

School Age: Individual Procedural Compliance Review (PCR) Form

Overview

Districts and programs must conduct special education programs and provide special education services according to applicable federal and state laws and regulations, primarily the Individuals with Disabilities Education Act (IDEA), Part B (34 CFR Part 300), Oregon Revised Statutes (ORS) Chapter 343, and Oregon Administrative Rules (OAR) Chapter 581, Division 15.

1. This form is used to review student file information for compliance with these requirements as one component of the state's general supervision responsibilities.
2. This document contains selected IDEA and OAR requirements, referred to as "compliance standards" or "standards" and file review guidance to help ensure consistent understanding and application of federal and state law, as well. The document also indicates the required corrective action for each standard marked out of compliance.
3. This form contains standards in each of the following categories:

I. Procedural Safeguards	V. IEP Team	IX. Least Restrictive Environment
II. Evaluation	VI. IEP Content	X. Disciplinary Removals
III. Eligibility	VII. Review & Revision of IEP	
IV. IEP Meeting Notice	VIII. IEP Timelines	

Reviewing and Recording PCR Data

1. Lock in students through SPR&I. Only lock in and review students that are **currently IDEA eligible and currently being served by the district/program**.
2. Once a student is locked in, print a file review form for that student using the "Print Blank Form" function. This blank form will have the student's name and SSID number, and will contain only those standards that apply to the student based on the information provided during the lock in process.
3. For each standard on the file review form:
 - A. Read the standard.
 - B. Review guidance included below the standard.
 - C. Locate required information in the student file and review according to guidance. Some standards require reviewing the **INITIAL** while some require the **MOST RECENT** document.
 - D. Rate each standard by marking the appropriate response:

Yes (Meets Requirement) No (Does Not Meet Requirement) N/A (Not Applicable)
 - E. Include an explanatory comment for every standard identified as No or N/A.

Corrective Action Guide (CAG)

1. Noncompliance **must always** be corrected **as soon as possible**.
2. Whenever possible, noncompliance must be corrected at the individual student file level. In addition, ODE requires evidence of current compliance through additional file reviews.
3. Some noncompliance cannot be corrected (e.g., missed timelines, student no longer eligible, student moved out of district, student graduated with a regular diploma). In those cases, additional files need to be reviewed to establish evidence of current compliance.
4. To establish correction and current compliance, the additional files reviewed must include files where the evidence of compliance occurs **after** the noncompliance reported in the initial student file review.
5. In cases where noncompliance occurred in a previous district, the current district has a responsibility to ensure the current file is complete and compliant at the time of student transfer. If the file is not compliant at the time of student transfer, the current district must take appropriate action to make the file compliant as soon as possible.
6. If further noncompliance is identified during the additional file review process, the noncompliance is considered systemic and additional follow-up is required.

In the case of **systemic noncompliance** (>33% of files out on any single standard **or** additional noncompliance found through additional file review), ODE requires LEAs to:

- Report required corrective action and date corrected in SPR&I for standards that can be corrected at the individual student file level;
- Conduct an analysis of the cause(s) for the noncompliance and choose appropriate intervention;
- Document the projected and actual dates of completion of the intervention in SPR&I;
- Conduct a second review of files on the same standard where the evidence of compliance occurs **after** intervention; and,
- Report number of compliant files in SPR&I - must be 100% of files reviewed after intervention for ODE to verify correction.

In the case of **non-systemic noncompliance** (<33% of files show noncompliance for any single standard) ODE requires LEAs to:

- Report the required corrective action and the date it was corrected in SPR&I for standards that can be corrected at the individual file level; and,
- For all standards with noncompliance, including those that cannot be corrected at the individual student file level, conduct an analysis for the cause(s) of noncompliance and review additional files.¹ Report the SSID and compliance status for each additional file reviewed in the SPR&I database.

District/school: _____ / _____	Reviewer/Title: _____ / _____	Review Date(s): ____/____/____
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¹ If the standard involved a particular age linked requirement (e.g., ECSE, school age, transition), disability type, or files from a unique program, the additional files to be reviewed need to target that age, disability type or program.

- A) List the Student's SSID and disability code:
_____ / _____
- B) List the student's date of birth:
_____ / _____
- C) List the date range of the current IEP in effect and used for the review: _____ / _____ Start date: _____ / _____ End date: _____
- D) List the student's current grade (for the IEP in effect at the time of review, not census year grade) : _____
- E) Has the student been reevaluated (3 year reevaluation) since initial eligibility? Yes No
- F) Did the district establish current eligibility? Yes No
- G) Did the student transfer into district from another Oregon district with eligibility? Yes No
- H) Did the student transfer from out of state with eligibility? If yes, district must have established Oregon eligibility since the transfer. Yes No
- I) Will the student be taking all general assessments? Yes No
- J) Will the student be taking all alternate assessments? Yes No
- K) Will the student be taking a mix of general and alternate assessments? Yes No
- L) For the IEP in effect at the time of review, is this an initial IEP (1st year IEP)? Yes No

Notes on lock-in items (A-K):

- Items A and B will be populated in SPR&I by the system since this information comes directly from the SECC.
- Item C is used with Item B to determine if transition standards apply to the student (e.g., if the student will turn 16 while the current IEP is in effect).
- Item D is used to determine if assessment standards apply for the current IEP in effect. Assessment grades include 3-8 and 11.
- Item E is used to determine if the standard for the three year reevaluation applies.
- Items F, G and H are used to determine if the current district is responsible for noncompliance during the initial evaluation-eligibility process, or if it occurred in a previous district.
- **In cases where noncompliance occurred in a previous district, the current district has a responsibility to ensure the file is complete and compliant at the time of transfer. If not, the district must take appropriate action to make it compliant.**
- Items I, J, and K are used to determine which assessment standards apply to the student.

Eligibility and Census Verification: OAR 581-015-2010 (Census and Data Reporting); **OAR 581-015-2120** (Determination of Eligibility); **OAR 581-015-2200** (Content of IEP); **OAR 581-015-2220** (When IEPs Must be in Effect)

Eligibility and Census Verification		SSID #
<p>The student file being reviewed includes each of the following:</p> <ul style="list-style-type: none"> • Documentation that the student was enrolled in the district on December 1st of the census review year; • A statement of Oregon eligibility, signed by an Eligibility Team, that was in effect on December 1st of the census review year; • An Oregon Individualized Education Program (IEP) that was in effect on December 1st of the census review year; • The IEP in effect on December 1st of the census review year contained specially designed instruction; and, • The student is still enrolled in the district and eligible for special education at the time of review. • If the answer is "No" to any one of these, the file should not be reviewed and an alternate file must be selected for review, except for LTCT, YCEP, and JDEP programs. Because these programs specialize in the temporary placement of students, the student files must still be reviewed. Mark "yes" for LTCT, YCEP, and JDEP student files and enter the student information in order to complete the lock-in process even when the student was not enrolled in the district on December 1st of the census review year. • NOTE: For compliance purposes, the CURRENT IEP in effect must be used for the PCR review, not the IEP in effect during the December 1st SECC census. 		
<p>Guidance:</p> <ul style="list-style-type: none"> • Documentation for students enrolled in the district but receiving services outside of the district may include: Inter-district Agreements, contact logs showing that tutoring was being provided, and attendance reports from service providers (e.g., state or regional programs). 	<p>To Replace Student:</p> <ul style="list-style-type: none"> • Use "replace" function in the SPR&I system • Select reason for replacement using the drop-down options • Contact ODE county contact if you have questions. 	

I. Procedural Safeguards: OAR 581-015-2090 (Consent); **OAR 581-015-2095** (Exceptions to Consent); **OAR 581-015-2110** (General Evaluation and Reevaluation Procedures); **OAR 581-015-2310** (Prior Written Notice); **OAR 581-015-2315** (Notice of Procedural Safeguards); **OAR 581-015-2320** (Surrogate Parents); **OAR 581-015-2325** (Transfer of Procedural Rights at Age of Majority); **OAR 581-015-2330** (Notice of Transfer of Rights at Majority)

