



Oregon General Supervision
Framework:
Monitoring Protocols
August 2023



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Cyclical Monitoring At-A-Glance

An Overview

Introduction

To provide accountability for its local education agencies (LEAs) and ensure implementation of the Individuals with Disabilities Education Act (IDEA), the Office of Enhancing Student Opportunities (OESO) conducts cyclical monitoring on a three-year cycle. Cyclical monitoring ensures that OESO monitors each LEA to examine LEA compliance with federal and state special education requirements related to its selected priority areas at least once every three years and allows for collection of any monitoring data needed for SPP/APR reporting from each district at least once every three years. Cyclical monitoring can be done through a self-assessment that is verified by OESO or through on-site monitoring activities facilitated or directed by OESO.

Overview

Cyclical monitoring occurs each fall, from August to January. The selection of LEAs identified for cyclical monitoring in a specific year is referred to as a cohort. Each LEA cohort is notified of the upcoming monitoring activities and OESO holds a training annually for LEAs selected for cyclical monitoring. OESO seeks to notify each LEA that will be monitored at least 30 days prior to the scheduled monitoring activities. The notification includes the areas that will be monitored, the timeline of monitoring activities, and how to access OESO supports.

Specific monitoring activities, whether district-led or OESO-directed, may include file reviews, policy and procedure reviews, classroom observations, staff interviews, and focus groups. Cyclical monitoring activities and areas are determined and organized for each LEA based on their data, the Annual LEA Risk Assessment, and state priorities.

In preparation for notifying LEAs of their monitoring activities, OESO uses the LEA Risk Assessment and other data to determine:

- Which of the six priority areas will be the focus of cyclical monitoring activities? Priority areas include: Least Restrictive Environment (LRE), Individualized Education Program (IEP), Free Appropriate Public Education (FAPE), Discipline, Secondary Transition, and an OESO-determined emerging or emergency priority area.
- How many and which priority areas OESO or the LEA is required to complete as a part of cyclical monitoring. This information is differentiated based on each LEA's data.
- Whether cyclical monitoring will be on-site and directed by OESO or a district-led self-assessment that is reviewed and validated by OESO.
- Which monitoring activities (e.g., self-assessment, on-site review, interviews, observations) will be required and which may be optional.
- The number of validation checks OESO will conduct on self-assessment results.

OESO reserves the right to direct and require any LEA to complete specific activities, activities focused on specific student groups, or activities focused on specific students as part of monitoring activities. Based on the results of the self-assessment, OESO may determine that additional reviews by the state are needed, including reviews conducted through desk audits or on-site monitoring.

Need Support?

Additional information about these processes is available in the *Oregon Special Education General Supervision Framework*. Your District Support Specialist is also available to provide support as needed throughout this process.

Priority Area 1:
Least Restrictive
Environment
(LRE)



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Priority Area 1: Least Restrictive Environment (LRE)

Under 34 CFR §300.114 “to the maximum extent appropriate,” students experiencing disabilities, including students “in public or private institutions or other care facilities, are educated with children who are nondisabled; and special classes or separate schooling for children with disabilities or their removal from the general education environment occurs only when the nature or severity of the student’s disability is such that education in general education classes with the use of supplementary aids and services cannot be achieved satisfactorily.”

To the maximum extent appropriate, children with disabilities, including children in public or private institutions or other care facilities, are educated with children who are nondisabled...

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

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

LEAST RESTRICTIVE ENVIRONMENT (LRE)

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

Record Review Item	Potential Documentation
<p>The placement decision was made by a group and included the parents; the group included individuals who have knowledge about:</p> <ul style="list-style-type: none"> • The student; • Meaning of evaluation data; and • Placement options. 	<ul style="list-style-type: none"> • Individualized Education Program • Special Education Placement Determination • Prior Written Notice • Parent invitation • Meeting notes
Evidence of Compliance	
<input type="checkbox"/> YES Mark YES if there is evidence which indicates that the placement decision was made by a knowledgeable group.	<input type="checkbox"/> NO Mark NO if the evidence indicates the placement decision was not made by a knowledgeable group.

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

Record Review Item	Potential Documentation
<p>The file's documentation demonstrates that the student's placement was:</p> <ul style="list-style-type: none"> • Determined annually, at a minimum, • Based on the student's needs as indicated in the IEP, • As close as possible to the student's home; and • Resulted in the student being educated in the school that they would attend if nondisabled unless the IEP requires another arrangement. 	<ul style="list-style-type: none"> • Meeting Notes • IEP – PLAAFP, Specially Designed Instruction, Related services and/or Special Factors • Resident school and attending school • Other relevant information used to make placement decisions during the IEP process • Special education placement determination
Evidence of Compliance	
<input type="checkbox"/> YES Mark YES if the evidence indicates that placement decisions are made in	<input type="checkbox"/> NO Mark No if the evidence indicates that either of the following are true:

<p>conformity with <u>all</u> of the LRE provisions below:</p> <p><input type="checkbox"/> Determined annually, at a minimum,</p> <p><input type="checkbox"/> Based on the student’s needs as indicated in the IEP,</p> <p><input type="checkbox"/> As close as possible to the student’s home; and</p> <p><input type="checkbox"/> Resulted in the student being educated in the school that they would attend if nondisabled unless the IEP requires another arrangement.</p> <p>Special factors or justifications requiring a more restrictive placement decision may be considered as evidence of compliance as long as there is evidence that the above factors were considered.</p>	<p><input type="checkbox"/> Placement decisions are not made in conformity with LRE provisions.</p> <p><input type="checkbox"/> Placement decision is not supported by the present levels and/or special education and related services.</p>
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RECORD REVIEW ITEM: LRE-3 - 34 CFR §300.320(a)(6)(i)

Record Review Item	Potential Documentation	
<p>The IEP indicates the student was provided accommodations <u>based on the student’s unique needs</u> as indicated by the IEP that enable the child to be involved and make progress in the general education curriculum.</p>	<ul style="list-style-type: none"> • IEP – PLAAFP, Supplementary Aids/Services; Accommodations, and/or Specially Designed Instruction • Evaluation results • List of accommodations provided to teacher(s) • Classroom observation notes or report • Report from an interview with student’s teacher • Meeting notes 	
Evidence of Compliance		
<p><input type="checkbox"/> YES</p> <p>Mark YES if there is evidence of <u>all</u> of the criteria below:</p> <p><input type="checkbox"/> Accommodations that need to be provided to the student are documented;</p>	<p><input type="checkbox"/> NO</p> <p>Mark NO if there is no evidence that the IEP team considered the need for accommodations;</p> <p>OR</p>	<p><input type="checkbox"/> NOT APPLICABLE</p> <p>Mark N/A if the evidence indicates the IEP team considered the need for and determined the student does not require accommodations.</p>

<input type="checkbox"/> The accommodations align with the student’s PLAAFP; and <input type="checkbox"/> Required accommodations were provided.	Accommodations were included in the IEP, but there is no evidence that required accommodations were provided, and/or accommodations do not align with the student’s PLAAFP.	
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RECORD REVIEW ITEM: LRE-4 - 34 CFR §300.324(a)(2)(i-v)

Record Review Item	Potential Documentation
<p>The IEP team considered special factors including:</p> <ul style="list-style-type: none"> • The use of positive behavioral interventions and supports, and other strategies, to address the behavior of a student whose behavior impedes their learning or the learning of others; • The language needs of a child with limited English proficiency, as those needs relate to the child’s IEP; • The use of Braille in the case of a child who is blind or visually impaired unless the IEP team determines, after an evaluation of the child’s reading and writing skills, needs, and appropriate reading and writing media (including an evaluation of the child’s future needs for instruction in Braille or the use of Braille), that instruction in Braille or the use of Braille is not appropriate for the child; • The communication needs of the child, and in the case of a child who is deaf or hard of hearing, consider the child’s language and communication needs, opportunities for direct communications with peers and professional personnel in the child’s language and communication mode, academic level, and full range of needs, including opportunities for direct 	<ul style="list-style-type: none"> • IEP – Special factors, Supplementary Aids/Services, Accommodations, and/or PLAAFP • Meeting notes • Functional Behavior Assessment/Behavior Intervention Plan • Evaluation report

<p>instruction in the child’s language and communication mode; and</p> <ul style="list-style-type: none"> • Whether the child needs assistive technology devices and services. 	
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Evidence of Compliance

<p><input type="checkbox"/> YES</p> <p>Mark YES if there is evidence of <u>all</u> of the criteria below. The evidence indicates the IEP team:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Considered the existence of special factors, <input type="checkbox"/> Determined that special factors apply to this student, and <input type="checkbox"/> Appropriately addressed the applicable special factors in the student’s IEP. 	<p><input type="checkbox"/> NO</p> <p>Mark NO if the evidence indicates the IEP team did not consider any special factors;</p> <p>OR</p> <p>The IEP team considered special factors, determined that special factors applied to this student, and did not appropriately address the applicable special factors in the student’s IEP.</p>	<p><input type="checkbox"/> NOT APPLICABLE</p> <p>Mark N/A if the evidence indicates the IEP team considered the existence of special factors and determined the special factors do not apply for this student.</p>
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RECORD REVIEW ITEM: LRE-5 - 34 CFR §300.116 & 300.320(a)(5)

Record Review Item	Potential Documentation
<p>The IEP team considered:</p> <ul style="list-style-type: none"> • All placement options and related services in conjunction with discussing any needed supplementary aids and services, accommodations/modifications, assistive technology and/or accessible materials, and supports for school personnel as well as potential harmful effects on the student. • The potential harmful effects of the placement of the child and whether it would impede the ability of the child or other children to learn. 	<ul style="list-style-type: none"> • Special Education Placement Determination • Placement Considerations • Nonparticipation justification • Prior Written Notice • IEP – PLAAFP, Special Factors, Supplementary Aids/Services, Accommodations, and/or Specially Designed Instruction • Evaluation Report • Meeting notes
Evidence of Compliance	

