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| Icon  Description automatically generated | Wisconsin Department of Public Instruction **PROCEDURAL COMPLIANCE  SELF-ASSESSMENT IEP RECORD REVIEW CHECKLIST** | **INSTRUCTIONS:** For Local Use Only. Provided for documentation purposes. Except for state schools, use by the LEA is optional. NOTE: When reviewing a record of a student who is an adult, substitute “adult student” for “parent” in all checklist items. ‘*Documentation of student-level correction’ (last column), include called parent on [date], no new IEP team meeting, etc*. |

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|  | **Student Name** *First and Last* | **Student’s WISE ID** | **Reviewer’s Name** *First and Last* |
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| **Item** | **Compliance Statement** | **Directions and Standards** | **Correction** |
| **IEP-1**      **IEP-1 Cont’d**  **IEP-1 Cont’d** | The IEP team meeting to develop or review and revise the IEP included a regular education teacher of the student.  🞏 Yes  🞏 No  🞏 NA | ***Directions:***  Locate the student’s *Individualized Education Program (IEP) Team Meeting Cover Page* (I-3).  Mark “NA” if the student is not (and is not anticipated to be) participating in the general education environment.  Mark “Y” if a regular education teacher of the student attended the IEP team meeting.  Mark “Y” if a regular education teacher of the student did not attend but was properly excused.  To determine if the teacher was properly excused, locate form   I-2, *Agreement On IEP Team Participant Attendance at IEP Team Meeting*:   * If the parents signed form I-2 on or prior to the meeting date and the purpose of the meeting did not include discussion of the general education curriculum, the requirement is met. * If the purpose of the meeting did include discussion of the general education curriculum, the requirement is met if the parents signed form I-2 and the regular education teacher provided written input into the development of the IEP to the parents and other IEP team members prior to the meeting.   Mark “N” if a regular education teacher of the student did not attend the IEP team meeting or was not properly excused.  ***Standards:***  A regular education teacher of the student is a required member of the IEP team unless the student is not in the general education environment and is not anticipated to be during the term of the IEP.  A regular education teacher is a required member of the IEP team for a student with a disability age 3-5 if the student is or may be participating in a general education early childhood program during the term of the IEP. Only one regular education teacher of the student is required.  A member of the IEP team, including a regular education teacher, may be excused if the parent and the LEA agree in writing that the attendance is not necessary because the participant’s area of the curriculum or related services is not being modified or discussed in the meeting. A required participant may also be excused from attending an IEP team meeting even if the meeting involves a modification to or discussion of the participant’s area of the curriculum or related services. The required participant may be excused if, on or prior to the meeting date, the parent gives written consent and prior to the meeting, the excused participant submits to the parent and the IEP team written input into the development of the IEP. | ***Student- level Correction:***  Conduct a new IEP team meeting which includes a regular education teacher of the student. The department will verify correction of student-level noncompliance.  ***Documentation of Student-level correction:***  ***Current Compliance:***  The district and ad hoc committee will choose actions to improve compliance with future records and then verify current compliance based on a new student record sample. What do you think the team should consider to ensure this error doesn’t occur in a future sample?   * Arrange staff training by non-district personnel (including regular education staff, as appropriate) * Conduct in-service with staff (including regular education staff, as appropriate) * Administrator observes IEP meeting(s) Meet with individual staff members (including regular education staff, as appropriate) * Review procedures, policies, and practices at department meeting(s) * Revise IEP form(s) * Revise staff handbook * Revise written special education procedures and policies * Send memorandum to staff (including regular education staff, as appropriate) * Staff will attend workshops (including regular education staff, as appropriate) * Use peer mentors to train staff (including regular education staff, as appropriate) * Other (provide details):   **Other Notes:** |
| **IEP-2**  **IEP-2 Cont’d**  **IEP-2 Cont’d** | In developing the student’s IEP, the IEP team considered the strengths of the child  🞏 Yes  🞏 No | ***Directions:***  Locate the student’s Individualized Education Program: Linking Present Levels, Needs, Goals, and Services Form (I-4). Review sections I.A.    Mark “Y” if:   * the student’s strengths are described   Mark “N” if:   * the student’s strengths are not described   Standards:  In developing the student’s IEP, the IEP team must consider the strengths of the student. IEP teams should attempt to identify both academic and functional strengths of the student.  In considering and describing the student’s strength, include information that can be used to engage the student in learning. Strengths identified should be used to improve educational access, engagement and progress. The IEP team should also consider the student’s strengths when developing goals and determining special education, related services, and supplementary aids and services. Some areas to consider may include:     * Strengths in a content area or academic or functional skill that may inform services and support in an area of need, * Strengths in verbal reasoning, listening comprehension, and vocabulary * Strengths in using visual supports that assist with recalling and summarizing information. | ***Student- level Correction:***  Conduct a new IEP team meeting to consider and document the strengths of the student.