I. Procedural Safeguards	SSID #

1	<p>The District provided Procedural Safeguards to parents at least one time a school year, except that a copy also must be given to the parents –</p> <ol style="list-style-type: none"> (1) Upon initial referral or parent request for evaluation; (2) Receipt of the first State complaint and upon receipt of the first due process complaint in a school year; (3) In accordance with the discipline procedures; and (4) Upon request by a parent. 34 CFR § 300.504 	<input type="radio"/> Yes <input type="radio"/> No	
<p>Guidance:</p> <ul style="list-style-type: none"> • Look for documentation that Procedural Safeguards were provided within the last school year or at the time of one of the additional required events listed above within the standard. 		<p>Comment:</p>	<p>Corrective Action:</p> <ul style="list-style-type: none"> • Send Procedural Safeguards to parents immediately. • Review additional files where this event occurred after incidence of noncompliance and list in SPR&I compliance status for each.
2	<p>The district provided a copy of the Notice of Procedural Safeguards to the student and parent at least a year before the student's 18th birthday. 34 CFR § 300.520</p>	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	
<p>Guidance:</p> <ul style="list-style-type: none"> • Procedural safeguards must be provided to student on or before the student turns 17 and every year thereafter. • Look for indication that Procedural Safeguards were provided to student and parent; this may include (1) a checked "yes" box on the IEP document; (2) a checked box on the Proposed Transfer of Rights form; (3) the checked box on a prior notice form; or (4) a statement indicated in meeting minutes. • If the student has not reached age 17 by the date of PCR file review, mark this standard N/A. • Offer the booklet as early as 16 years of age to prevent missing this required timeframe. 		<p>Comment:</p>	<p>Corrective Action:</p> <ol style="list-style-type: none"> 1) Send Procedural Safeguards to student and parent immediately. Document date safeguards were provided to student and parent in SPR&I. 2) Review additional files where this event occurred after incidence of noncompliance and list in SPR&I compliance status for each.
3	<p>The District gave prior written notice to the parent within a reasonable time before the district:</p> <ol style="list-style-type: none"> 1. Proposed to initiate or to change the identification, evaluation, placement, or provision of FAPE; 2. Refused to initiate or to change the identification, evaluation, placement or provision of FAPE. <p>The prior written notice contained all the required content:</p> <ol style="list-style-type: none"> 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: <ul style="list-style-type: none"> ▪ Reasonable effort is made to aid the parent in understanding the content of the notice; and, ▪ There is written evidence that the requirements in this section have been met. 34 CFR § 300.503 	<input type="radio"/> Yes <input type="radio"/> No Date district gave notice: Specify native language:	
<p>Guidance:</p> <ul style="list-style-type: none"> • Review the most recent prior written notice. • Check for evidence that most recent notice meets all content requirements; if not, identify in comments the item(s) of concern. (a), (b), etc. • Check for evidence that notice was provided after a decision and before implementation of the decision. 		<p>Comment:</p>	<p>Corrective Action:</p> Review additional files where this event occurred after incidence of noncompliance and list in SPR&I compliance status for each.

<ul style="list-style-type: none"> Compare most recent IEP to the previous IEP for changes related to FAPE (e.g., SDI, related services, goals, special factors) Enter the date of the most recent prior written notice. 			
4	Written parental consent was obtained prior to initial evaluation or reevaluation or, if no consent was obtained, documentation of reasonable measures to obtain consent is evident. 34 CFR § 300.300		<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A Date consent obtained:
Guidance: <ul style="list-style-type: none"> If IEP team determines that no further evaluation is needed during review of existing information, consent is not needed. Mark the standard N/A and comment is required. Apply Consent Standards to most recent evaluation. Check student file for documentation of written parental consent for evaluation (initial or reevaluation). Check date(s) on consent for initial evaluation or reevaluation against date(s) of evaluation(s) to ensure that consent was obtained prior to evaluation. If no written consent for evaluation/reevaluation can be found, check for documentation of reasonable efforts to obtain written consent. Reasonable efforts include: <ul style="list-style-type: none"> Records of calls and results of those calls, copies of correspondence and any response received; copies of consent documents sent to parents and responses received, and records of visits made to parent's home or workplace and results of those visits. New testing can only be conducted without written parental consent if consent was requested and parent failed to respond. Lack of or slow parental reply is not equivalent to disagreement with a district proposal. EXCEPTION: Parental consent must always be obtained for any intelligence or personality tests. Oregon regulation requires written consent for Intelligence and personality testing before test administration (OAR 581-015-0300). Reasonable efforts to obtain consent do not justify administration of intelligence and personality tests without written consent. Consent must be in writing; verbal consent does not meet requirements. Compare consent date and evaluation administration date(s) to verify prior consent. Parental consent must always be obtained for any intelligence or personality tests. Oregon regulation requires written consent for Intelligence and personality testing before test administration (OAR 581-021-0030). Reasonable efforts to obtain consent do not justify administration of Intelligence and personality tests without written consent. An intelligence test is required for Intellectual Disability eligibility. If IEP team determines that no further evaluation is needed during review of existing information, consent is not needed. Mark the standard N/A and comment is required. Enter the date that parental consent was obtained. 		Comment:	Corrective Action: Review additional files where this event occurred after incidence of noncompliance and list in SPR&I compliance status for each.
5	Written parental consent was obtained prior to initial provision of special education and related services. 34 CFR § 300.300		<input type="radio"/> Yes <input type="radio"/> No Date consent received:
Guidance: <ul style="list-style-type: none"> Check file for initial documentation of consent for initial provision of special education and related services. Check date of consent against start date of initial IEP to ensure consent was obtained prior to provision of services. Enter the date parental consent was received. ECSE consent is valid for school age services. 		Comment:	Corrective Action: 1) Get consent from parent and date it when received; do not back date it. Document date consent was received in SPR&I.

	<ul style="list-style-type: none"> IEPs do not have to be developed prior to getting consent for provision of special education services. 		2) Review additional files where this event occurred after incidence of noncompliance and list in SPR&I compliance status for each.
6	<p>A notice was provided to the child and the parent that rights will transfer at age of majority. The notice was given at the IEP meeting and documented on the IEP.</p> <ul style="list-style-type: none"> The notice was provided at least one year before the child's 18th birthday; or Upon knowledge that within a year, the child will likely marry or become emancipated before age 18. 34 CFR § 300.320(c); OAR 581-015-2330 		O Yes O No O N/A
	<p>Guidance:</p> <ul style="list-style-type: none"> Check date of IEP against student's birth date to ensure that transfer of rights information and discussion were documented on the IEP in effect on student's 17th birthday. Notice must be given to the child and the parent, legal guardian, surrogate, or other person(s) serving as the parent. If the student turns age 17 during the period the current IEP is in effect, notice must be provided and documented on the IEP. If student has not reached age 17 or is not within a year of marrying or becoming emancipated, mark this standard N/A. 	Comment:	<p>Corrective Action:</p> <ol style="list-style-type: none"> Provide notice to student and parent immediately. Include date sent to student and parents in SPR&I. Review additional files where this event occurred after incidence of noncompliance and list in SPR&I compliance status for each.
7	Written notice on the transfer of rights was provided to the student at the age of majority. 34 CFR § 300.520; OAR 581-015-2330		O Yes O No O N/A Date noticed provided:
	<p>Guidance:</p> <ul style="list-style-type: none"> Student rights transfer by law; IEP teams do not make this decision. Ensure documentation indicates transfer of rights information and date provided to parent and student. If student has a legal guardian appointed by the courts, mark this standard N/A. Check file to verify legal documentation of guardianship. If student has not reached age 18, is not married or emancipated, mark this standard N/A. Enter the date the "age of majority notice" was provided. 	Comment:	<p>Corrective Action:</p> <ol style="list-style-type: none"> Provide notice to student and parent immediately. Document date sent to student and parents in SPR&I. Review additional files where this event occurred after incidence of noncompliance and list in SPR&I compliance status for each.

II. Evaluation: OAR 581-015-2100 (Responsibility for Evaluation and Eligibility Determination); OAR 581-015-2105 (Evaluation and Reevaluation Requirements); OAR 581-015-2110 (General Evaluation and Reevaluation Procedures); OAR 581-015-2115 (Evaluation Planning); OAR 581-015-2125 (Interpretation of Evaluation Data); OAR 581-015-2130 through 581-015-2180: (Disability categories); OAR 581-015-2190 (Parent Participation – General); OAR 581-015-2230 (Transfer Students)

