team considered the extended school year needs of the student within the last year.</p> <p>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.</p>	<ul style="list-style-type: none"> <li>IEP – Extended School Year</li> <li>Prior Written Notice</li> </ul>
<b>Evidence of Compliance</b>	
<p><input type="checkbox"/> YES</p> <p>There is evidence that within the last year:</p> <ul style="list-style-type: none"> <li>The child’s IEP team determined, on an individual basis, that the services were or were not necessary for the provision of free appropriate public education to the child,</li> <li>The school district did not limit extended school year services to particular categories of disability, and</li> <li>The school district did not unilaterally limit the type, amount, or duration of those services.</li> </ul>	<p><input type="checkbox"/> NO</p> <p>There is evidence that within the last year:</p> <ul style="list-style-type: none"> <li>The need for extended school year services was not considered,</li> <li>The decision regarding eligibility for extended school year special education was made unilaterally rather than by the child’s IEP team,</li> <li>The school limited extended school year services to particular categories of</li> </ul>

	<p>disability, or</p> <ul style="list-style-type: none"> <li>• The school district unilaterally limited the type, amount, or duration of those services.</li> </ul>
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RECORD REVIEW ITEM: EP-18 - 34 CFR §300.106(a)

<b>Record Review Item</b>	<b>Potential Documentation</b>
<p><b>Supports for School Personnel.</b> The IEP contains a statement of supports for school personnel. (Authority: 34 CFR §300.320)</p> <p>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.</p>	<ul style="list-style-type: none"> <li>• IEP – Supports for School Personnel</li> <li>• Prior Written Notice</li> </ul>

<b>Evidence of Compliance</b>		
<input type="checkbox"/> YES Supports are indicated.	<input type="checkbox"/> NO Both of the following are true: <ul style="list-style-type: none"> <li>• If there is clear evidence of need; and,</li> <li>• There is no evidence that the need was addressed.</li> </ul>	<input type="checkbox"/> Not Applicable No supports are needed.

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

<b>Record Review Item</b>	<b>Potential Documentation</b>
<p><b>IEP Services.</b> 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).</p>	<ul style="list-style-type: none"> <li>• IEP – Service Summary</li> <li>• Prior Written Notice</li> <li>• IEP -- PLAAFP</li> </ul>

<p>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.</p>	
<p><b>Evidence of Compliance</b></p>	
<p><input type="checkbox"/> YES</p> <p>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.</p>	<p><input type="checkbox"/> NO</p> <p>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).</p>

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

<p><b>Record Review Item</b></p>	<p><b>Potential Documentation</b></p>
<p><b>Placement of Student on Abbreviated School Day Program.</b> The most recent IEP team determination that the student be placed on an abbreviated school day program was based on the student’s needs.</p> <p>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.</p>	<ul style="list-style-type: none"> <li>• Prior Written Notice</li> <li>• IEP – Service Summary</li> </ul>

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
<p><b>IEP Documents Reason for Abbreviated School Day Program Determination.</b> 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)</p> <p>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.</p> <p>If placement on an abbreviated school day program is due to disability-related behavior, the IEP should include:</p> <ul style="list-style-type: none"> <li>● Documentation that the student’s behavior impedes their learning or that of others in the special considerations section,</li> <li>● Documentation of the use of positive behavioral interventions and supports, and other strategies, to address that behavior, and</li> <li>● 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.</li> </ul>	<ul style="list-style-type: none"> <li>● IEP</li> <li>● Prior Written Notice</li> </ul>
<b>Evidence of Compliance</b>	
<p><input type="checkbox"/> YES</p> <p>The reason for placement on an abbreviated (shortened) school day program is documented in the IEP.</p>	<p><input type="checkbox"/> NO</p> <p>The reason for placement on an abbreviated (shortened) school day program is not documented in the IEP.</p>

RECORD REVIEW ITEM: EP-22 - 34 CFR §300.116 and ORS 343.161

Record Review Item	Potential Documentation
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<p><b>Placement Page.</b> 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.</p> <p>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.</p>	<ul style="list-style-type: none"> <li>• Placement Determination</li> <li>• Prior Written Notice</li> </ul>
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**Evidence of Compliance**

<p><input type="checkbox"/> YES</p> <p>There is evidence that the team considered:</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• If rejected, evidence must include the reason(s) why the option(s) was rejected.</li> </ul>	<p><input type="checkbox"/> NO</p> <p>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.</p>
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RECORD REVIEW ITEM: EP-23 - 34 CFR §300.500, 300.327, 300.501(b)-(c), 300.322, and 300.328

<b>Record Review Item</b>	<b>Potential Documentation</b>
<p><b>Placement Decision Made by Appropriate Group.</b> The placement decision was made by a group and included the parents; and included individuals who have knowledge about:</p> <ul style="list-style-type: none"> <li>• The child</li> <li>• Meaning of evaluation data, and</li> <li>• Placement options.</li> </ul>	<ul style="list-style-type: none"> <li>• Placement Determination</li> <li>• Prior Written Notice</li> </ul>

**Evidence of Compliance**

<input type="checkbox"/> YES Either of the following are true: <ul style="list-style-type: none"> <li>● There is evidence that a group of qualified professionals, including the parent, made the placement determination for the student.</li> <li>● The parent was invited but did not participate in the meeting with the group of qualified professionals.</li> </ul>	<input type="checkbox"/> NO Any of the following are true: <ul style="list-style-type: none"> <li>● The parent was not invited.</li> <li>● Even though the parent was invited, the placement decision was made by a group that did not include all of the required participants.</li> </ul>
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**RECORD REVIEW ITEM: EP-24 - 34 CFR §300.300**

<b>Record Review Item</b>	<b>Potential Documentation</b>
<p><b>Prior Written Notice.</b> The District gave Prior Written Notice to the parent within a reasonable time before the district proposed placement on an abbreviated school day program.</p> <p>The prior written notice must include the following:</p> <ul style="list-style-type: none"> <li>● A description of the action proposed</li> <li>● An explanation of why the school district proposes or refuses the action</li> <li>● A description of each evaluation, assessment, record, or report the LEA used as the basis for the decision</li> <li>● A statement that the parents have procedural safeguard protections</li> <li>● Sources for parents to contact for assistance in understanding their rights</li> <li>● A description of other options considered and why they were rejected</li> <li>● A description of any other factors relevant to the decision</li> </ul>	<ul style="list-style-type: none"> <li>● Prior Written Notice</li> </ul>
<b>Evidence of Compliance</b>	
<input type="checkbox"/> YES	<input type="checkbox"/> NO There is no evidence that: <ul style="list-style-type: none"> <li>● The Prior Written Notice was</li> </ul>

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**

<b>Record Review Item</b>	<b>Potential Documentation</b>
<p><b>Abbreviated School Day Notice and Acknowledgement.</b> A statutorily compliant abbreviated school day notice and acknowledgement form was given at least once per term. (Authority: ORS 343.161)</p> <p>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:</p> <ul style="list-style-type: none"> <li>A. The school district’s duty to comply with the requirements of ORS 343.161;</li> <li>B. The prohibition against a school district unilaterally placing a student on an abbreviated school day program; and</li> <li>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.</li> </ul> <p>School districts are also required to obtain a signed acknowledgment from the parent or foster parent of the student that they received this information.</p>	<ul style="list-style-type: none"> <li>• Abbreviated Day Notice &amp; Acknowledgement</li> </ul>
<b>Evidence of Compliance</b>	
<input type="checkbox"/> YES Both of the following are true:	<input type="checkbox"/> 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.

*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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