<p><input type="checkbox"/> YES (must meet all criteria under A or B to mark “yes”)</p> <p>Mark YES if the evidence indicates either:</p> <p style="padding-left: 20px;">A. The student is educated or served in the general education setting,</p> <p>OR</p> <p style="padding-left: 20px;">B. For students not educated or served in general education, the IEP includes justification for why the student’s placement is not the general education classroom and there is evidence of <u>all</u> of the following:</p> <p><input type="checkbox"/> The placement is based on the needs of the student;</p> <p><input type="checkbox"/> Reflects that the team has given adequate consideration to meeting the student’s needs in the general education classroom with supplementary aids and services; and</p> <p><input type="checkbox"/> If the nature or severity of the disability is such that education in general education classes, even with the use of supplementary aids and services, cannot be achieved satisfactorily, a justification is given for the decision;</p> <p><input type="checkbox"/> Describes potential harmful effects to the student or others, if applicable.</p>	<p><input type="checkbox"/> NO</p> <p>Mark NO The evidence does not include a rationale, or the rationale given includes <u>any</u> of the following:</p> <p><input type="checkbox"/> Is not based on the student’s needs;</p> <p><input type="checkbox"/> Does not reflect consideration or the provision of supplementary aids and services in the general education classroom; or</p> <p><input type="checkbox"/> Does not describe potential harmful effects to the student or others, if applicable.</p>
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RECORD REVIEW ITEM: LRE-6 - 34 CFR §300.116

Record Review Item	Potential Documentation
<p>The student was not removed from education in age-appropriate general education classrooms solely because of needed modification in the general education curriculum.</p>	<ul style="list-style-type: none"> ● IEP – Service Summary and/or PLAAFP ● Student Schedule ● Service Trackers ● Observation Report
<p>Evidence of Compliance</p>	

<input type="checkbox"/> YES Mark YES if the evidence indicates the student <u>was not</u> removed from general education classrooms just because the curriculum needed to be modified.	<input type="checkbox"/> NO Mark NO if the evidence indicates the student was removed from general education classrooms with age-appropriate peers due to the need for curricular modifications.	<input type="checkbox"/> NOT APPLICABLE Mark N/A if the evidence indicates the student was not removed from classrooms with age-appropriate peers and does not require modifications.
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RECORD REVIEW ITEM: LRE-7 – 34 CFR §300.117

Record Review Item	Potential Documentation
The student participates with nondisabled peers in the extracurricular services and activities to the maximum extent appropriate and has the supplementary aids and services determined by the child’s IEP Team to be appropriate and necessary to participate in nonacademic settings.	<ul style="list-style-type: none"> • IEP – Service Summary, Nonparticipation justification, and/or PLAAFP • Student Schedule • Observation notes or report • Meeting notes
Evidence of Compliance	
<input type="checkbox"/> YES Mark YES if the evidence indicates the student is included in extracurricular activities and has access to aids and services during extracurriculars as determined by the IEP team.	<input type="checkbox"/> NO Mark NO if there is evidence the student is excluded from extracurriculars or has not received the aids and services during extracurriculars as determined by their IEP team.

Individual Student File Review Form

Student Information				
Student Name:				
Student SSID:				
Student DOB:				
Student Disability:				
Grade:				
IEP Start Date:				
IEP End Date:				
LRE				
LRE1	Placement decision was made by knowledgeable group and in conformity with LRE provisions	Y	N	
LRE 2	Placement was determined: <ul style="list-style-type: none"> • Annually • Based on the student's IEP • As close as possible to the student's home • Where the student who attend if nondisabled 	Y	N	
LRE 3	Accommodations were included & align with PLAAFP	Y	N	N/A
LRE 4	Special Factors were addressed	Y	N	N/A
LRE 5	All placement options considered	Y		N
LRE 6	Not removed for modifications	Y	N	N/A
LRE 7	Participation in extracurriculars	Y		N
Comments				

LEAST RESTRICTIVE ENVIRONMENT (LRE) – Summary Sheet

INFORMATION	
LEA Name:	Required Sample Size:

Total number of student files reviewed is indicated below.

Elementary School Students	Middle School Students	High School Students	Out of District Placements	Grand Record Total

List SSIDs of the targeted sample of student files. Enter “Yes” if evidence was found. Enter “No” if evidence was not found. Enter “NA” if the item is not applicable to the selected student. No item may be left blank.

SSID	LRE-1	LRE-2	LRE-3	LRE-4	LRE-5	LRE-6	LRE-7

Plan of Correction – Identify what will be done and when to correct any individual or systemic noncompliance for each item where the LEA found noncompliance during the self-assessment process.

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LRE Focus Group Questions:

LRE	School/District Staff	Parents	Students	Community
• What story does our district’s LRE data tell?				X
• What are our district’s/programs’ inclusion success stories?	X	X	X	X
• What patterns exist within our student population (e.g., race, ethnicity, disability, gender, and grade), school sites and IEP team decisions regarding LRE?	X	X	X	X
• How well are student and parent perspectives included in LRE decisions?	X	X	X	X
• How does our district’s staffing and staff practices relate to our LRE data?	X	X	X	X
• What investments have we made, or should we consider making to support our district’s implementation of inclusive practices?	X	X	X	
• What are the systemic changes, personnel growth and professional learning, and supports for students needed to increase inclusion in our system (e.g., UDL)?	X	X	X	X

Priority Area 2: IEP Development



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Priority Area 2: IEP Development

The student's IEP is reviewed and revised by the IEP team at least once a year. Parents, as integral team members, must be invited to attend these meetings and afforded every opportunity to be active participants in this process.

Understanding IEP Development:

The effective and consistent development of IEPs is a critical component in the performance outcomes of students with disabilities. The results of the multidisciplinary evaluation and the student's IEP outline the educational needs and supports that are necessary for the student to progress in the general education curriculum. When the IEP is drafted and implemented consistently according to the unique needs of the student, the student is expected to show improvements in academic performance.

The IEP must include certain information about the student and the educational program designed to meet their unique needs. Each required component of the IEP should align with the entire IEP.

The IEP components include:

1. Current performance
2. Annual goals
3. Measuring progress
4. Participation in state and district-wide assessments
5. Special education and related services
6. Dates and location of services
7. Accommodations and modifications
8. Extended School Year (ESY)

IEP Components

Current performance. The IEP must state how the student is currently doing in school documented within the present levels of academic achievement and functional performance (PLAAFP). Examples of sources of current student performance may include classroom tests and assignments, individual tests given to decide eligibility for services or during reevaluation, current progress monitoring data, and observations made by parents, teachers, related service providers, and other school staff. The statement about “current performance” includes how the student’s disability affects their involvement and progress in the general curriculum.

Annual goals. These are goals that the student can reasonably accomplish in a year. Goals may include functional, behavioral, and academic needs, and may also address social emotional skills and relationships, knowledge and skills, relate to physical needs, or address other educational needs. The goals must be measurable, meaning that it must be possible to measure whether the student has achieved the goals. The goals should be related to concerns included in the student’s current performance.

Measuring progress. The IEP must state how the student’s progress toward their goals will be measured and indicate how often parents will be made aware of that progress.

Participation in state and district-wide assessments. All students with disabilities are included in general state and district-wide assessment programs, with appropriate accommodations and alternate assessments where necessary, and as indicated in their respective IEP.

Special education and related services. The IEP must list the special education and related services determined necessary and to be provided to the student.

Dates and location of services. The IEP must state when services begin and end (frequency), how often they are provided (duration), and where they are provided (location).

Accommodations and Modifications. The IEP must state the required accommodations and/or modifications needed for the student to access the general education curriculum.

Extended School Year (ESY). The IEP includes the team’s determination of the student’s need for ESY, the provision of special education and related services beyond the normal school year and at no cost to the parent.

In this section, the LEA will respond to a series of questions to explore whether it is meeting critical components related to eligibility determination and IEP development. Due to the nature of some findings of noncompliance in this area, which can impact the student receiving a FAPE, OESO recommends the LEA to correct these findings immediately. In all cases where the student is still within the LEA’s jurisdiction and eligible to receive special education, all instances of noncompliance must be corrected no more than one year from the OESO’s written notification.

IEP Development (IEP)

RECORD REVIEW ITEM: IEP-1 - 34 CFR §300.322 & 300.501(b)

Record Review Item	Potential Documentation
The parents or adult student were invited to the IEP meeting, and if neither attended the meeting, there is documentation of attempts to ensure participation.	<ul style="list-style-type: none"> • Notice of Team Meeting • Documentation of invitation • Contact or communication logs with parent , including emails
Evidence of Compliance	
<input type="checkbox"/> YES There is evidence that the parents (or individuals eligible to act as parents under federal and/or Oregon law) were invited to the IEP meeting.	<input type="checkbox"/> NO There is no evidence that parents (or individuals eligible to act as parents under federal and/or Oregon law) were invited to the meeting.

RECORD REVIEW ITEM: IEP-2 - 34 CFR §300.324(b)(1)(i)(ii)(A-E)

Record Review Item	Potential Documentation
The IEP had been reviewed at least annually and revised to address any/all of the following: <ul style="list-style-type: none"> • Any lack of expected progress toward annual goals and in the general curriculum; • Results of any reevaluation conducted; • Information about the child provided to, or by, the parents; and the child’s anticipated needs or other matters. 	<ul style="list-style-type: none"> • IEP & amendments – Annual IEP Review Date and/or Annual goals • IEP progress reports • Evaluation results • Parent input
Evidence of Compliance	
<input type="checkbox"/> YES Mark YES if there is evidence that <u>all</u> of the following are true: <ul style="list-style-type: none"> <input type="checkbox"/> The IEP was reviewed within the past 365 days. <input type="checkbox"/> The annual goals on the current IEP reflect appropriate revisions from prior 	<input type="checkbox"/> NO Mark NO if there is evidence that <u>any</u> of the following are true: <ul style="list-style-type: none"> <input type="checkbox"/> The IEP was not reviewed within the past 365 days. <input type="checkbox"/> The IEP team did not revise the annual goals during the last annual review.