II. Evaluation		SSID #
8	<p>Initial evaluation or most recent reevaluation began with an IEP team review of existing information including the following:</p> <ul style="list-style-type: none"> • Evaluations and information provided by parents; • Current classroom-based, local or state assessments; • Classroom-based observations; and observations by teachers and related services providers; <p>On the basis of team review of existing information and input from child's parent:</p> <ul style="list-style-type: none"> • The IEP team identified that additional information was needed to determine the child's eligibility, present levels, or the child's special education and related service needs; or, • No additional evaluation data needed and district notified parent(s) of that determination, reasons for it, and their right to request an assessment. 34 CFR § 300.305; OAR 581-015-2115 	<input type="radio"/> Yes <input type="radio"/> No
<p>Guidance:</p> <ul style="list-style-type: none"> • Check the student's file for documentation that parent was involved in review of existing information and in planning of the evaluation to be conducted. • Planning did not need to occur in a meeting, but parent information is required. If parent declines to provide information, documentation must reflect that. • Documentation may be found in team notes, planning documents or reports. • Eligibility document alone does not provide this evidence. 		<p>Comment:</p> <p>Corrective Action:</p> <ol style="list-style-type: none"> 1) Team to review existing evaluation information (including completed evaluation). Document in SPR&I the date the review was conducted and determination completed. 2) Review additional files where this event occurred after incidence of noncompliance and list in SPR&I the compliance status for each.
9	<p>Most recent evaluation:</p> <ul style="list-style-type: none"> • Was sufficiently comprehensive, and conducted in all areas of suspected disability(ies) and identified all the student's special education and related services needs, whether or not commonly linked to the disability(ies); • Used a variety of assessment tools and strategies to gather relevant functional, developmental and academic information, including information from parents to assist in determining whether the child is a child with a disability and the content of the child's IEP, including Information related to enabling the child to be involved and progress in the general curriculum; and, • Did not use any single measure or assessment as sole criterion for determining a disability and appropriate educational program. 34 CFR § 300.304 • Tests and evaluation (including previously existing) materials used to assess the child: <ol style="list-style-type: none"> 1. Were selected and administered so as not to be racially or culturally discriminatory; 2. Were provided and administered in a language and form most likely to yield accurate information on what the child knows and can do academically, developmentally, and functionally, unless it is not feasible to so provide or administer; 3. Were used for the purposes for which assessments or measures are valid or reliable; 4. Were administered by trained and knowledgeable personnel; 5. Were administered in accordance with any instructions provided by the producer of such assessments; 6. For students with sensory, manual, or speaking impairments, the evaluation materials were selected to ensure assessment of the student's abilities; 7. Included those tailored to assess specific areas of educational need and not merely those that were designed to provide a single IQ score; and, 8. Provided relevant information that directly assists in determining the educational needs of the child. 34 CFR § 300.304 	<input type="radio"/> Yes <input type="radio"/> No Date of most recent evaluation report:
<p>Guidance:</p> <ul style="list-style-type: none"> • Review the most recent evaluation. • Check student's file for documentation that completed evaluation contains all components listed above. • Enter the date of the recent evaluation report 		<p>Comment:</p> <p>Corrective Action:</p> <ol style="list-style-type: none"> 1) Conduct evaluation beginning with the evaluation planning process and using appropriate assessment tools and strategies. Document date additional evaluation was completed in SPR&I.

		2) Review additional files where this event occurred after incidence of noncompliance and list in SPR&I compliance status for each.
10	Reevaluation was completed at least every three years or if reevaluation did not occur every three years, documentation is evident that the parent and district agreed not to conduct an evaluation. 34 CFR § 300.303	O Yes O No Date of written agreement:
Guidance: <ul style="list-style-type: none"> Is there evidence that reevaluation occurred within three years of the last eligibility? Check student file for date of last two eligibility determinations. If parent and district agreed not to conduct three year reevaluation by signed written agreement, mark this standard YES and record date of agreement. 		Comment: Corrective Action: Review additional files where this event occurred after incidence of noncompliance and list in SPR&I compliance status for each.

III. Eligibility: OAR 581-015-2100 (Responsibility for Evaluation and Eligibility Determination); **OAR 581-015-2120** (Determination of Eligibility); **OAR 581-015-2125** (Interpretation of Evaluation Data); **OAR 581-015-2130** through **581-015-2180** (Eligibility Criteria by Disability Category)

III. Eligibility		SSID #
11	For students with a suspected Specific Learning Disability, most recent eligibility team members included: The student's regular classroom teacher or, if no regular teacher, a regular classroom teacher qualified to teach: <ul style="list-style-type: none"> A student of his/her age; and, At least one person qualified to conduct individual diagnostic examinations of children. 34 CFR § 300.308 	O Yes O No Date of eligibility statement:
Guidance: <ul style="list-style-type: none"> Check eligibility determination statement to ensure that membership includes required professional members, clearly identified by role and name. Enter the date of the most recent eligibility determination statement. If student is not eligible under SLD, this standard does not apply. 		Comment: Corrective Action: <ol style="list-style-type: none"> Reconvene eligibility team with required members. Document in SPR&I the date the team met. Review additional files where this event occurred after incidence of noncompliance and list in SPR&I compliance status for each.
12	For students with a Specific Learning Disability, the most recent eligibility statement includes: <ul style="list-style-type: none"> Data that demonstrates that before or as part of the referral process, the child was provided with appropriate instruction in regular education settings by qualified personnel; and, Data-based documentation of repeated assessments of achievement at reasonable intervals, reflecting formal assessment of student progress that is directly linked to instruction. 34 CFR § 300.309 	O Yes O No
Guidance: <ul style="list-style-type: none"> Look for data from the most recent SLD evaluation or re-evaluation process Data on appropriate instruction and of repeated assessments are required for SLD eligibility regardless of method used (e.g. RTI or PSW). If student is not eligible under SLD, this standard does not apply. 		Comment: Corrective Action: <ol style="list-style-type: none"> Reconvene eligibility team with required members and data. Document in SPR&I the date the team met. Review additional files where this event occurred after incidence of noncompliance and list in SPR&I compliance status for each.
13	For students with a suspected Specific Learning Disability, the most recent eligibility statement also includes: <ul style="list-style-type: none"> Whether the child has a specific learning disability; The basis for making the determination; The relevant behavior noted during the observation of the child in a regular classroom setting (before or after referral) by a person other than the child's regular classroom teacher; The relationship of that behavior to the child's academic functioning; The educationally relevant medical findings, if any; The student's disability is not primarily a result of visual, hearing, or motor disabilities; intellectual disability; or emotional disturbance; 	O Yes O No

	<ul style="list-style-type: none"> The determination of the team concerning the effects of environmental, cultural, or economic disadvantage; and, If a team member disagrees, a separate statement presenting his/her conclusions. 34 CFR § 300.311 	
Guidance:	<ul style="list-style-type: none"> Check the most recent eligibility determination statement for evidence of all relevant requirements. If student is not eligible under SLD, this standard does not apply. 	Comment: Corrective Action: 1) Reconvene eligibility team with required members. Document in SPR&I the date the team met. 2) Review additional files where this event occurred after incidence of noncompliance and list in SPR&I compliance status for each.
14	The most recent eligibility determination document: <ul style="list-style-type: none"> Indicated the evaluation data considered in determining the child’s eligibility; and, Indicated whether the student met, or did not meet, the minimum evaluation criteria for the suspected disability(ies) identified in OARs for the disability category under consideration; and, Included determination of whether the eligibility is due to: <ul style="list-style-type: none"> Lack of instruction in reading (including the essential components of reading); Lack of instruction in math; or, Limited English proficiency; and, Indicated whether the student needs special education and related services as a result of the disability; and Included a signature of each member of the team indicating agreement or disagreement with the eligibility determination. 34 CFR § 300.306 	O Yes O No
Guidance:	<ul style="list-style-type: none"> Check the most recent eligibility determination statement for evidence of all relevant requirements. Oregon requires an identification of primary disability type. Teams must evaluate in all areas of suspected disability and serve in all areas of identified needs. 	Comment: Corrective Action: 1) Reconvene eligibility team with required members. Document in SPR&I the date the team met. 2) Review additional files where this event occurred after incidence of noncompliance and list in SPR&I compliance status for each.

IV. IEP Team Meeting Notice: OAR 581-015-2190 (Parent Participation – General); **OAR 581-015-2195** (Additional Parent Participation Requirements for IEP and Placement Meetings)

IV. IEP Team Meeting Notice		SSID #
15	The most recent IEP Team Meeting Notice: <ul style="list-style-type: none"> Included the purpose, time and place of meeting, and who will attend; Informed the parent they may invite other individuals who have knowledge or special expertise regarding the child; Informed the parent that the team may proceed with the meeting if the district is unable to convince the parent that they should attend. In this case, the public agency must keep a record of its attempts to arrange a mutually agreed upon time and place. Informed the parent of individual to contact before meeting to provide information if they are unable to attend. OAR 581-015-2190 If applicable, beginning with the first IEP in effect when the student turns 16: <ul style="list-style-type: none"> Informed the parent and student that consideration of the postsecondary goals and transition services would be addressed; Identified any other agency that would be invited to send a representative if appropriate and with parent or adult student consent; 34 CFR § 300.322 	O Yes O No Date of IEP Meeting Notice:
Guidance:	Check the Notice of Team Meeting to ensure that it includes all required elements: <ul style="list-style-type: none"> Team members must be identified by IEP team role. Documentation of attempts to arrange a mutually agreed upon time and place includes: <ul style="list-style-type: none"> Detailed records of telephone calls made or attempted and the results of those calls; 	Comment: Corrective Action: Review additional files where this event occurred after incidence of noncompliance and list in SPR&I compliance status for each.