\* The department will verify correction of student-level noncompliance.  ***Documentation of Student-level correction:***  ***Current Compliance:***  The district and ad hoc committee will choose actions to improve compliance with future records and then verify current compliance based on a new student record sample. What do you think the team should consider to ensure this error doesn’t occur in a future sample?   * Arrange staff training by non-district personnel (including regular education staff, as appropriate) * Conduct in-service with staff (including regular education staff, as appropriate) * Administrator observes IEP meeting(s) Meet with individual staff members (including regular education staff, as appropriate) * Review procedures, policies, and practices at department meeting(s) * Revise IEP form(s) * Revise staff handbook * Revise written special education procedures and policies * Send memorandum to staff (including regular education staff, as appropriate) * Staff will attend workshops (including regular education staff, as appropriate) * Use peer mentors to train staff (including regular education staff, as appropriate) * Other (provide details):   **Other Notes:** |
| **IEP-3**  **IEP-3 Cont’d**  **IEP-3 Cont’d** | The IEP includes a statement of the student's present levels of **academic achievement**. For preschool children, the IEP includes a statement of the child’s acquisition and use of knowledge and skills.  🞏 Yes  🞏 No | Directions:  Locate the student’s Individualized Education Program: Linking Present Levels, Needs, Goals, and Services Form (I-4). Review sections I.B.1.  Mark “Y” if the student’s IEP:   * includes current information on the student’s reading achievement and other academic areas compared to grade-level standards; * explains data / test scores; **and** * includes multiple sources of data.   Mark “N” if the student’s IEP does not:   * include current information on the student’s reading achievement and other academic areas compared to grade-level standards; * explain data/ test scores; **or** * include multiple sources of data.   Standards:  Academic achievement generally refers to a student’s performance in academic content areas (e.g., reading, math, written language, etc.). For preschool children, academic achievement generally refers to knowledge and skills such as early language development/communication, early literacy, cognition and general knowledge. Academic achievement statements must include current information about student achievement and/or **prog**ress compared to grade-level expectations. Current is defined as information within the preceding 12 months. Sources of information may include state, district-wide, or classroom assessments, rubrics, recent evaluations, etc.  The data must provide sufficient information about the student’s academic achievement to identify the effects of the student’s disability (i.e., what grade-level standards and expectations the student is not meeting), and determine baselines for the annual goals The effects of the disability should be documented in the Effects of the Disability, section I. E.1. and 2. of the Individualized Education Program: Linking Present Levels, Needs, Goals, and Services Form (I-4). | ***Student- level Correction:***  Conduct a new IEP team meeting to revise the IEP to include a statement of the student’s present levels of academic achievement.\* The department will verify correction of student-level noncompliance.  ***Documentation of Student-level correction:***  ***Current Compliance:***  The district and ad hoc committee will choose actions to improve compliance with future records and then verify current compliance based on a new student record sample. What do you think the team should consider to ensure this error doesn’t occur in a future sample?   * Arrange staff training by non-district personnel (including regular education staff, as appropriate) * Conduct in-service with staff (including regular education staff, as appropriate) * Administrator observes IEP meeting(s) Meet with individual staff members (including regular education staff, as appropriate) * Review procedures, policies, and practices at department meeting(s) * Revise IEP form(s) * Revise staff handbook * Revise written special education procedures and policies * Send memorandum to staff (including regular education staff, as appropriate) * Staff will attend workshops (including regular education staff, as appropriate) * Use peer mentors to train staff (including regular education staff, as appropriate) * Other (provide details):   **Other Notes:** |
| **IEP-4**    **IEP-4 Cont’d**  **IEP-4 Cont’d** | The IEP includes a statement of the student's present levels of **functional performance**. For preschool children, the IEP includes a statement of the child’s positive social and emotional skills and use of appropriate behaviors to meet their needs.  🞏 Yes  🞏 No | ***Directions:***  Locate the student’s Individualized Education Program: Linking Present Levels, Needs, Goals, and Services Form (I-4). Review sections I.B.2..  Mark “Y” if the student’s IEP:     * includes current information on the student’s functional performance compared to grade-level expectations; * explains data / test scores; **and** * includes multiple sources of data.   Mark “N” if the student’s IEP does not:     * includes current information on the student’s functional performance compared to grade-level expectations; * explain data/ test scores; **or** * does not include multiple sources of data.   ***Standards:***  Functional performance includes activities and nonacademic skills needed for independence, access to instruction and performance at school, in the home, in the community, for leisure time, and for post-secondary and lifelong learning (including reading). Some examples include: activities of everyday living, school/work/play habits, health-enhancing physical activity and social and emotional skills.  