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

Record Review Item	Potential Documentation
The appropriate IEP Team members were present at the IEP meeting and if the appropriate committee members were not present, an excusal form is available for the committee member(s), and the excused committee member provided input.	<ul style="list-style-type: none"> • IEP – Meeting Participants • Meeting notes • Agreement Between Parents and the District • Written Input
Evidence of Compliance	
<input type="checkbox"/> YES Mark YES if there is evidence that the following are true: <ul style="list-style-type: none"> <input type="checkbox"/> All required IEP team members including the LEA Representative, a general education teacher of the student, and special education teacher of the student, a person qualified to interpret evaluation information, the parent, and the student, when appropriate; <input type="checkbox"/> If parent or adult student was not in attendance, documentation of invitation and attempts to communicate with parent or adult student are present; <input type="checkbox"/> Any other team member who was not present was properly excused in agreement with the parent. 	<input type="checkbox"/> NO Mark NO if there is evidence that any of the following are true: <ul style="list-style-type: none"> <input type="checkbox"/> The team was missing required members and those members were not properly excused.

RECORD REVIEW ITEM: IEP-4 - 34 CFR §300.320(a)(1) & 300.324(a)(1)

Record Review Item	Potential Documentation
The IEP includes a statement of present levels of academic achievement and functional performance, including how the student's disability affects involvement and	<ul style="list-style-type: none"> • IEP – PLAAFP

<p>progress in the general education curriculum and includes:</p> <ul style="list-style-type: none"> • the strengths of the student; • the concerns of the parents for enhancing the education of their child; • the results of the initial evaluation or most recent evaluation; and the academic, developmental, and functional needs of the student 	
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Evidence of Compliance

<p><input type="checkbox"/> YES</p> <p>Mark YES if there is evidence that the PLAAFP contains all the following:</p> <p><input type="checkbox"/> how the student’s disability affects involvement and progress in the general education curriculum;</p> <p><input type="checkbox"/> the strengths of the student;</p> <p><input type="checkbox"/> the concerns of the parents for enhancing the education of their child;</p> <p><input type="checkbox"/> the results of the initial evaluation or most recent evaluation; and</p> <p><input type="checkbox"/> The academic, developmental, and functional needs of the students in all appropriate content and other areas.</p>	<p><input type="checkbox"/> NO</p> <p>Mark NO if there is evidence that the PLAAFP does not contain all of the required components.</p>
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RECORD REVIEW ITEM: IEP-5 - 34 CFR §300.320(a)(2)

Record Review Item	Potential Documentation
<p>The IEP includes measurable annual goals based on content standards for the student’s enrolled grade, including academic and functional goals.</p>	<ul style="list-style-type: none"> • IEP – Annual Academic & Functional Goals & Objectives • IEP – Related Content Standard(s)
<p>Evidence of Compliance</p>	

<p><input type="checkbox"/> YES</p> <p>Mark YES if there is evidence that <u>all</u> IEP goals are:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Written in measurable terms that describe what the student can reasonably accomplish in a 12-month period; <input type="checkbox"/> Demonstrate a direct link between goal(s) and the student’s present levels of academic achievement and functional performance; <input type="checkbox"/> Relate to meeting a student’s needs that result from the disability; <input type="checkbox"/> Enable involvement in and progress with the general education curriculum, and <input type="checkbox"/> Meet other education needs that result from the disability. 	<p><input type="checkbox"/> NO</p> <p>Mark NO if there is evidence that <u>any</u> of the following are true:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Goals are not measurable; <input type="checkbox"/> Do not address needs as identified in the PLAAFP; <input type="checkbox"/> Are not appropriately ambitious; or <input type="checkbox"/> Are not aligned to content standards.
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RECORD REVIEW ITEM: IEP-6 - 34 CFR §300.320(a)(4) and 300.320(a)(7)

Record Review Item	Potential Documentation
<p>The IEP contains special education services, including location, duration, and frequency.</p>	<ul style="list-style-type: none"> • IEP – Services; Specially Designed Instruction
Evidence of Compliance	
<p><input type="checkbox"/> YES</p> <p>Mark YES if there is evidence that special education services, including specially-designed instruction, are included and are consistent with the other component parts of the IEP such as the PLAAFP and goals. Services include location, duration and frequency of services in each identified goal area.</p>	<p><input type="checkbox"/> NO</p> <p>Mark NO if there is evidence that <u>any</u> of the following are true:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Services indicate only a service delivery model (e.g., self-contained classroom); <input type="checkbox"/> Indicate only an accommodation or modification; or <input type="checkbox"/> Does not include any of the other required components describing the services including location, duration, or frequency.

RECORD REVIEW ITEM: IEP-7 - 34 CFR §300.320(a)(4)

Record Review Item		Potential Documentation
The IEP contains related services that address the needs of the student and support annual goals.		<ul style="list-style-type: none"> • IEP – Related services; PLAAFP • Related Service personnel service logs/plans of care
Evidence of Compliance		
<input type="checkbox"/> YES Mark YES if there is evidence that all required related services are included in the IEP and are aligned with needs identified in other parts of the IEP.	<input type="checkbox"/> NO Mark NO if the need for related services was not considered or if the services: <ul style="list-style-type: none"> • 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 	<input type="checkbox"/> NOT APPLICABLE Mark N/A if the IEP Team determined the student does not require any related services based on the student’s identified needs

RECORD REVIEW ITEM: IEP-8 - 34 CFR §300.34 & 300.320(a)(4)

Record Review Item		Potential Documentation
The IEP contains a statement of supports for school personnel.		<ul style="list-style-type: none"> • IEP – Supports for personnel
Evidence of Compliance		
<input type="checkbox"/> YES Mark YES if there is evidence that supports for school personnel relate directly to meeting the unique needs of	<input type="checkbox"/> NO Mark NO if there is evidence that <u>both</u> of the following are true:	<input type="checkbox"/> NOT APPLICABLE Mark N/A if there is evidence that supports for school personnel were considered and determined unnecessary

<p>the student and do 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"> • There is evidence of the need for supports for school personnel; and • There is no evidence that the need was addressed. 	<p>based on the unique needs of the student.</p>
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RECORD REVIEW ITEM: IEP-9 - 34 CFR §300.320(a)(6)(i)

Record Review Item	Potential Documentation
<p>The IEP indicates student participation in the annual statewide assessment and contains appropriate accommodations necessary to measure academic achievement and functional performance on state or district-wide assessments.</p>	<ul style="list-style-type: none"> • IEP – Statewide Assessment; District-wide Assessment; Supplementary Aids/Services; and/or Accommodations
<p>Evidence of Compliance</p>	
<p><input type="checkbox"/> YES</p> <p>Mark YES if there is evidence that the following are true:</p> <ul style="list-style-type: none"> <input type="checkbox"/> The IEP indicates if the student will participate in the annual statewide assessment (either standard or extended); <input type="checkbox"/> Appropriate accommodations necessary to measure academic achievement and functional performance on state or district-wide assessment are clearly stated and align with needs identified in other components of the student’s IEP; OR <input type="checkbox"/> There is evidence the team considered accommodations and determined that no accommodations were necessary. 	<p><input type="checkbox"/> NO</p> <p>Mark NO if <u>any</u> of the following are true:</p> <ul style="list-style-type: none"> <input type="checkbox"/> The IEP does not indicate if the student will participate in the annual statewide or district-wide assessments. <input type="checkbox"/> Accommodations needed for full participation in the assessment are not addressed.

RECORD REVIEW ITEM: IEP-10 - 34 CFR §300.106

Record Review Item	Potential Documentation
<p>Extended school year services (ESY) are considered annually.</p>	<ul style="list-style-type: none"> • IEP – Extended School Year (ESY) Services • Meeting notes • Prior Written Notice
Evidence of Compliance	
<p><input type="checkbox"/> YES</p> <p>Mark YES if there is evidence that within the last year:</p> <p><input type="checkbox"/> 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.</p> <p><input type="checkbox"/> The school district did not unilaterally limit the type, amount, or duration of those services.</p>	<p><input type="checkbox"/> NO</p> <p>Mark NO if there is evidence that within the last year <u>any</u> of the following were true:</p> <p><input type="checkbox"/> The need for extended school year services was not considered.</p> <p><input type="checkbox"/> The decision regarding eligibility for extended school year special education was made unilaterally rather than by the child’s IEP team.</p> <p><input type="checkbox"/> The school district unilaterally limited the type, amount, or duration of those services.</p>

Individual Student File Review Form

Student Information				
Student Name:				
Student SSID:				
Student DOB:				
Student Disability:				
Grade:				
IEP Start Date:				
IEP End Date:				
IEP				
IEP 1	Parent invited	Y	N	
IEP 2	IEP reviewed annually	Y	N	
IEP 3	Appropriate IEP team	Y	N	
IEP 4	PLAAFP	Y	N	
IEP 5	Measurable annual goals	Y	N	
IEP 6	Detailed special education services	Y	N	
IEP 7	Related services	Y	N	NA
IEP 8	Supports for personnel	Y	N	NA
IEP 9	Statewide assessment	Y	N	
IEP 10	ESY considered	Y	N	
Comments				

IEP – Summary Sheet

INFORMATION	
LEA Name:	Required Sample Size:

Total number of student files reviewed is indicated below.

Elementary School Students	Middle School Students	High School Students	Out of District Placements	Grand Record Total

List SSIDs of the targeted sample of student files. Enter “Yes” if evidence was found. Enter “No” if no evidence was found. Enter “NA” if the item is not applicable to the selected student. No item may be left blank.

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

Plan of Correction – Identify what will be done and when to correct any individual or systemic noncompliance for each item where the LEA found noncompliance during the self-assessment process.