	<ul style="list-style-type: none"> ○ Copies of correspondence sent to parents and any responses received; and, ○ Detailed records of visits made to the parent's home or place of employment and the results of those visits. 		
16	Beginning with the first IEP in effect when the student turns 16 , the IEP Team Notice: <ul style="list-style-type: none"> ● Invited the student; 34 CFR § 300.322 		O Yes O No
Guidance:		Comment:	Corrective Action:
<ul style="list-style-type: none"> ● Check most recent Team Meeting Notice to ensure the student was invited. ● For a student who is 15 and turns 16 while the IEP is in effect, the student must be invited. 34 CFR 300.322(b)(2) 			Review additional files where this event occurred after incidence of noncompliance and list in SPR&I compliance status for each.

V. IEP Team Members: OAR 581-015-2195 (Additional Parent Participation Requirements for IEP and Placement Meetings); OAR 581-015-2210 (IEP Team)

V. IEP Team Members		SSID #	
17	Required IEP Team members included the Parent(s) . 34 CFR § 300.321 <ul style="list-style-type: none"> ● The District afforded the parent the opportunity to participate, including— <ul style="list-style-type: none"> ○ Providing IEP team meeting notice early enough to ensure the parent had the opportunity to attend; and, ○ Scheduling the meeting at a mutually agreed on time and place. ○ If neither parent could attend, the district used other methods to ensure parent participation, including individual or conference telephone calls. ● If District was unable to convince the parent to attend, there is documentation such as: <ul style="list-style-type: none"> ○ Detailed records of telephone calls made or attempted and results of those calls; ○ Copies of correspondence sent to parents and any responses received; and ○ Detailed records of visits made to parent's home or place of employment and the results of those visits. 34 CFR § 300.322. 		O Yes O No
Guidance:		Comment:	Corrective Action:
<ul style="list-style-type: none"> ● Check most recent IEP for parent participation. ● After the transfer of rights to an adult student, the district must provide written notice of meetings to the adult student and parent. However, a parent is not entitled to attend the meeting unless invited by the adult student or by the school district. OAR 581-015-2190(6)(b) and OAR 581-015-2325 ● Check for multiple attempts to contact the parents and documentation of results of each attempt ● May include any of the above types of contact, as well as other means of communication 			1) Reconvene team with required members or gather required documentation. Document in SPR&I the date the team met or documentation gathered. 2) Review additional files where this event occurred after incidence of noncompliance and list in SPR&I compliance status for each.
18	Required IEP Team members included a qualified District Representative . <ul style="list-style-type: none"> ● District representative must meet all the following criteria: <ul style="list-style-type: none"> ○ Qualified to provide, or supervise the provision of special education for children with disabilities; and, ○ Knowledgeable about the general education curriculum; and, ○ Knowledgeable about the availability of district resources (34 CFR § 300.321(a)(4)); and ○ Authorized to commit district resources and ensure that services identified on the IEP will be provided. OAR 581-015-2210(1)(e)(D) 		O Yes O No

	<p>Guidance:</p> <ul style="list-style-type: none"> • Check most recent IEP for district representative participation. • This responsibility can be delegated to an IEP team member who may serve more than one role. If this person serves in multiple roles, he/she must be identified in the IEP as the district representative in addition to his/her other role. 	<p>Comment:</p>	<p>Corrective Action:</p> <ol style="list-style-type: none"> 1) Reconvene team with required members or gather required documentation. Document in SPR&I the date the team met or documentation gathered. 2) Review additional files where this event occurred after the incidence of noncompliance and list in SPR&I the compliance status for each.
19	<p>Required IEP Team members included a Regular Education Teacher if the child is, or may be, participating in the regular education environment.</p> <ul style="list-style-type: none"> • If regular education teacher was a required member of the team but not in attendance at IEP meeting and a modification or discussion about member's area of curriculum or related services was discussed, input into development of the IEP was submitted in writing to parent and IEP Team prior to the IEP meeting and there is informed written consent by parent and district that the regular education teacher's attendance at the meeting was excused; or, • If regular education teacher was a required member of the team but not in attendance at the IEP meeting because the member's area of the curriculum or related services was not being discussed or modified, there is a signed written agreement by both the parent and district that the regular teacher's attendance was not necessary. 34 CFR § 300.321 		<p>O Yes O No</p> <p>Date of written agreement:</p>
	<p>Guidance:</p> <ul style="list-style-type: none"> • Check most recent IEP for regular education teacher participation. • No particular eligibility category or student placement automatically eliminates participation of regular education teacher. • If regular education teacher was not a required member of the team, the district's comment must clearly explain why the team determined that the child is not and will not be participating in the regular education environment. Note: General education environments include classrooms, playgrounds, cafeterias, common areas, assembly locations, settings for school wide events, etc. 34 CFR § 300.321(a)(2); OAR 581-015-2210(1)(c) • The regular education teacher of the child must participate as a member of IEP team, to the extent appropriate, in development, review, and revision of the child's IEP, including assisting in determination of: a) Supplementary aids and services, program modifications and supports for school personnel that will be provided for the child; and b) Appropriate positive behavioral interventions and supports, and other strategies for the child. OAR 581-015-2210(4) • Check for signed agreement that teacher's attendance is not necessary because teacher's area of curriculum is not being discussed; or • Check for written consent that attendance was excused and input into development of IEP was submitted in writing to parent and IEP team prior to meeting. • Enter the date of written agreement. 	<p>Comment:</p>	<p>Corrective Action:</p> <ol style="list-style-type: none"> 1) Reconvene team with required members or gather required documentation. Document in SPR&I the date the team met or documentation gathered. 2) Review additional files where this event occurred after incidence of noncompliance and list in SPR&I compliance status for each.
20	<p>Required IEP Team members include the Special Education Teacher (or Special Education Provider). If they were not in attendance at the IEP meeting, then:</p> <ul style="list-style-type: none"> • If a modification or discussion about the member's area of the curriculum or related services was discussed, there was signed written agreement by the parent and district that the IEP team member's attendance at the meeting was excused. Input into the development of the IEP must be submitted in writing prior to the meeting to the parent and the IEP team; • If the member's area of the curriculum or related services was not being discussed or modified, there is signed written agreement by both the parent and district that the IEP team member's attendance was not necessary. 34 CFR § 300.321 		<p>O Yes O No</p>
	<p>Guidance:</p> <ul style="list-style-type: none"> • Check most recent IEP for special education teacher or provider participation. • If those individuals did not participate, check for signed written agreement by both the parent and the district; and • When the member's area of curriculum or related services was discussed, input into the development of the IEP was submitted in writing prior to the IEP meeting. 	<p>Comment:</p>	<p>Corrective Action:</p> <ol style="list-style-type: none"> 1) Reconvene team with required members or gather required documentation. Document in SPR&I date team met or documentation gathered.

		2) Review additional files where this event occurred after incidence of noncompliance and list in SPR&I compliance status for each.	
21	<p>Required IEP Team members include an individual who can interpret instructional implications of evaluation results; or,</p> <ul style="list-style-type: none"> • If the individual who can interpret instructional implications of evaluation results was not in attendance at the IEP meeting and a modification or discussion about the member's area of the curriculum or related services was discussed, there was informed written consent by the parent and district that the special education teacher or special education provider's attendance at the meeting was excused, and input into the development of the IEP was submitted in writing to the parent and the IEP team prior to the IEP meeting; or, • If an Individual who can interpret instructional implications of evaluation results was not in attendance at the IEP meeting because the member's area of the curriculum or related services was not being discussed or modified, there was signed written agreement by both the parent and district that the individual who can interpret instructional implications of evaluation results attendance was not necessary. 34 CFR § 300.321 	O Yes O No	
<p>Guidance:</p> <ul style="list-style-type: none"> • Check most recent IEP for individual who can interpret instructional implications of evaluation results participation. • If those individuals did not participate, check for signed written agreement by both the parent and the district; and • When the member's area of curriculum or related services was discussed, input into the development of the IEP was submitted in writing prior to the IEP meeting. 		<p>Comment:</p>	<p>Corrective Action:</p> <ol style="list-style-type: none"> 1) Reconvene team with required members or gather required documentation. Document in SPR&I the date the team met or documentation gathered. 2) Review additional files where this event occurred after incidence of noncompliance and list in SPR&I compliance status for each.
22	For transition age students, the most recent IEP meeting also included, to the extent appropriate, and with the consent of the parent or adult student, a representative of any participating agency that was likely to be responsible for providing or paying for transition services. 34 CFR § 300.321	O Yes O No	
<p>Guidance:</p> <ul style="list-style-type: none"> • Agency participation requires the consent of the parent (or adult student) before inviting these representatives. OAR 581-015-2210(2)(b) • This standard does not apply to representatives the parent have invited. • This standard does not apply to YTP transition specialists who are employees of the district or ESD. • Check the IEP notice or other correspondence for evidence that an agency representative was invited. • If invited, check student records for written evidence that the parent or adult student consented to the inclusion of the agency representative. • Check IEP for evidence that an agency representative attended. • Mark the standard Yes if the IEP team decided an agency representative was not appropriate. • Mark the standard Yes if the invited agency representative was invited, but failed to attend the meeting (district cannot compel their attendance). 		<p>Comment:</p>	<p>Corrective Action:</p> <ol style="list-style-type: none"> 1) Reconvene team with required members or gather required documentation. Document in SPR&I the date the team met or documentation gathered. 2) Review additional files where this event occurred after incidence of noncompliance and list in SPR&I compliance status for each.
23	For children placed by school districts in private schools, the most recent IEP meeting included a representative of the private school. If a representative of the private school is unavailable to attend the meeting, the district used other methods to ensure participation such as individual or conference calls or individual meetings. 34 CFR § 300.325(a)(2)	O Yes O No	
<p>Guidance:</p> <ul style="list-style-type: none"> • Check student records, placement documents, minutes, and other correspondence to verify that student was placed by District (not parents) in the private school. 		<p>Comment:</p>	<p>Corrective Action:</p> <ol style="list-style-type: none"> 1) Reconvene team with required members or gather required documentation. Document in SPR&I the date the team met or documentation gathered.

