

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> <ul style="list-style-type: none"> <input type="checkbox"/> how the student’s disability affects involvement and progress in the general education curriculum; <input type="checkbox"/> the strengths of the student; <input type="checkbox"/> the concerns of the parents for enhancing the education of their child; <input type="checkbox"/> the results of the initial evaluation or most recent evaluation; and <input type="checkbox"/> The academic, developmental, and functional needs of the students in all appropriate content and other areas. 	<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
Evidence of Compliance	
<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	X	X	X
• What are our district’s/programs’ IEP success stories?	X	X	X	X
• What patterns exist within our student population (e.g., race, ethnicity, disability, gender, and grade), school sites and IEP team decisions?	X	X	X	X
• How well are student and parent perspectives included during the IEP process?	X	X	X	X
• How does our district’s staffing and staff practices affect IEP implementation?	X	X	X	X
• What investments have we made, or should we consider making to support our district’s IEP implementation?	X	X	X	X
• What are the systems changes, personnel growth and professional learning, and supports for students needed to increase the effectiveness of IEPs?	X	X	X	X
• What issues related to the IEP development process and development have caused contention in our district that may have resulted in dispute resolution?	X	X	X	X