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IEP Focus Group Questions

IEP Focus Group Questions	School/District Staff	Parents	Students	Community
• What story do our district's IEPs tell?				X
• What are our district's/programs' IEP success stories?	X	X	X	X
• What patterns exist within our student population (e.g., race, ethnicity, disability, gender, and grade), school sites and IEP team decisions?	X	X	X	X
• How well are student and parent perspectives included during the IEP process?	X	X	X	X
• How does our district's staffing and staff practices affect IEP implementation?	X	X	X	X
• What investments have we made, or should we consider making to support our district's IEP implementation?	X	X	X	X
• What are the systems changes, personnel growth and professional learning, and supports for students needed to increase the effectiveness of IEPs?	X	X	X	X
• What issues related to the IEP development process and development have caused contention in our district that may have resulted in dispute resolution?	X	X	X	X

Priority Area 3: Free Appropriate Public Education (FAPE)



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Priority Area 3: Free Appropriate Public Education (FAPE)

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

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

Due to the nature of some findings of noncompliance in this area, which can impact the student receiving a FAPE, OESO recommends the LEA to correct all related findings immediately. In all cases where the student is still enrolled within the LEA's jurisdiction and eligible to receive special education, all instances of noncompliance must be corrected no later than one year from the OESO's written notification.

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

Free

Appropriate

Public

Education

Free Appropriate Public Education (FAPE)

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

Record Review Item	Potential Documentation
The initial evaluation was conducted within 60 days of parental consent or a reevaluation was conducted within three years of the most recent evaluation.	<ul style="list-style-type: none"> • Prior notice about evaluation • Consent for evaluation • Evaluation reports • Other relevant sources of information
Evidence of Compliance	
<input type="checkbox"/> YES Mark YES if there is evidence that the last evaluation was completed within the appropriate timeline.	<input type="checkbox"/> NO Mark NO if there is evidence that the last evaluation was completed outside of the appropriate timeline.

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

Record Review Item	Potential Documentation
<p>A variety of assessment tools and strategies (not a single measure or assessment as the sole criterion) were used to gather relevant functional, developmental, and academic information about the child, including information provided by the parent.</p> <p>For reevaluation, existing data (evaluation data and parental input, current classroom based, local or state assessment data, and observations) from a variety of sources (teacher data, parent data, and related services data) were used to determine continued eligibility.</p>	<ul style="list-style-type: none"> • Evaluation reports • Prior written notice • IEP meeting notes • Parental input • Student work • Teacher input
Evidence of Compliance	
<input type="checkbox"/> YES Mark YES if there is evidence of <u>all</u> of the following: <input type="checkbox"/> A variety of assessment tools and strategies were used to gather data and other relevant information about the child	<input type="checkbox"/> NO Mark NO if <u>any</u> of the following are true: <input type="checkbox"/> Limited tools were used to gather data and other relevant information about the child. <input type="checkbox"/> Parent information was not considered.

<p>including information provided by the parent.</p> <p><input type="checkbox"/> No single measure or assessment was used as the sole criterion for determining whether the child is a student with a disability and for determining an appropriate educational program for the child.</p>	<p><input type="checkbox"/> A single measure or assessment was used as the sole criterion for determining whether a child is a student with a disability.</p>
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RECORD REVIEW ITEM: FAPE-3

Record Review Item	Potential Documentation
<p>There is evidence the student received all services as described within the IEP including but not limited to modifications, specially designed instruction, related services and/or supports for school personnel.</p>	<ul style="list-style-type: none"> • Service trackers • Related services personnel service logs • Progress reports • Lesson plans • Report from teacher interview • Training sign-in sheet • Student schedule
Evidence of Compliance	
<p><input type="checkbox"/> YES</p> <p>Mark YES if there is evidence that all components of the IEP were delivered with a high level of fidelity during the most recent period the IEP was in effect.</p>	<p><input type="checkbox"/> NO</p> <p>Mark NO if there is evidence that any component of the most recent IEP was not delivered as planned.</p>

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

Record Review Item	Potential Documentation
<p>The student's progress toward meeting the annual goals is measured and the IEP includes when the periodic report(s) of progress are provided to the student's parents.</p>	<ul style="list-style-type: none"> • IEP – Annual goals; progress towards goal • Progress reports
Evidence of Compliance	
<p><input type="checkbox"/> YES</p> <p>Mark YES if there is evidence the following are true:</p>	<p><input type="checkbox"/> NO</p> <p>Mark NO if <u>any</u> of the following is true:</p>

<input type="checkbox"/> The IEP indicates an appropriate method and schedule for monitoring progress toward annual goals given the students unique needs; <input type="checkbox"/> Progress reports were provided as often as indicated on the IEP; AND <input type="checkbox"/> The progress reports from the last year describe the student's progress toward the annual goals using the described schedule and method; OR <input type="checkbox"/> it is the student's first IEP and was developed within the previous 364 days, all appropriate progress reports for the time period describe the student's progress toward the annual goals using the described schedule and method	<input type="checkbox"/> The IEP does not indicate an appropriate method and schedule for monitoring progress toward annual goals given the students unique needs; <input type="checkbox"/> The progress reports from the last year did not describe the student's progress toward the annual goals using the described schedule and method or did not align with the student's annual goals. <input type="checkbox"/> The progress reports from last year were not provided as often as indicated on the IEP.
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RECORD REVIEW ITEM: FAPE-5 - 34 CFR §300.320

Record Review Item	Potential Documentation
The student's goals address the needs identified within the Present Level of Academic Achievement and Functional Performance (PLAAFP).	<ul style="list-style-type: none"> • IEP – Present level of academic achievement & functional performance; annual academic & functional goals & objectives • Meeting notes
Evidence of Compliance	
<input type="checkbox"/> YES Mark YES if there is evidence that the student's goals align with the student's present level of academic achievement and functional performance, identified special factors, and other information documented on the IEP.	<input type="checkbox"/> NO Mark NO if there is evidence that the student's goals do not align with the student's present level of academic achievement and functional performance, identified special factors, and other information documented on the IEP.

RECORD REVIEW ITEM: FAPE-6

Record Review Item		Potential Documentation
The student's goals have changed across the three IEPs (current IEP and the previous two IEPs).		<ul style="list-style-type: none"> • IEP – Annual academic & functional goals • Progress reports
Evidence of Compliance		
<input type="checkbox"/> YES Mark YES if there is evidence that each goal was reviewed each year, the team considered adjustments to each goal based on the student's individual circumstance and only retained a goal in rare circumstances.	<input type="checkbox"/> NO Mark NO if there is evidence that a goal or multiple goals are repeated across years and the team did not consider adjustments to goals based on the student's individual circumstances.	<input type="checkbox"/> NOT APPLICABLE Mark N/A if there is evidence this is the student's initial IEP developed within the past 364 days.

RECORD REVIEW ITEM: FAPE-7 - 34 CFR §300.324(b)

Record Review Item		Potential Documentation
There is evidence the student made progress on the <u>current IEP's annual goals and the previous two IEPs</u> or if the student was not making progress, there is evidence of appropriate adjustments.		<ul style="list-style-type: none"> • IEP – Progress towards goal; present levels; amendment(s) • Progress reports • Goal data • Meeting notes • Prior written notice
Evidence of Compliance		
<input type="checkbox"/> YES Mark YES if there is evidence the following are true: <input type="checkbox"/> Student has made progress on the current IEP's annual goals; AND <input type="checkbox"/> The student made progress on the goals	<input type="checkbox"/> NO Mark NO if there is evidence the student is not or has not made progress on any of the three most recent IEPs and the team did not reconvene to adjust.	<input type="checkbox"/> NOT APPLICABLE Mark N/A if there is evidence this is the student's initial IEP

<p>in the previous two IEPs;</p> <p>OR</p> <p><input type="checkbox"/> The student did not make progress on any of the three most recent IEPs and the team reconvened to address the lack of progress.</p>		
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RECORD REVIEW ITEM: FAPE-8 - 34 CFR §300.323(d)

Record Review Item	Potential Documentation
<p>The student’s IEP has been accessed by each educator and service provider who is responsible for its implementation and they have been informed of their specific responsibilities related to implementing the student’s IEP as well as the specific accommodations, modifications, and supports that must be provided for the student in accordance with the IEP.</p>	<ul style="list-style-type: none"> • Documentation of access (e.g. IEP system access logs; log of paper copies provided to educators)
<p>Evidence of Compliance</p>	
<p><input type="checkbox"/> YES</p> <p>Mark YES if there is evidence that <u>all</u> of the following are true:</p> <p><input type="checkbox"/> Every educator and service provider who is responsible for implementing the student’s IEP has access to the IEP; and</p> <p><input type="checkbox"/> Every educator and service provider has been informed of their specific responsibilities related to implementing the student’s IEP as well as the specific accommodations, modifications, and supports that must be provided for the student in accordance with the IEP.</p>	<p><input type="checkbox"/> NO</p> <p>Mark NO if there is evidence <u>any</u> of the following are true:</p> <p><input type="checkbox"/> Any educator and/or service provider who is responsible for implementing the student’s IEP does NOT have access to the IEP; and/or</p> <p><input type="checkbox"/> Any educator or service provider who is responsible for implementing the student’s IEP has NOT been informed of his or her specific responsibilities related to implementing the student’s IEP. They have not been informed as to the specific accommodations, modifications, and</p>

	supports that must be provided for the student in accordance with the IEP.
--	--

RECORD REVIEW ITEM: FAPE-9 - 34 CFR §300.108

Record Review Item	Potential Documentation
Physical education services are available to the student either through regular physical education or through specially designed physical instruction.	<ul style="list-style-type: none"> • IEP service summary • Student schedule • Service trackers • Observation report
Evidence of Compliance	
<input type="checkbox"/> YES Mark YES if there is evidence the student has access to physical education services either through physical education services available to nondisabled peers or through specially designed physical education as prescribed in the child's IEP.	<input type="checkbox"/> NO Mark NO if there is evidence the student has not been afforded the opportunity to participate in the regular physical education program or through specially-designed physical education based upon the child's needs.

RECORD REVIEW ITEM: FAPE-10

Record Review Item	Potential Documentation
The student is provided with the same number of hours of instruction or educational services as the majority of other students who are in the same grade within the student's resident district, or other appropriate comparison group, unless the required processes for an abbreviated school day program under Oregon Senate Bill 819 have been appropriately followed.	<ul style="list-style-type: none"> • IEP – Services • Student schedule • Prior written notice • Abbreviated school day program notice
Evidence of Compliance	
<input type="checkbox"/> YES Mark YES if there is evidence that either:	<input type="checkbox"/> NO Mark NO if there is evidence the student's school day/week does not include the same total number of instructional hours afforded to students without IEP and the district did

- The student's school day/week includes the same total number of instructional hours afforded to students without IEPs
- The student's school day/week does not include the same total number of instructional hours afforded to students without IEP and the district followed all of the requirements contained in Oregon Senate Bill 819.

not follow all of the requirements contained in Oregon Senate Bill 819.