2) Review additional files where this event occurred after incidence of noncompliance and list in SPR&I compliance status for each.

VI. IEP Content: OAR 581-015-2200 (Content of IEP); **OAR 581-015-2205** (IEP Team Considerations and Special Factors); **OAR 581-015-2215** (Oregon Standard IEP); **OAR 581-015-2235** (School District and Participating Agency Responsibilities for Transition Services)

VI. IEP Content **SSID #**

24 The **most recent** IEP indicates the team **considered** the following special factors in the case of a child:

- whose behavior impedes the child’s learning or that of others, considered the use of positive behavioral interventions and supports and other strategies to address that behavior;
- with Limited English Proficiency, considered the language needs as those needs related to the child’s IEP;
- who is blind or visually impaired, provided for instruction in Braille and the use of Braille unless the IEP Team determines, after an evaluation of the child’s reading and writing skills, needs, and appropriate reading and writing media, that the instruction in Braille or the use of Braille is not appropriate for the child;
- who is deaf or hard of hearing, the team considered 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. 34 CFR § 300.324

O Yes O No

Date:

Guidance:

- **For the PCR Discipline Files:** Only determine if the IEP team considered the special factor related to Behavior as listed and described below.
- **For all other PCR Files: Consideration of all of the above special factors** is required for all students with disabilities. A **Yes** response indicates that the team **considered each special factor**, regardless of whether the team determined services were required to provide FAPE.
- Check the student’s records, reports, and most recent IEP documents to identify that the IEP team, **as appropriate**, included consideration of:
 - **Behavior:** If behavior impedes learning, the IEP reflects approaches, including positive behavioral interventions, strategies and supports, to address those behaviors. A functional behavioral assessment is not required, but should be considered for such a student to provide information on why a student engages in a behavior, when the student is most likely to demonstrate the behavior, and situations in which the behavior is least likely to occur. Look for alignment between the present levels and this special factor.
 - **Limited English proficiency:** For students with limited English proficiency, reflect how student’s language needs relate to the IEP. The present levels section of the IEP and the IEP team meeting minutes may include the following factors:
 - Whether the child has been assessed in his/her native language;
 - Whether the disability impacts the student’s involvement in the general curriculum, including any bilingual or ESL program;
 - What language will be used for instruction;
 - What language or mode of communication will be used to address and report information to parents or family members; and,
 - Accommodations that may be necessary for instruction and testing.
 - **Students who are blind or visually impaired:** The IEP must reflect instruction in Braille, unless the Team determines, after an evaluation of the student’s reading and writing skills, that Braille is not appropriate for this student. Check for consideration of future needs for instruction in Braille; use of Braille must be considered annually.
 - **Students who are deaf/hard of hearing:** Look for indication that the IEP addresses communication and language needs, including opportunities available for direct interaction with peers and school personnel in the child’s own language and communication mode.

Comment:

Corrective Action:

- 1) Reconvene IEP team to review and revise IEP, or enter into written agreement with parent to amend IEP without a meeting and revise it. Document in SPR&I the date IEP was revised (and if written agreement was used, the date parent signed agreement)
- 2) Review additional files where this event occurred after the incidence of noncompliance and list in SPR&I the compliance status for each.

25	<p>The most recent IEP indicates the team considered:</p> <ul style="list-style-type: none"> • Communication needs of the child; and • Assistive technology devices and services needs of the child. 34 CFR § 300.324(a)(2)(v) 	<p><input type="radio"/> Yes <input type="radio"/> No</p>	
<p>Guidance: The most recent IEP indicates the team considered the following special factors in the case of a child:</p> <ul style="list-style-type: none"> • Consideration of communication and assistive technology needs is required for all students with disabilities. A Yes response indicates that the teams considered communication and assistive technology needs, regardless of whether the team determined services were required to provide FAPE. • Check the student's records, reports, and most recent IEP documents to identify that the IEP included consideration of: <ul style="list-style-type: none"> ○ Communication needs: If the student has communication needs, indicate whether these needs are addressed in the IEP. This consideration is not limited to students with communication eligibility. ○ Assistive technology (AT) services or devices are items, equipment, or product system(s) used to increase, maintain, or improve the functional capabilities of a child. These devices may be either "low-tech" (e.g. colored overlays, specialized pencil grips) or "high-tech" (e.g. computers, software applications, portable note taking equipment). AT services mean any service that assists the student in the selection, acquisition, or use of such devices. ○ Accessible instructional materials (AIM) are limited to the following: Braille, large-print, audio, and digital formats. 		<p>Comment:</p>	<p>Corrective Action:</p> <ol style="list-style-type: none"> 1) Reconvene IEP team to review and revise IEP, or enter into written agreement with parent to amend IEP without a meeting and revise it. Document in SPR&I the date IEP was revised (and if written agreement was used, the date parent signed agreement) 2) Review additional files where this event occurred after incidence of noncompliance and list in SPR&I compliance status for each.
26	<p>The most recent IEP includes a statement of Present Levels of Academic Achievement and Functional Performance including all of the following:</p> <ul style="list-style-type: none"> • Input from parent(s) in the areas of academic achievement and functional performance, including concerns for enhancing the education of their child; • Present level of academic performance, including strengths, needs, and how the student's disability affects involvement and progress in the general education curriculum, and including the student's most recent performance on State or district-wide assessments; and • Present level of functional performance, including strengths, needs, and how the student's disability affects involvement and progress in the general education curriculum, and including the results of the initial or most recent evaluation; 34 CFR § 300.320; § 300.324 	<p><input type="radio"/> Yes <input type="radio"/> No</p>	
<p>Guidance:</p> <ul style="list-style-type: none"> • Check the Present Levels of Academic Achievement and Functional Performance to be sure each bullet point above has been included. • If the parent expressed no concerns, a statement of this should be noted in the Present Levels. • As it relates to "parent input", mark Yes, if multiple attempts were made to obtain parent input in the development of the IEP document; attempts should occur in a variety of ways, such as telephone calls and copies of correspondence sent to parent; documentation of the attempts and results of those attempt. 		<p>Comment:</p>	<p>Corrective Action:</p> <ol style="list-style-type: none"> 1) Reconvene IEP team to review and revise IEP, or enter into written agreement with parent to amend IEP without a meeting and revise it. Document in SPR&I the date IEP was revised (and if written agreement was used, the date parent signed agreement) 2) Review additional files where this event occurred after the incidence of noncompliance and list in SPR&I compliance status for each.
27	<p>For students who turn 16 when the most recent IEP is in effect or who are older than 16, the IEP contains Present Levels of Academic Achievement and Functional Performance including all of the following:</p> <ul style="list-style-type: none"> • results of age-appropriate transition assessments. 34 CFR § 300.320(b)(1) • student's preferences, needs, interests, and strengths 34 CFR § 300.43(a)(2) 	<p><input type="radio"/> Yes <input type="radio"/> No</p>	
<p>Guidance:</p> <ul style="list-style-type: none"> • Review results of age-appropriate transition assessments (e.g. results of interest inventories, interviews, surveys) and review the IEP, meeting minutes or notes, to verify that the student's preferences and interests are considered. 		<p>Comment:</p>	<p>Corrective Action:</p> <ol style="list-style-type: none"> 1) Reconvene IEP team to review and revise IEP, or enter into written agreement with parent to amend IEP

		without a meeting and revise IEP. Document in SPR&I the date the IEP was revised (and if written agreement was used, date parent signed agreement) 2) Review additional files where this event occurred after the incidence of noncompliance and list in SPR&I compliance status for each.
28	The most recent IEP includes a clear indication of: <ul style="list-style-type: none"> Whether the student will participate in the statewide general assessment. A statement of any individual accommodations necessary to measure the student's performance on the statewide assessment. 34 CFR § 300.320(a)(6)(i) 	O Yes O No
Guidance: <ul style="list-style-type: none"> An IEP Team may not exempt a child from Statewide or district-wide assessments, including extended assessments because of a disability. Only the parent can request an exemption under OAR 581-022-2110 which is a process that occurs outside the IEP Meeting. Accommodations selected for Statewide or district-wide assessments must align with classroom accommodations.. 		Comment: Corrective Action: <ol style="list-style-type: none"> Reconvene IEP team to review and revise IEP, or enter into written agreement with parent to amend IEP without a meeting and revise it. Document in SPR&I the date IEP was revised (and if written agreement was used, the date parent signed agreement). Review additional files where this event occurred after the incidence of noncompliance and list in SPR&I the compliance status for each.
29	For children who take alternate assessments (Extended Assessment) aligned to alternate achievement standards, the most recent IEP includes all of the following: <ul style="list-style-type: none"> A statement indicating why the child cannot participate in the general assessment [34 CFR § 300.320(a)(6)(ii)(A)]; and, A statement of any individual appropriate accommodations necessary to measure the academic achievement and functional performance of the student on State and district-wide assessments. 34 CFR § 300.320(a)(6)(i) 	O Yes O No
Guidance: <ul style="list-style-type: none"> Check the most recent IEP to ensure that participation in statewide and district-wide testing was addressed. Check the most recent IEP to ensure that individual accommodations have been considered. In Oregon, "alternate assessments aligned to alternate achievement standards" are the Extended Assessments. 		Comment: Corrective Action: <ol style="list-style-type: none"> Reconvene IEP team to review and revise IEP, or enter into written agreement with parent to amend IEP without a meeting and revise it. Document in SPR&I the date IEP was revised (and if written agreement was used, the date parent signed agreement). Review additional files where this event occurred after incidence of noncompliance and list in SPR&I compliance status for each.
30	For children who take alternative assessments aligned to alternative achievement standards, the most recent IEP includes short-term objectives. 34 CFR § 300.320(a)(2)(ii)	O Yes O No
Guidance: <ul style="list-style-type: none"> For any areas in which the student is to be assessed using an Extended Assessment, the IEP must contain short term objectives in addition to goals. 		Comment: Corrective Action: <ol style="list-style-type: none"> Reconvene IEP team to review and revise IEP, or enter into written agreement with parent to amend IEP without a meeting and revise IEP.

		Document in SPR&I date the IEP was revised (and if written agreement was used, the date parent signed agreement) 2) Review additional files where this event occurred after incidence of noncompliance and list in SPR&I compliance status for each.
31	The most recent IEP contains a statement of measurable Annual Goals including academic & functional goals. 34 CFR § 300.320(a)(2)(ii)	O Yes O No
Guidance:	Comment:	Corrective Action:
<ul style="list-style-type: none"> • Check the IEP for annual goals, written in measurable terms that describe what the student can reasonably accomplish in a 12-month period. • Check the IEP for evidence of a direct link between goal(s) and the student's present levels of academic achievement and functional performance. • The annual goals must relate to meeting student's needs that result from the disability, meeting the student's needs to enable involvement in and progress with the general education curriculum, and meet other education needs that result from the disability. • Measurable short-term objectives for students working towards regular achievement standards may be included on the IEP, but are not required. 		<ul style="list-style-type: none"> 1) Reconvene IEP team to review and revise IEP, or enter into written agreement with parent to amend IEP without a meeting and revise IEP. Document in SPR&I date the IEP was revised (and if written agreement was used, the date parent signed agreement) 2) Review additional files where this event occurred after incidence of noncompliance and list in SPR&I compliance status for each.
32	The most recent IEP contains a description of how the child's progress towards meeting the annual goals will be measured and when periodic reports on the child's progress will be provided. 34 CFR § 300.320(a)(3)	O Yes O No
Guidance:	Comment:	Corrective Action:
<ul style="list-style-type: none"> • Check the IEP to ensure it contains evaluation procedures and criteria for measuring a reporting progress towards each goal; (e.g. Student A has mastered 5 out of 10 sounds/words/math facts for the current reporting period.) • Check the IEP for how each goal will be measured; and, • When periodic reports will be provided on the progress the child is making toward meeting the annual goals (such as through the use of quarterly or other periodic reports). • Progress must be described in specific, measurable terms that correlate to annual goals. 		<ul style="list-style-type: none"> 1) Reconvene IEP team to review and revise IEP, or enter into written agreement with parent to amend IEP without a meeting and revise it. Document in SPR&I the date IEP was revised (and if written agreement was used, the date parent signed agreement) 2) Review additional files where this event occurred after incidence of noncompliance and list in SPR&I compliance status for each.
33	For students who turn 16 when the most recent IEP is in effect or who are older than 16, the annual IEP goals are related to the student's transition services. 34 CFR § 300.320	O Yes O No
Guidance:	Comment:	Corrective Action:
<ul style="list-style-type: none"> • Check annual IEP goals for alignment to transition services. • Check the IEP for annual goals, written in measurable terms that describe what student can reasonably accomplish in a 12-month period. • Check the IEP for evidence of a direct link between goal(s) and student's present levels of academic achievement and functional performance. • The annual goals must relate to meeting student's needs that result from the disability, meeting the student's needs to enable involvement in and progress with the general education curriculum, and meeting other educational needs that result from the disability. • Measurable short-term objectives for students working toward regular achievement standards may be included on the IEP, but are not required. 		<ul style="list-style-type: none"> 1) Reconvene IEP team to review and revise IEP, or enter into written agreement with parent to amend IEP without a meeting and revise IEP. Document in SPR&I date IEP was revised (and if written agreement was used, date parent signed agreement) 2) Review additional files where this event occurred after incidence of

		noncompliance and list in SPR&I compliance status for each.
34	For students who turn 16 when the most recent IEP is in effect or who are older than 16, the IEP includes appropriate measurable post-secondary transition goals related to training, education, employment, and, where appropriate, independent living skills, based upon age-appropriate transition assessments. 34 CFR § 300.320	<input type="radio"/> Yes <input type="radio"/> No
Guidance: Postsecondary goals refer to goals that a student hopes to achieve after leaving secondary school. Check to verify that the IEP includes all of the following: <ul style="list-style-type: none"> • Postsecondary goals were developed based on the student’s preferences and interested, and age-appropriate transition assessment(s). • Postsecondary goals were considered and developed in the areas of education, training, employment and independent living skills (e.g. financial management, transportation, housing, interpersonal relationships, recreation/leisure activities, and personal care) as determined by the IEP team. • There MUST be a goal in the areas of employment, education and/or training, and independent living skills, where appropriate. • Post-secondary goals are measurable and can be observed. • Post-secondary goals support post-graduation activities. • Post-secondary goals identify outcomes after graduation, exiting, or aging out of school. 		Comment: Corrective Action: 1) Reconvene IEP team to review and revise IEP, or enter into written agreement with parent to amend IEP without a meeting and revise it. Document in SPR&I the date IEP was revised (and if written agreement was used, the date parent signed agreement) 2) Review additional files where this event occurred after incidence of noncompliance and list in SPR&I compliance status for each.
35	For students who turn 16 when the most recent IEP is in effect or who are older than 16, the post-secondary transition goals related to training, education, employment, and where appropriate, independent living skills were updated annually . 34 CFR § 300.320(b)	<input type="radio"/> Yes <input type="radio"/> No
Guidance: <ul style="list-style-type: none"> • Check current IEP date and compare to previous year’s IEP to verify that IEP was reviewed and revised within 365 days. There are NO allowable exceptions to the 365-day requirement. • Check IEP present levels, transition planning and/or meeting notes for evidence that post-secondary goals were reviewed and updated annually. 		Comment: Corrective Action: 1) Reconvene IEP team to review and revise IEP, or enter into written agreement with parent to amend IEP without a meeting and revise it. Document in SPR&I the date IEP was revised (and if written agreement was used, the date parent signed agreement) 2) Review additional files where this event occurred after the incidence of noncompliance and list in SPR&I the compliance status for each.
36	For students who turn 16 when the most recent IEP is in effect or who are older than 16, the IEP includes transition services needed to assist the student in reaching the post-secondary goals. 34 CFR § 300.320; 34 CFR § 300.43	<input type="radio"/> Yes <input type="radio"/> No
Guidance: Transition services are defined as a “coordinated set of activities for a child with a disability...to facilitate movement from school to post-school activities” including independent living and community participation. <ul style="list-style-type: none"> • Check the IEP to verify that transition services assist the student in meeting postsecondary goals. • Evidence may be found in various parts of the IEP, including: present levels, service summary, transition planning. • Transition services should be based on the individual child’s needs, taking into account the child’s strengths, preferences, and interests; and may include: <ul style="list-style-type: none"> ○ Instruction; ○ Related services; ○ Community experiences’ ○ The development of employment and other post-school adult living objectives; ○ If appropriate, acquisition of daily living skills and provision of a functional vocational evaluation. 		Comment: Corrective Action: 1) Reconvene IEP team to review and revise the IEP, or enter into written agreement with parent to amend IEP without a meeting and revise IEP. Document in SPR&I date IEP was revised (and if written agreement was used, the date parent signed agreement). 2) Review additional files where this event occurred after the incidence of noncompliance and list in SPR&I the compliance status for each.