Individual Student File Review Form

Student Information				
Student Name:				
Student SSID:				
Student DOB:				
Student Disability:				
Grade:				
IEP Start Date:				
IEP End Date:				
FAPE				
FAPE 1	Evaluation completed within timeline	Y	N	
FAPE 2	Variety of tools and sources used to determine eligibility	Y	N	
FAPE 3	Student received all services	Y	N	
FAPE 4	Progress was measured as described in the IEP	Y	N	
FAPE 5	Goals address needs identified in PLAAFP	Y	N	
FAPE 6	Goals change over last 3 IEPs	Y	N	NA
FAPE 7	Student made progress on last 3 IEPs or team meet to address lack of progress	Y	N	NA
FAPE 8	IEP is accessible to appropriate staff	Y	N	
FAPE 9	Available PE	Y	N	
FAPE 10	Student has a full schedule – total instructional hours provided	Y	N	
Comments				

Free Appropriate Public Education (FAPE) – Summary Sheet

INFORMATION	
LEA Name:	Required Sample Size:

Total number of student files reviewed is indicated below.

Elementary School Students	Middle School Students	High School Students	Out of District Placements	Grand Record Total

List SSIDs of the targeted sample of student files. Enter “Yes” if evidence was found. Enter “No” if no evidence was found. Enter “NA” if the item is not applicable to the selected student. No item may be left blank.

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

Plan of Correction – Identify what will be done and when to correct any individual or systemic noncompliance for each item where the LEA found noncompliance during the self-assessment process.

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FAPE Focus Group Questions

FAPE	School/District Staff	Parents	Students	Community
• Are IEPs being implemented as written?				X
• Who is benefitting from the IEP process, and the special education services and related services determined appropriate by teams?	X	X	X	X
• Is there alignment between the needs identified within PLAAFP, the goals, accommodations and services?	X	X	X	X
• How is individual student progress monitored on IEP goals and services?	X			
• For students failing one or more subjects, are there patterns in IEP implementation that appear to be systemic and discrepant?	X	X	X	X
• Where are the challenges with IEP implementation within our district or buildings?	X			
• If there are FAPE concerns, what is the district's typical process to address?	X	X	X	X
• What issues related to IEP progress monitoring and educational benefit have caused contention in your district that may have resulted in dispute resolution?	X	X		X

Priority Area 4: Discipline



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Priority Area 4: Discipline

A change of placement occurs if disciplinary removal is more than ten (10) consecutive school days; or more than 10 cumulative days of short term removals that constitute a pattern. For disciplinary actions resulting in the removal of students with disabilities for more than 10 days in a school year (whether or not the days are consecutive), the school must provide special education services that allow the student to: continue to participate in the general education curriculum, although in another setting and progress toward meeting the goals outlined in the student's IEP.

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

Within 10 school days of any decision to change the placement of a student with a disability because of a violation of a code of student conduct, the school district, parents, and relevant members of the student's IEP team must meet to determine if the conduct in question was caused by, or had a direct and substantial relationship to, the student's disability. Please note that 10 school days can be consecutive days or a pattern or removal that totals 10 days and therefore constitutes a change in placement.

The IEP team must also determine if the conduct was the direct result of the school's failure to implement the student's IEP, including behavioral interventions or implementation of a behavior intervention plan/behavior support plan. If the IEP team decides that the student's behavior was a direct result of the school's failure to implement the IEP, the school must take immediate steps to remedy the deficiencies and return the student to his/her original placement.

LEAs that do not meet state targets (SPP-APR Indicator 4) are required to assess discipline-related policies, practices, and procedures for students with disabilities. This discipline review provides the opportunity for LEAs to examine discipline procedures for students who have been removed for more than 10 days in a school year.

Discipline (DIS)

STUDENT INFORMATION

Has the student been removed from school for 10 or more days due to disciplinary reasons?
[Yes | No]

If the answer is yes, please complete the discipline protocol for this file. If the answer is no, discontinue this protocol for this student.

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

Record Review Item	Potential Documentation
The parent was provided procedural safeguards in accordance with discipline procedures.	<ul style="list-style-type: none"> • Manifestation determination • Documentation notifying the parent of change of placement and procedural safeguards • Meeting notice • Prior written notice
Evidence of Compliance	
<input type="checkbox"/> YES Mark YES if there is evidence the parent was provided procedural safeguards.	<input type="checkbox"/> NO Mark NO if there is evidence the parent was not provided procedural safeguards.

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

Record Review Item	Potential Documentation
The IEP team considered the student's Special Factors including if the child's behavior impedes their or others learning and the use of positive behavior interventions, supports and other strategies to address the behavior.	<ul style="list-style-type: none"> • IEP – Special Factors • Meeting Notes • Prior Written Notice
Evidence of Compliance	
<input type="checkbox"/> YES Mark YES if there is evidence special factors and/or the use of positive behavior	<input type="checkbox"/> NO Mark NO if there is evidence special factors and/or the use of positive behavior

interventions supports and other strategies were considered.	interventions supports and other strategies were not considered.
--	--

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

Record Review Item	Potential Documentation
Within ten school days of a change in the student’s placement due to a violation of the student code of conduct, a Manifestation Determination was held.	<ul style="list-style-type: none"> • Student discipline records • Manifestation determination • Prior Written Notice • Meeting Notes • Meeting invitation
Evidence of Compliance	
<input type="checkbox"/> YES Mark YES if there is evidence a properly constituted IEP team convened for a Manifestation Determination within 10 school days of the student’s removal.	<input type="checkbox"/> NO Mark NO if there is evidence that a Manifestation Determination was not held, was not held within the timeline identified or did not include opportunity for the parent to participate.

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

Record Review Item	Potential Documentation
If the IEP team determined that the behavior was a manifestation of the student’s disability, the team agreed to either: <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/Behavior Support Plan; or • If a Behavior Intervention Plan/Behavior Support Plan already has been developed, review the behavioral intervention plan and modify it, as necessary, to address the behavior. 	<ul style="list-style-type: none"> • Manifestation determination • Prior Written Notice • Meeting Notes • Functional Behavioral Assessment (FBA) • Behavior Intervention Plan/Behavior Support Plan (BIP/BSP)

Evidence of Compliance

YES

Mark YES if there is evidence that the team identified and completed the agreed upon next steps for the student.

NO

Mark No if there is evidence the team did not conduct an FBA and/or did not review/revise the student's BIP/BSP.

NOT APPLICABLE

Mark N/A if there is evidence the team determined the behavior was not a manifestation.

Individual Student File Review Form

Student Information				
Student Name:				
Student SSID:				
Student DOB:				
Student Disability:				
Grade:				
IEP Start Date:				
IEP End Date:				
Discipline				
DIS 1	Procedural Safeguards provided to the parent	Y	N	
DIS 2	Special Factors	Y	N	
DIS 3	Manifestation Determination held	Y	N	
DIS 4	If team determined conduct was a manifestation, team determined and completed the next steps	Y	N	NA
Comments				

Discipline – Summary Sheet

INFORMATION	
LEA Name:	Required Sample Size:

Total number of student files reviewed is indicated below.

Elementary School Students	Middle School Students	High School Students	Out of District Placements	Grand Record Total

List SSIDs of the targeted sample of student files. Enter “Yes” if evidence was found. Enter “No” if no evidence was found. Enter “N?A” if the item is not applicable to the selected student. No item may be left blank.

SSID	DIS 1	DIS 2	DIS 3	DIS 4

Plan of Correction – Identify what will be done and when to correct any individual or systemic noncompliance for each item where the LEA found noncompliance during the self-assessment process.

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Discipline Focus Group Questions

Discipline	School/District Staff	Parents	Students	Community
• What story does our district’s discipline data tell?				X
• What are examples of discipline practices in your district that you would consider successful?	X	X	X	X
• What patterns exist within our student population (e.g., race, ethnicity, disability, gender, and grade), school sites and discipline?	X	X	X	X
• How does our district’s staffing and staff practices affect discipline decisions?	X	X	X	X
• What investments have we made or should we consider making to support our district’s implementation of discipline practices?	X	X	X	X
• How well are discipline practices communicated with families?	X	X	X	X
• What’s the relationship between IEP accommodations, inclusion, and discipline outcomes?	X	X	X	
• What are the systems changes, personnel growth and professional learning, and supports for students needed to implement better discipline practices?	X	X	X	X

Priority Area 5: Secondary Transition



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Priority Area 5: Secondary Transition

Beginning no later than the development of the first IEP to be in effect when the student is 16, the student must be invited to all IEP meetings where transition will be discussed. The IEP Team must actively involve the student in developing their IEP. If the student does not attend, other steps are taken to ensure that their strengths, preferences and interests are considered as part of the IEP development. These strengths, interests and preferences will describe what the students wants to do when they have completed school, how they want to live, and how they want to take part in the community after high school.

Understanding Secondary Transition:

Secondary Transition components include “appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals; and annual IEP goals related to the student’s transition service needs. There also must be evidence that the student was invited to the IEP meeting where transition services were to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP meeting with the prior consent of the parent or student who has reached the age of majority.” (20 U.S.C. 1416(a)(3)(B))

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

Preferences

Interests

Needs

Strengths

Secondary Transition (SEC)

STUDENT INFORMATION

Must the IEP being reviewed include required secondary transition components due to the student's age? [Yes | No]

If the answer is yes, please complete the secondary transition protocol for this file. If the answer is no, discontinue this protocol for this student.

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

Record Review Item	Potential Documentation
There is evidence that the student was invited to the IEP meeting.	<ul style="list-style-type: none"> • Notice of team meeting
Evidence of Compliance	
<input type="checkbox"/> YES Mark YES if there is evidence the student was invited to the IEP meeting.	<input type="checkbox"/> NO Mark NO if there is evidence the student was not invited to the IEP meeting.