	<ul style="list-style-type: none"> Transition services for children with disabilities may be special education, if provided as specially designed instruction, or a related service, if required to assist a child with a disability to benefit from special education. 		
37	For students who turn 16 when the most recent IEP is in effect or who are older than 16 the IEP includes courses of study needed to assist the student in reaching the postsecondary goals. 34 CFR § 300.320(b)(2)	courses of study	<input type="radio"/> Yes <input type="radio"/> No
	<p>Guidance: Check to verify that the IEP includes the following:</p> <ul style="list-style-type: none"> A <u>multi-year</u> description of coursework to achievement student's desired post-secondary goals, from student's current year to anticipated exit year A course of study <p>The course of study is a list or a description of the type of courses students will take from the date of the current IEP to their anticipated exit year. It is not simply the coursework required to attain a specific high school diploma or a listing of courses the students have already taken. Courses of study must be correlated to the post-secondary goals.</p>	Comment:	<p>Corrective Action:</p> <ol style="list-style-type: none"> 1) Reconvene IEP team to review and revise the IEP, or enter into written agreement with parent to amend IEP without a meeting and revise IEP. Document in SPR&I date IEP was revised (and if written agreement was used, the date parent signed agreement). 2) Review additional files where this event occurred after incidence of noncompliance and list in SPR&I compliance status for each.
38	The most recent IEP contains a statement of the special education services , based on peer-reviewed research to the extent practicable, to be provided to the child that includes projected date of initiation and anticipated frequency, location, and duration each service to enable the child: <ul style="list-style-type: none"> To advance appropriately toward attaining the annual goals; To be involved in and make progress in the general education curriculum; To participate in extracurricular and other non-academic activities; To be educated and participate with other children with disabilities and nondisabled children in the activities described in this section. 34 CFR § 300.320(a)(4) 		<input type="radio"/> Yes <input type="radio"/> No
	<p>Guidance: Check to verify that the IEP includes all of the following:</p> <ul style="list-style-type: none"> The service delivery statement in the IEP includes all of the following: <ul style="list-style-type: none"> How often the child will receive the service(s) (number of times per day or week); Where services will be provided (in the general education classroom or another setting such as a special education resource room); How long each session will last (number of minutes); and, When services will begin and end (starting and ending dates). Amount and frequency must: <ul style="list-style-type: none"> Clearly define when the service must be provided to a student to enable access, participation, and progress within the curriculum. May not be stated ambiguously (e.g. "as needed" or "when student or teacher requests"). May not be based on availability of personnel. 	Comment:	<p>Corrective Action:</p> <ol style="list-style-type: none"> 1) Reconvene IEP team to review and revise the IEP, or enter into written agreement with parent to amend IEP without a meeting and revise IEP. Document in SPR&I date IEP was revised (and if written agreement was used, the date parent signed agreement). 2) Review additional files where this event occurred after the incidence of noncompliance and list in SPR&I the compliance status for each.
39	The most recent IEP contains documentation that the team considered related services to be provided to the child, as appropriate. If related services are to be provided, statement must include the projected date of initiation and anticipated frequency, location, and duration for each service to enable the child: <ul style="list-style-type: none"> To advance appropriately toward attaining the annual goals; To be involved in and make progress in the general education curriculum; To participate in extracurricular and other non-academic activities; To be educated and participate with other children with disabilities and nondisabled children in the activities described in this section. 34 CFR § 300.320(a)(4) 		<input type="radio"/> Yes <input type="radio"/> No
	Guidance:	Comment:	Corrective Action:

<ul style="list-style-type: none"> • Consideration of related services is required for all students with disabilities. A Yes response indicates that the team considered related services, regardless of whether the team determined services were required to provide FAPE. • The IEP team is responsible for reviewing all of the evaluation information to identify any related services the child needs, and to include them in the IEP. The IEP must specify: <ul style="list-style-type: none"> ○ When the services will begin; ○ How often it will be provided and for what amount of time; and, ○ Where it will be provided. 34 CFR § 300.320(a)(7) • Amount and frequency must: <ul style="list-style-type: none"> ○ Clearly define when the service must be provided to a student to enable access, participation, and progress within the curriculum. ○ May not be stated ambiguously (e.g. “as needed” or “when student or teacher requests”). ○ May not be based on availability of personnel. 		<ol style="list-style-type: none"> 1) Reconvene IEP team to review and revise IEP, or enter into written agreement with parent to amend the IEP without a meeting and revise IEP. Document in SPR&I date the IEP was revised (and if written agreement was used, the date parent signed agreement). 2) Review additional files where this event occurred after incidence of noncompliance and list in SPR&I compliance status for each.
40 The most recent IEP contains documentation that the team considered supplementary aids and services including modifications and accommodations , based on peer-reviewed research, to the extent practicable, to be provided to the child If supplementary aids and services are to be provided, statement must include all of the following: <ul style="list-style-type: none"> • Anticipated amount/frequency for each service; • Anticipated location for each service; • Anticipated duration for each service; and, • Projected date of initiation for each service. 34 CFR § 300.320(a)(7) 		<input type="radio"/> Yes <input type="radio"/> No
Guidance: <ul style="list-style-type: none"> • Consideration of supplementary aids and services including modification and accommodations in required for all students with disability. A Yes response indicates that the team considered supplementary aids and services, regardless of whether the team determined services were required to provide FAPE. • Supplementary aids and services means aids, services, and other supports that are provided in regular education classes, other education-related settings, and in extracurricular and nonacademic settings, in enable children with disabilities to educated with nondisabled children to the maximum extent appropriate. • Supplementary aids and services can also include direct services and supports to the child, as well as support and training for staff who work with that child. Determining what supplementary aids and services are appropriate for a particular child must be done on an individual basis. • Amount and frequency must: <ul style="list-style-type: none"> ○ Clearly define when the service must be provided to a student to enable access, participation, and progress within the curriculum. ○ May not be stated ambiguously (e.g. “as needed” or “when student or teacher requests”). ○ May not be based on availability of personnel. 	Comment:	Corrective Action: <ol style="list-style-type: none"> 1) Reconvene IEP team to review and revise the IEP, or enter into written agreement with parent to amend IEP without a meeting and revise IEP. Document in SPR&I date IEP was revised (and if written agreement was used, date parent signed agreement). 2) Review additional files where this event occurred after the incidence of noncompliance and list in SPR&I compliance status for each.
41 The most recent IEP contains documentation that the team considered modifications or supports for school personnel to be provided on behalf of the child. If modifications or supports for school personnel are to be provided, statement must include: <ul style="list-style-type: none"> • Anticipated amount/frequency for each service; • Anticipated location for each service; • Anticipated duration for each service; and, • Projected date of initiation for each service. 34 CFR § 300.320(a)(4) 		<input type="radio"/> Yes <input type="radio"/> No
Guidance: <ul style="list-style-type: none"> • Consideration of supplementary aids and services including modification and accommodations is required for all students with disabilities. A Yes response indicates that the team considered supplementary aids and services, regardless of whether the team determined services were required to provide for FAPE. • Supplementary aids and services means aids, services, and other supports that are provided in regular education classes, other education-related settings, and in extracurricular and nonacademic settings, to enable children with disabilities to be educated with nondisabled children to the maximum extent appropriate. 	Comment:	Corrective Action: <ol style="list-style-type: none"> 1) Reconvene IEP team to review and revise IEP, or enter into written agreement with parent to amend IEP without a meeting and revise IEP. Document in SPR&I date IEP was revised (and if written agreement was used, date parent signed agreement)

<ul style="list-style-type: none"> Supplementary aids and services can also include direct services and supports to the child, as well as support and training for staff who work with the child. Determined what supplementary aids and services are appropriate for a particular child must be done on an individual basis. Amount and frequency must: <ul style="list-style-type: none"> Clearly define when the service must be provided to a student to enable access, participation, and progress within the curriculum. May not be stated ambiguously (E.G. “as needed” or “when student or teacher requests”). May not be based on availability of personnel. IEP documentation of amount of frequency [34 CFR § 300.320(a)(7)] does not duplicate or replace IEP documentation of nonparticipation justification [34 CFR § 300.320(a)(5)]. 		2) Review additional files where this event occurred after incidence of noncompliance and list in SPR&I compliance status for each.
42 The most recent IEP contains a non-participation justification that includes: <ul style="list-style-type: none"> A statement of the amount of time, if any, that the student is NOT participating with nondisabled children in the regular class, including extracurricular and nonacademic activities; and, An explanation of the extent, if any, to which the child will NOT participate with nondisabled children in the regular class, including extracurricular and nonacademic activities. 34 CFR § 300.320(a)(5) 		<input type="radio"/> Yes <input type="radio"/> No
Guidance: <ul style="list-style-type: none"> Mark this statement as Yes if the student is not removed for any portion of the day and the IEP indicates so in the non-participation justification portion of the IEP. Check most recent IEP to verify that it includes <i>both</i> the specific amount of time (<i>not a range of time</i>) the student is removed <i>and</i> an individual explanation of the extent of that removal. If the student will not be participating with non-disabled peers in all or part of the school day, the student’s IEP must include: <ul style="list-style-type: none"> extent of nonparticipation (e.g. the amount of time, a listing of specific classes/activities); and, Individualized statement explaining why full participation is not possible. IEP documentation of amount and frequency [34 CFR § 300.320(a)(7)] in the services summary may not be substituted for IEP documentation of nonparticipation justification [34 CFR § 300.320(a)(5)]. 	Comment:	Corrective Action: <ol style="list-style-type: none"> Reconvene IEP team to review and revise IEP, or enter into written agreement with parent to amend IEP without a meeting and revise IEP. Document in SPR&I the date the IEP was revised (and if written agreement was used, date parent signed agreement). Review additional files where this event occurred after incidence of noncompliance and list in SPR&I compliance status for each.

VII. Review and Revision of IEP and Placement: OAR 581-015-2225 (Review and Revision of IEP); OAR 581-015-2240 (Requirement for Least Restrictive Environment); OAR 581-015-2230 (Transfer Students)

VII. Review and Revision of IEP		SSID #
43 At least annually , the IEP and placement were reviewed and revised as appropriate to address: <ul style="list-style-type: none"> Any lack of expected progress toward the annual goals and in the general curriculum; The results of any reevaluations conducted; Information provided to or by the parents; The child’s anticipated needs; The student’s educational placement; or, Other matters. 34 CFR § 300.324 and § 300.116 		<input type="radio"/> Yes <input type="radio"/> No
Guidance: <ul style="list-style-type: none"> Check current IEP date and compare to previous year’s IEP to verify that IEP was reviewed and revised within 365 days. There are NO allowable exceptions to the 365-day requirement. For out-of-state transfer students, refer to the IEP date developed after Oregon eligibility was established. For in-state transfer students, refer to the date on the IEP in effect when they moved into the district, unless the district developed a new IEP for the student. 	Comment:	Corrective Action: <ol style="list-style-type: none"> Document in SPR&I date IEP was reviewed and revised (and if written agreement was used, date parent signed agreement). Review additional files where this event occurred after incidence of noncompliance and list in SPR&I compliance status for each.

VIII. IEP Timelines and Implementation: OAR 581-015-2220 (When IEPs Must be in Effect); OAR 581-015-2230 (Transfer Students)

VIII. IEP Timelines and Implementation		SSID #
44	For initial eligibility, the IEP meeting occurred within 30 calendar days of eligibility determination. 34 CFR § 300.323	O Yes O No
Guidance: <ul style="list-style-type: none"> Compare date on IEP with date of initial eligibility to verify that IEP was developed within 30 calendar days of initial eligibility. Initial eligibility follows first evaluation (beginning with ECSE). For out-of-state transfer students, initial Oregon eligibility must be established. For eligible students, changes and/or additions to eligibility categories are not considered initial special education eligibility. 		Comment: Corrective Action: 1) Review additional files where this event occurred after incidence of noncompliance and list in SPR&I compliance status for each.

IX. Least Restrictive Environment: OAR 581-015-2240 (Requirement for Least Restrictive Environment); OAR 581-015-2245 (Alternative Placements and Supplementary Aids and Services); OAR 581-015-2250 (Placement of the Child); OAR 581-015-2255 (Nonacademic Settings)

IX. Least Restrictive Environment		SSID #
45	The educational placement decision: <ul style="list-style-type: none"> Was determined by a group of persons, including the parents, and other persons knowledgeable about the child, the meaning of the evaluation data, and the placement options; Was made in conformity with the requirements of Least Restrictive Environment (LRE); Was based on the child's current IEP; and, Was as close as possible to the child's home. 34 CFR § 300.116 	O Yes O No
Guidance: <ul style="list-style-type: none"> Check most recent placement decision form to verify that the team included: <ul style="list-style-type: none"> the parent; those knowledgeable about the child; the meaning of the evaluation data, and the placement options. If the parent did not attend, check for notice of the placement team meeting that indicates the district provided notice sufficiently in advance and scheduled the meeting for a mutually convenient time and place. (34 CFR § 300.322) The notice might be an IEP team notice that indicates the purpose of the meeting is placement; check for placement meeting minutes that indicate the parent participated in the placement decision process through conference call, etc. Check most recent placement decision form to verify that, in selecting the LRE, the team considered any potential harmful effect of the student or on the quality of services the student needs. Check IEP and placement form documentation to verify that the team does not remove the student from education in age-appropriate regular classrooms solely because of needed modifications in the general education curriculum. 34 CFR § 300.116(e) Compare home school identified on cover page of current IEP and current placement document. If different, check the placement document for explanation of why this was necessary. Check for documentation that modifications and accommodations, supplementary aids and services were considered to maintain the student in a less restrictive environment. 		Comment: Corrective Action: 1) Reconvene team with required members or gather required documentation. Document in SPR&I date team met or documentation was gathered. 2) Review additional files where this event occurred after incidence of noncompliance and list in SPR&I compliance status for each

IX. Disciplinary Removals: OAR 581-015-2205 (IEP Considerations and Special Factors)); OAR 581-015-2405 (Disciplinary Removals for Up to 10 School Days for Children with Disabilities); OAR 581-015-2410 (Additional Disciplinary Removals of Up to 10 School Days Each – No Pattern); OAR 581-015-2415 (Disciplinary Removals of More than 10 School Days – Pattern or Consecutive); OAR 581-015-2420 (Manifestation Determination)

IX. Disciplinary Removals		SSID #
46	Manifestation Determination: Within 10 school days of any decision to change the placement of a child with a disability because of a violation of a code of student conduct, the school district, the parent, and relevant members of the IEP team (as	O Yes O No

	<p>determined by the parent and the district) must review all relevant information in the student's file, including the child's IEP, any teacher observations, and any relevant information provided by the parents to determine:</p> <ul style="list-style-type: none"> • If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or • If the conduct in question was the direct result of the school district's failure to implement the IEP. OAR 581-015-2420(1) 	
<p>Guidance:</p> <ul style="list-style-type: none"> • Select Yes, if the Manifestation Determination meeting was held within 10 school days of the removal resulting in more than 10 consecutive school days (e.g. suspension or expulsion) or more than 10 cumulative school days from the current educational placement in a school year. • Enter the date of the removal. • Enter the date of the Manifestation Determination. • Check the student's record and Manifestation Determination document to determine that the IEP team reviewed all relevant information in the student's file, including but not limited to, the child's IEP, any teacher observations, and any relevant information provided by the parents. • Other relevant information might include evaluation reports and/or medical information/reports. • Check the Manifestation Determine document to identify the outcome of the team's decision and enter the outcome by selecting: <ul style="list-style-type: none"> ○ Behavior was a manifestation of the student's disability ○ Behavior was not a manifestation of the student's disability 	<p>Comment:</p>	<p>Corrective Action: Review additional files where this event occurred after the incidence of noncompliance and list in SPR&I the compliance status for each.</p>
<p>47</p>	<p>If the district, the parent, and relevant members of the IEP Team make the determination that the conduct was a manifestation of the child's disability, the IEP team must either:</p> <ul style="list-style-type: none"> • 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; or • If a behavioral intervention plan already has been developed, review the behavioral intervention plan and modify it, as necessary, to address the behavior; OAR 581-015-2415(4)(b) and • Except for special circumstances related to weapons, illegal substances, return the child to the placement from which the child was removed, unless the parent and the district agree a change of placement as part of the modification of the behavioral intervention plan. 34 CFR § 300.530(f) 	<p>O Yes O No O NA</p>
<p>Guidance:</p> <ul style="list-style-type: none"> • Check the Manifestation Determination document to determine if the IEP team: <ul style="list-style-type: none"> ○ Conducted a functional behavioral assessment ○ Reviewed and modified a behavior intervention plan, as necessary ○ Returned the child to the placement from which the child was removed, unless the parent and district agree a change of placement as part of the modification of the behavioral intervention plan • Select Yes, if the IEP Team took action according to the specific situation. • Select NA, if the IEP Team determined the behavior was not a result of the student's disability. 	<p>Comment:</p>	<p>Corrective Action: Review additional files where this event occurred after the incidence of noncompliance and list in SPR&I the compliance status for each.</p>