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

Record Review Item	Potential Documentation
There is evidence that agency representatives were invited to the IEP meeting, if appropriate, and prior consent was obtained from the parent or student before inviting the adult agency.	<ul style="list-style-type: none"> • Meeting invitation • Meeting notes • Meeting participants • IEP – transition; and/or PLAAFP • Signed, written consent to invite an agency • Written communication between the parent or adult student and the district
Evidence of Compliance	
<input type="checkbox"/> YES Mark YES if there is evidence of the following: <input type="checkbox"/> The team considered whether an agency invitation was appropriate and invited agency representatives to the IEP meeting	<input type="checkbox"/> NO Mark NO if there is evidence that agency representatives were not invited to the IEP and the team did not document the rationale behind the decision.

<p>OR</p> <p><input type="checkbox"/> The team determined that an outside agency was not appropriate and included the rationale</p> <p>OR</p> <p><input type="checkbox"/> The team determined that an agency invitation was appropriate, but the parent or adult student declined to give consent to invite the agency and there is documentation of this.</p>	
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RECORD REVIEW ITEM: SEC-3 - 34 CFR §300.320(b)& 300.43

Record Review Item	Potential Documentation
<p>There are appropriate measurable postsecondary goals addressing:</p> <p><input type="checkbox"/> Education and/or training,</p> <p><input type="checkbox"/> Employment, and,</p> <p><input type="checkbox"/> Independent living, as needed</p>	<ul style="list-style-type: none"> • IEP – Transition
Evidence of Compliance	
<p><input type="checkbox"/> YES</p> <p>Mark YES if there is evidence the required postsecondary goals are present, measurable, and will occur after district secondary transition services end.</p>	<p><input type="checkbox"/> NO</p> <p>Mark NO if there is evidence the postsecondary goals are not present in all areas, or not measurable and/or do not state what the student will do after high school.</p>

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

Record Review Item	Potential Documentation
<p>The postsecondary goals are reviewed or updated annually.</p>	<ul style="list-style-type: none"> • IEP – Transition Page • Present levels of performance
Evidence of Compliance	

<input type="checkbox"/> YES Mark YES if there is evidence that <u>either</u> of the following are true: <input type="checkbox"/> The goals are reviewed and revised year to year; OR <input type="checkbox"/> If the goals are the same year to year, the team considered the goals and determined they are still appropriate.	<input type="checkbox"/> NO Mark NO if there is evidence the student’s postsecondary goals are not being updated year to year.	<input type="checkbox"/> NOT APPLICABLE Mark N/A if there is evidence this standard is not applicable due to this IEP being the student’s initial IEP within the last 364 days.
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RECORD REVIEW ITEM: SEC-5 - 34 CFR §300.320(b)(1)

Record Review Item	Potential Documentation
The postsecondary goals are based on age-appropriate transition assessments (AATA).	<ul style="list-style-type: none"> IEP – Transition planning page; and/or Present levels of performance
Evidence of Compliance	
<input type="checkbox"/> YES Mark YES if there is evidence the student’s postsecondary goals are based on AATA and include the student’s preferences, interests, needs and strengths.	<input type="checkbox"/> NO Mark NO if there is evidence the student’s post-secondary goals do not align with information obtained from the student’s transition assessments, or information from assessments is not current. They do not coordinate with the students' preferences and interests.

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

Record Review Item	Potential Documentation
The annual IEP goals are related to the student’s transition service needs.	<ul style="list-style-type: none"> IEP – Transition Services Page; Annual academic & functional goals
Evidence of Compliance	
<input type="checkbox"/> YES	<input type="checkbox"/> NO

Mark YES if there is evidence of clear alignment between the student's annual IEP goals and transition services.	Mark NO if there is evidence the student's annual IEP goals do not align with the transition services including postsecondary goals.
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RECORD REVIEW ITEM: SEC-7 - 34 CFR §300.43

Record Review Item	Potential Documentation
The IEP includes transition services that will reasonably enable the student to meet the post-secondary goals.	<ul style="list-style-type: none"> IEP – Transition services page; Service Summary, including services such as SDI, related services, community experiences, independent learning; and/or PLAAFP
Evidence of Compliance	
<input type="checkbox"/> YES Mark YES if there is evidence that the IEP includes transition services provided by the district or program that will reasonably enable the student to meet the post-secondary goals. Transition services may include instruction; related services; community experiences; development of employment and other post-school adult living objectives; and daily living skills and the provision of a functional vocational evaluation.	<input type="checkbox"/> NO Mark NO if there is evidence the student's IEP does not include transition services or contains very limited transition services that do not meet the student's needs.

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

Record Review Item	Potential Documentation
The student's IEP includes courses of study that will reasonably enable the student to meet their postsecondary goals.	<ul style="list-style-type: none"> IEP – Transition Planning or Services Page Descriptions of course of study and activities beyond listing of required courses for graduation
Evidence of Compliance	
<input type="checkbox"/> YES Mark YES if there is evidence of multi-year educational experiences and activities supporting the student's postsecondary	<input type="checkbox"/> NO Mark NO if there is no evidence of courses of study, including a multi-year projection of

goals from the current year to anticipated exit year.

courses and activities the student could be involved in the future.

Individual Student File Review Form

Student Information				
Student Name:				
Student SSID:				
Student DOB:				
Student Disability:				
Grade:				
IEP Start Date:				
IEP End Date:				
Secondary Transition				
SEC 1	Student invited	Y	N	
SEC 2	Agency invited with prior consent	Y	N	
SEC 3	Measurable postsecondary goals	Y	N	
SEC 4	Postsecondary goals reviewed and revised annually	Y	N	NA
SEC 5	Age-Appropriate Transition Assessments	Y	N	
SEC 6	Annual goals	Y	N	
SEC 7	Transition services	Y	N	
SEC 8	Course of Study	Y	N	
Comments				

Secondary Transition – Summary Sheet

INFORMATION	
LEA Name:	Required Sample Size:

Total number of student files reviewed is indicated below.

Elementary School Students	Middle School Students	High School Students	Out of District Placements	Grand Record Total
NA				

List SSIDs of the targeted sample of student files. Enter “Yes” if evidence was found. Enter “No” if no evidence was found. Enter “NA” if the item is not applicable to the selected student. No item may be left blank.

SSID	SEC-1	SEC-2	SEC-3	SEC-4	SEC-5	SEC-6	SEC-7	SEC-8

Plan of Correction – Identify what will be done and when to correct any individual or systemic noncompliance for each item where the LEA found noncompliance during the self-assessment process.

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Secondary Transition Focus Group Questions

Secondary Transition	School/District Staff	Parents	Students	Community
• How do staff communicate with each other across departments to support transition planning?				
• How do you ensure staff is knowledgeable about the procedures necessary for completing all of the required transition components, including Summary of Performance?	X			
• Describe how students receive transition services.	X	X	X	X
• Describe the district’s partnership with Vocational Rehabilitation, and the referral process to adult serving agencies, as necessary.	X	X	X	X
• Describe supports provided for on track graduation for general education and special education students and highlight any similarities and differences.	X	X	X	X
• How is Post School Outcome data reviewed and utilized to improve programs and secondary transition planning?	X	X	X	X
• Describe any school or district wide initiatives to increase the rate of graduation.	X	X	X	X
• What are the LEAs strengths and areas for improvement related to graduation, dropout, and secondary transition?	X	X	X	X

Priority Area 6: Abbreviated Day

This protocol was developed to be used in reviewing the records of students placed on an abbreviated school day program under ORS 343.161. For the most part, in addition to the individual document being reviewed, information from the student's record is required to make an informed decision regarding compliance with the standards. Therefore, prior to determining compliance for the following Standards, the assessor should review all available documentation

Abbreviated School Day Program

This protocol is to be used to review compliance status for students placed on an abbreviated school day program by their IEP team. For each item (standard), refer to the guidance provided in this document when determining if the standard is met or not. Some standards include multiple components.

Documentation that may need to be reviewed include:

1. Student schedules, with delivery method, including in-person and remote instructional minutes provided.

2. Individualized Education Programs (IEP) and Resulting Placement Determinations
3. Functional Behavioral Assessments and Behavior Intervention Plans
4. Evaluation and Reevaluation Reports
5. Notices of Team Meetings for IEP meetings
6. IEP meeting minutes
7. Prior Written Notices (PWN)
8. Abbreviated School Day Notice and Acknowledgement Notice to Parent/Guardian or Foster Parent forms.
9. Progress Monitoring Information



Emergent Priority: Abbreviated Day (EP)

RECORD REVIEW ITEM: EP-1 - 34 CFR §300.322 and 300.501(b)

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

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

Record Review Item	Potential Documentation
<p>Appropriate Notice. The parents were provided written notice of the IEP team meeting a reasonable amount of time prior to the meeting. The written notice must contain the time, location, and purpose of the meeting, and a listing of persons invited to the meeting, by name or position.</p>	<ul style="list-style-type: none"> ● Notice of Team Meeting including <ul style="list-style-type: none"> ○ Purpose e.g., annual review, reevaluation) ○ Time of the meeting ○ Location of the meeting ○ Listing of persons invited to the meeting, by name or position
<p>Evidence of Compliance</p>	
<p><input type="checkbox"/> YES</p> <ul style="list-style-type: none"> ● All four items are on the meeting notice and accurately reflect the meeting. 	<p><input type="checkbox"/> NO</p> <ul style="list-style-type: none"> ● One or more items are not on the meeting notice or if the meeting notice does not accurately reflect the meeting.

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

Record Review Item	Potential Documentation
<p>Efforts to Ensure Parent Participation. If the parent is not in attendance at the meeting, at least one attempt to invite the parent was through a written notice, and a second attempt was made if no response was received from the first notice.</p>	<ul style="list-style-type: none"> • Notice of Team Meeting
<p>Evidence of Compliance</p>	
<p><input type="checkbox"/> YES</p> <ul style="list-style-type: none"> • At least one written notice was provided. • The written notice was provided a reasonable amount of time before the meeting. • If the parent failed to respond to the first attempt, a second attempt was made to invite the parents. 	<p><input type="checkbox"/> NO</p> <ul style="list-style-type: none"> • There is no evidence of one or more of the above.

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

Record Review Item	Potential Documentation
<p>Procedural Safeguards. Procedural Safeguards were provided to the parent and/or adult student.</p>	<ul style="list-style-type: none"> • Procedural Safeguards • Receipt of Procedural Safeguards • Prior Written Notice
<p>Evidence of Compliance</p>	
<p><input type="checkbox"/> YES</p> <ul style="list-style-type: none"> • There is evidence the procedural safeguards were provided with at least one notice of the meeting. • There is evidence that the procedural safeguards had been provided previously during the school year. 	<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>Special Factors Related to Behavior. The most recent IEP indicates the team considered whether the child’s behavior impedes their learning or that of others and, if so, appropriately addressed this special factor within the IEP.</p>	<ul style="list-style-type: none"> • IEP – Special Factors • Prior Written Notice • IEP -- PLAAFP
<p>Evidence of Compliance</p>	
<p><input type="checkbox"/> YES</p> <ul style="list-style-type: none"> • The most recent IEP documents that the team considered whether the child’s behavior impedes their learning or that of others; and • If the team determined that the child’s behavior impedes their learning or that of others, the IEP reflects approaches, including positive behavioral interventions, strategies and supports, to address those behaviors. 	<p><input type="checkbox"/> NO</p> <ul style="list-style-type: none"> • The most recent IEP documents that the team considered whether the child’s behavior impedes their learning or that of others; or, • If the team determined that the child’s behavior impedes their learning or that of others, corresponding supports were described within the IEP.

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

<p>Record Review Item</p>	<p>Potential Documentation</p>	
<p>Special Factors Related to Limited English Proficiency. The IEP team considered, in the case of a student with limited English proficiency, the language needs of the student as they relate to the IEP.</p>	<ul style="list-style-type: none"> • IEP – Special Factors • Prior Written Notice • IEP -- PLAAFP 	
<p>Evidence of Compliance</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)

Record Review Item		Potential Documentation
<p>Special Factors Related to Instruction in Braille and the use of Braille for Students who are Blind or Visually Impaired. The IEP team considered, in the case of a student who is blind or visually impaired, that provision is made for instruction in braille and other use of braille.</p>		<ul style="list-style-type: none"> • IEP – Special Factors • Prior Written Notice • IEP -- PLAAFP
Evidence of Compliance		
<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)

Record Review Item	Potential Documentation
<p>Special Factors Related to Communication, Including for Students who are Deaf or Hard of Hearing. The IEP team considered the communication needs of the child, including, for a student who is deaf or hard of hearing or deafblind, consideration of the student’s opportunities for direct communication with peers and professional personnel in the student’s mode of communication, academic level, and full range of</p>	<ul style="list-style-type: none"> • IEP – Special Factors • IEP – Related Services • IEP -- PLAAFP

needs, including opportunities for direct instruction in the student’s language and communication mode.		
Evidence of Compliance		
<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)

Record Review Item	Potential Documentation	
Special Factors Related to Assistive Technology. The IEP team considered whether the student needs assistive technology devices and services.	<ul style="list-style-type: none"> • Notice of Team Meeting 	
Evidence of Compliance		
<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

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

present levels of academic achievement and functional performance, including:

- A. Input provided from parents, or evidence that parents were afforded the opportunity to provide input through multiple attempts.
- B. Present level of academic achievement including assessment/evaluation information, information about the student's strengths, a description of the student's needs, and how the student's disability affects involvement in and progress in the general education curriculum.
- C. Present level of functional performance including assessment/evaluation information, information about the student's strengths, a description of the student's needs, and how the student's disability affects involvement in and progress in the general education curriculum.

In evaluating whether the present level statement meets requirements, and taking into account everything that you know about the student based on your review of the student's record, respond to the following probes:

- A. Does the present level statement include a description of the student's current educational or functional performance, including grade or functioning level, as appropriate, which is sufficient to determine the goals and services required for the student to receive FAPE?
- B. Is the present level statement individualized (e.g., strengths, weaknesses, physical, or social emotional concerns)?
- C. Does the present level statement include information that exceeds just a label or test score?
- D. Is the statement written in objective, descriptive terms?
- E. Does the statement clearly indicate how the student's disability affects the student's participation in the general education curriculum? Be specific (e.g., student's lack of focus affects

- Attendance
- Discipline
- Standardized assessment results
- Progress reports

<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>	
Evidence of Compliance	
<p><input type="checkbox"/> YES</p> <ul style="list-style-type: none"> ● Each component of the PLAAFP as listed in (a), (b), and (c) above has been included. ● Responses to each of the probes (A-F) above are YES or N/A. ● If the parent expressed no concerns, a statement of this is noted in the present levels. ● If multiple attempts were made to obtain parent input in the development of the IEP document; attempts can occur in a variety of ways, such as telephone calls and copies of correspondence sent to parent(s); documentation of the attempts and results of those attempts. 	<p><input type="checkbox"/> NO</p> <ul style="list-style-type: none"> ● The PLAAFP statements are missing required components (see A, B, and C above). ● There is no evidence that the IEP team sought parent input. ● The response to any of the above probes (A-F) is NO.

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

Record Review Item	Potential Documentation
<p>Measurable Annual Goals. 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 (A-D must be YES (or N/A for D) to mark YES 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"> ● IEP – Annual Goals

<ul style="list-style-type: none">• Mark YES if the goals are directly related to the student’s needs as identified in the present level statement (s) or disability.• Mark NO if the goals fail to relate to the present level statements or do not appropriately address the student’s needs (evident through a record review).• Mark NO if the goals are not individualized (e.g., the same or similar goal is used on the IEPs of many students in the same class or program). <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">• Mark YES if the answer to the probe is YES.• Mark NO if goals are vague, without the short-term objectives or benchmarks, lack specificity, and are not written using action words. <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">• Mark YES if the answer to the probe is YES.• Mark NO if goals simply refer to or repeat the short-term objectives (e.g., John will master the following objectives; Jane will master objectives 1, 2, 3, and 4) <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">• Mark YES if the answer to the probe is YES.• Mark NO if there are not two objectives or	
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<p>benchmarks for each annual goal statement.</p> <ul style="list-style-type: none"> • Mark N/A if the student does not take an alternative assessment and the student’s IEP does not contain benchmarks or short-term objectives. <p>Note: If the present level statement was marked NO due to lack of sufficiency, but the annual goals clearly address the needs of the student that are evident through the record review, this probe should be answered YES. Short-term objectives represent intermediate steps to a goal, are measurable and often specify conditions. Benchmarks represent major milestones to a goal and should specify a time frame.</p>	
<p>Evidence of Compliance</p>	
<p><input type="checkbox"/> YES</p> <p>If the answers to A, B, C, and D above are YES (or N/A for D).</p>	<p><input type="checkbox"/> NO</p> <p>If the answer to A, B, C, or D above is NO.</p>

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

Record Review Item	Potential Documentation
<p>Review and Revision of IEP/Measurable Annual Goals. The IEP was reviewed within the last 365 days, and annual goals were revised to address: progress or any lack of progress toward the annual goals; progress or any lack of progress in the general education curriculum, if appropriate; the results of reevaluation; information about the student provided to, or by, the parent; and the student’s anticipated needs or other matters.</p>	<ul style="list-style-type: none"> • Review the student’s previous IEP, progress reports, report card grades, discipline records, and any other available information (e.g., reevaluation results, information provided to, or by the parent, progress monitoring reports). Compare the present level statements, annual goals and short-term objectives or benchmarks, and services provided to the student on the previous and current IEP. If there is evidence of a lack of expected progress or significant changes in the student’s needs, determine if this was addressed in the current IEP. •

Evidence of Compliance

YES

- The IEP was reviewed within the past 365 days.
- The IEP team appropriately revised the annual goals during the last annual review, as documented by evidence that:
 - The goal(s) were revised due to the previous goal(s) having been met, and in light of progress or any lack thereof in the general education curriculum, the results of any reevaluation conducted, information about the child provided to or by the parents, and the child's anticipated needs, or;
 - The goal(s) were revised to address a lack of progress toward the annual goals, and in light of progress or any lack thereof in the general education curriculum, the results of any reevaluation conducted, information about the child provided to or by the parents, and the child's anticipated needs.
- The annual goals on the current IEP reflect appropriate revisions from prior annual goals in light of the child's circumstances.

NO

- The IEP was not reviewed within the past 365 days.
- The IEP team did not revise the annual goals during the last annual review.
- The annual goals on the IEP do not reflect appropriate revisions from prior annual goals in light of the child's circumstances

RECORD REVIEW ITEM: EP-13 - 34 CFR §300.320

Record Review Item

Monitoring of Progress. The student's progress toward meeting their annual goals was measured according to the IEP, and the report of progress was provided to the parents and, if applicable, the adult student as required by the IEP.

The IEP must include:

- A description of how the student's progress toward meeting the annual goals will be measured
- When periodic reports on the progress the student is making toward meeting the annual goals will be provided (such as through the use of quarterly or other periodic reports, concurrent with the

Potential Documentation

- IEP – Progress Monitoring
- Progress Monitoring Reports

issuance of report cards)		
Evidence of Compliance		
<input type="checkbox"/> YES <ul style="list-style-type: none"> • The IEP includes a description of how the student’s progress toward meeting the annual goals will be measured • The IEP includes information on when periodic reports on the progress the student is making toward meeting the annual goals will be provided • The progress reports from the last year were provided as often as indicated on the IEP • The progress reports from the last year described the student’s progress toward the annual goals 	<input type="checkbox"/> NO <ul style="list-style-type: none"> • The IEP does not include a description of how the student’s progress toward meeting the annual goals will be measured • The IEP does not include information on when periodic reports on the progress the student is making toward meeting the annual goals will be provided • The progress reports from the last year were not provided as often as indicated on the IEP • The progress reports from the last year did not describe the student’s progress toward the annual goals 	<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](#)

Record Review Item	Potential Documentation
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Special Education/Specially Designed Instruction. The most recent IEP contains a statement of special education services/specially designed instruction, including location as well as initiation, duration, and frequency.

The description of the special education services must specifically identify the nature of the services received (e.g., specially designed instruction in reading and math, direct instruction in socialization skills, speech therapy, as opposed to vaguely indicating “specialized instruction in some learning activities”), and include the location (e.g., general education classroom, special education classroom, campus-wide), initiation date, duration date, and frequency of those services. Services must be based on peer reviewed research to the extent practicable.

The Analysis of Comments and Changes section of volume 71, page 46667 of the Federal Register (71 Federal Register 46667), includes the following statement regarding the requirement of 34 CFR §300.320(a)(7), that the IEP include initiation, frequency, location, and duration of services:

“The meaning of the term ‘duration’ will vary, depending on such things as the needs of the child, the service being provided, the particular format used in an IEP, and how the child’s day and IEP are structured. What is required is that the IEP include information about the amount of services that will be provided to the child, so that the level of the agency’s commitment of resources will be clear to parents and other IEP team members. The amount of time to be committed to each of the various services to be provided must be appropriate to the specific service, and clearly stated in the IEP in a manner that can be understood by all involved in the development and implementation of the IEP.”

Although the regulations specify “frequency,” the amount of services to be provided must be clear to everyone involved. **If a range of time or “as needed” is indicated, additional information must be provided**

- IEP – Special Education Services
- Service Summary
- Prior Written Notice

to explain the unique circumstances of the student that require a range of time and the criteria by which to determine when the service is to be provided. The use of either a range of time or “as needed” must be based on the unique needs of the student and must not be based on administrative convenience. For example, “as needed” or a range of time may be appropriate if a student requires more time, or more intensive direct instruction, when being presented with a new or more abstract skill or concept, and less time, or less intensive direct instruction, for review or reinforcement of a skill or concept. The student should only be responsible for determining the need for a service if the IEP team is certain that the student is both able and willing to make this need known.

Evidence of Compliance

YES

All required content is included and is consistent with the services provided to the student. In addition, any unique circumstances requiring a range of time or “as needed” are clearly defined and documented in the IEP.

NO

The IEP indicates services:

- Indicate only a service delivery model (e.g., “inclusion”)
- Indicate only a disability (e.g., SLD)
- Indicate only an accommodation (e.g., extended time on tests)
- Do not include one or more of the following: location, anticipated initiation, duration, or frequency

RECORD REVIEW ITEM: EP-15 - 34 CFR §300.320

Record Review Item	Potential Documentation
<p>Related Services. 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"> ● IEP – Related Services ● Prior Written Notice

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

The description of the related services must specifically identify the nature of the services received, and include the location (e.g., general education classroom, special education classroom, campus-wide), initiation date, duration date, and frequency of those services. Services must be based on peer reviewed research to the extent practicable.

The amount of services to be provided must be clear to everyone involved. **If a range of time or “as needed” is indicated, additional information must be provided to explain the unique circumstances of the student that require a range of time and the criteria by which to determine when the service is to be provided.** The use of either a range of time or “as needed” must be based on the unique needs of the student and must not be based on administrative convenience. For example, “as needed” or a range of time may be appropriate if a student requires more time, or more intensive direct instruction, when being presented with a new or more abstract skill or concept, and less time, or less intensive direct instruction, for review or reinforcement of a skill or concept. The student should only be responsible for determining the need for a service if the IEP team is certain that the student is both able and willing to make this need known.

Evidence of Compliance

YES

- All required content is included and is consistent with the services provided to the student. In addition, any unique circumstances requiring a range of time or “as needed” are clearly defined and documented in the IEP.

NO

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

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

Not Applicable

No related services are needed.

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

Record Review Item	Potential Documentation
<p>Supplementary Aids and Services. The IEP contains a statement of supplementary aids and services, including accommodations and modifications to be provided to the child. The statement of supplementary aids and services includes location and anticipated initiation, duration, and frequency.</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"> ● IEP – Supplementary Aids and Services ● Prior Written Notice

classroom, campus-wide), initiation date, duration date, and frequency of those services. Services must be based on peer reviewed research to the extent practicable.

The amount of services to be provided must be clear to everyone involved. **If a range of time or “as needed” is indicated, additional information must be provided to explain the unique circumstances of the student that require a range of time and the criteria by which to determine when the service is to be provided.** The use of either a range of time or “as needed” must be based on the unique needs of the student and must not be based on administrative convenience. For example, “as needed” or a range of time may be appropriate if a student requires more time, or more intensive direct instruction, when being presented with a new or more abstract skill or concept, and less time, or less intensive direct instruction, for review or reinforcement of a skill or concept. The student should only be responsible for determining the need for a service if the IEP team is certain that the student is both able and willing to make this need known.

Evidence of Compliance

YES

All required content is included and is consistent with the services provided to the student. In addition, any unique circumstances requiring a range of time or “as needed” are clearly defined and documented in the IEP.

NO

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

- Indicate only a service delivery model (e.g., “inclusion”)
- Indicate only a disability (e.g., SLD)
- Indicate only an accommodation (e.g., extended time on tests)

Not Applicable

No supplementary aids and services are needed.

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

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

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

Record Review Item	Potential Documentation
<p>Supports for School Personnel. 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"> • IEP – Supports for School Personnel • Prior Written Notice

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

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

Record Review Item	Potential Documentation
<p>IEP Services. The services identified on the IEP are based on the present level of academic and functional performance statement(s) and the annual goals (and short-term objectives or benchmarks, if applicable).</p>	<ul style="list-style-type: none"> • IEP – Service Summary • Prior Written Notice • IEP -- PLAAFP

<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>Evidence of Compliance</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>Record Review Item</p>	<p>Potential Documentation</p>
<p>Placement of Student on Abbreviated School Day Program. The most recent IEP team determination that the student be placed on an abbreviated school day program was based on the student’s needs.</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"> • Prior Written Notice • IEP – Service Summary

Each abbreviated school day program placement must be based on a student's individual needs as documented in their IEP. Students may only be placed on an abbreviated school day program in conformity with the requirements of ORS 343.161 and the Least Restrictive Environment (LRE) provisions established in the Individuals with Disabilities Education Act (IDEA).

Prior to reviewing the abbreviated school day program placement for compliance, review available information on the student, including the current and previous year's IEP, the student's report card from the current and previous school years, attendance and discipline records, statewide standardized assessment results, other evaluation and assessment data, progress reports, and any additional pertinent information.

Evidence of Compliance

YES

The student's IEP team determined and documented that the student should be placed on an abbreviated (shortened) school day program based on the individual student's specific needs.

NO

Either of the following are true:

- There is no evidence that the student was placed on an abbreviated (shortened) school day program due to the student's documented individualized specific needs, or,
- There is evidence the student was placed on an abbreviated (shortened) school day due to reasons unrelated to the student's specific needs.

Not Applicable

The student is not placed on an abbreviated (shortened) school day program.

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

Record Review Item	Potential Documentation
<p>IEP Documents Reason for Abbreviated School Day Program Determination. The child’s most recent IEP includes a statement that documents the reason for the abbreviated school day program placement determination (i.e., medical, behavioral). (Authority: 34 CFR §300.116; ORS 343.161)</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"> ● Documentation that the student’s behavior impedes their learning or that of others in the special considerations section, ● Documentation of the use of positive behavioral interventions and supports, and other strategies, to address that behavior, and ● Documentation of evidence-based interventions addressing the identified areas of concern were implemented within the school environment prior to placement on an abbreviated (shortened) school day program. 	<ul style="list-style-type: none"> ● IEP ● Prior Written Notice
Evidence of Compliance	
<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>Placement Page. The placement page documents that the team considered at least one option that includes appropriate supports for the student and that could enable the student to access the same number of hours of instruction or educational services that are provided to students who are in the same grade within the same school and the reason(s) why that option was rejected.</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"> • Placement Determination • Prior Written Notice
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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"> • At least one option other than abbreviated school day that included appropriate support for the student and that could enable the student to access the same number of hours of instruction or educational services that are provided to students who are in the same grade within the same school. • If rejected, evidence must include the reason(s) why the option(s) was rejected. 	<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

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

Evidence of Compliance

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

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

The applicable Prior Written Notice related to the child's placement on an abbreviated (shortened) school day:

- Was provided after a decision and before implementation of the decision.
- Included all of the following required content:
 - A. A description of the action proposed or refused;
 - B. An explanation of why the action was proposed or refused;
 - C. A description of any options considered and the reasons these options were rejected;
 - D. A description of each evaluation procedure, test, record, or report used as a basis for the proposal or refusal;
 - E. A description of any other factors relevant to the proposal or refusal;
 - F. A statement that parents of a child with a disability have protection under Procedural Safeguards and the means by which a copy of the notice of Procedural Safeguards may be obtained;
 - G. Sources for parents to contact to obtain assistance in understanding their Procedural Safeguards;
 - H. Written in a language understandable to the general public;
 - I. Provided in the native language of the parent or other mode of communication used by the parent unless it is clearly not feasible to do so; and,
 - J. If the native language or other mode of communication used by the parent is not a written language:
 - a. Reasonable effort is made to aid the parent in understanding the content of the notice; and,
 - b. There is written evidence that the

provided after a decision and before implementation of the decision.

- The Prior Written Notice contained all of the required content listed in A through J above.

requirements in this section have been met.	
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RECORD REVIEW ITEM: EP-25 – ORS 343.161

Record Review Item	Potential Documentation
<p>Abbreviated School Day Notice and Acknowledgement. A statutorily compliant abbreviated school day notice and acknowledgement form was given at least once per term. (Authority: ORS 343.161)</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"> A. The school district’s duty to comply with the requirements of ORS 343.161; B. The prohibition against a school district unilaterally placing a student on an abbreviated school day program; and C. The student’s presumptive right to receive the same number of hours of instruction or educational services as other students who are in the same grade within the same school and the parent’s or foster parent’s right to request, at any time, a meeting of the individualized education program team to determine whether the student should no longer be placed on an abbreviated school day program. <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"> • Abbreviated Day Notice & Acknowledgement
Evidence of Compliance	
<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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