There should be sufficient current data and other information about the student’s functional performance to identify the effects of the student’s disability (i.e., what grade-level standards and expectations the student is not meeting), and determine baselines for the annual goals.  Current is defined as information within the preceding 12 months. The effects of the disability should be documented in the Effects of the Disability, section I. E.1. and 2. of the Individualized Education Program: Linking Present Levels, Needs, Goals, and Services Form (I-4). | ***Student- level Correction:***  Conduct a new IEP team meeting to revise the IEP to include a statement of the student’s present levels of functional performance.\* The department will verify correction of student-level noncompliance.  ***Documentation of Student-level correction:***  ***Current Compliance:***  The district and ad hoc committee will choose actions to improve compliance with future records and then verify current compliance based on a new student record sample. What do you think the team should consider to ensure this error doesn’t occur in a future sample?   * Arrange staff training by non-district personnel (including regular education staff, as appropriate) * Conduct in-service with staff (including regular education staff, as appropriate) * Administrator observes IEP meeting(s) Meet with individual staff members (including regular education staff, as appropriate) * Review procedures, policies, and practices at department meeting(s) * Revise IEP form(s) * Revise staff handbook * Revise written special education procedures and policies * Send memorandum to staff (including regular education staff, as appropriate) * Staff will attend workshops (including regular education staff, as appropriate) * Use peer mentors to train staff (including regular education staff, as appropriate) * Other (provide details):   **Other Notes:** |
| **IEP-5**    **IEP-5 Cont’d**  **IEP-5 Cont’d** | If the student’s behavior is identified as impeding the student’s learning or that of others, the IEP addressed this through specially designed instruction, related services, **and/or** supplementary aids and services that included positive behavioral interventions and supports.  [OSEP Dear Colleague Letter, August 1, 2016.](https://www2.ed.gov/policy/gen/guid/school-discipline/files/dcl-on-pbis-in-ieps--08-01-2016.pdf)  🞏 Yes  🞏 No  🞏 NA | ***Directions:***  Locate the student’s Individualized Education Program: Linking Present Levels, Needs, Goals, and Services Form (I-4). Review sections I.C.1. and IV.  Mark “N/A” if “No” is checked in I.C.1.  Mark “Y” if “Yes” is checked in I.C.1 and the Program Summary documents special education services, including specially designed instruction, related services, **and/or** supplementary aids and services that include positive behavioral interventions, supports, and other strategies to address the behavior impeding learning.  Mark “N” if “Yes” is checked in I.C.1. and the Program Summary does not document special education services, including specially designed instruction, related services, **and/or** supplementary aids and services that include positive behavioral interventions, supports, and other strategies to address the behavior impeding learning. An IEP that includes only negative measures does not meet this standard.  Mark “N” if neither box is checked in I.C.1.  ***Standards:***  If the student’s behavior impacts the student’s learning **and/or** that of others, the IEP team must consider and determine which special education services, including specially designed instruction, related services, **and/or** supplementary aids and services that include positive interventions, supports, and other strategies needed to address the student’s behavior. These supports must address the individual needs of the student and cannot be generic statements of positive behavioral accommodations provided to all students. Ideally, they should be based on a functional behavioral assessment (FBA) designed to identify triggers, the function of the behavior and how to effectively address the behavior. If restraint **and/or** seclusion has been used with the student two times within the same school year, then the interventions, supports and other strategies must be based on a FBA. An IEP that includes only negative measures does not meet this standard.  OSEP “Dear Colleague” letter regarding meeting the behavioral needs of students with disabilities: <http://www2.ed.gov/policy/gen/guid/school-discipline/files/dcl-on-pbis-in-ieps--08-01-2016.pdf>. | ***Student-level Correction:***  Conduct a new IEP team meeting to determine specially designed instruction, related services **and/or** supplementary aids and services that include the use of positive behavioral interventions and supports and other strategies to address behavior.\* The department will verify correction of student-level noncompliance.  ***Documentation of Student-level correction:***  ***Current Compliance:***  The district and ad hoc committee will choose actions to improve compliance with future records and then verify current compliance based on a new student record sample. What do you think the team should consider to ensure this error doesn’t occur in a future sample?   * Arrange staff training by non-district personnel (including regular education staff, as appropriate) * Conduct in-service with staff (including regular education staff, as appropriate) * Administrator observes IEP meeting(s) Meet with individual staff members (including regular education staff, as appropriate) * Review procedures, policies, and practices at department meeting(s) * Revise IEP form(s) * Revise staff handbook * Revise written special education procedures and policies * Send memorandum to staff (including regular education staff, as appropriate) * Staff will attend workshops (including regular education staff, as appropriate) * Use peer mentors to train staff (including regular education staff, as appropriate) * Other (provide details):   **Other Notes:** |
| **IEP-6**    **IEP-6 Cont’d**  **IEP-6 Cont’d** | The IEP team considered whether the student needs assistive technology devices and services.  🞏 Yes  🞏 No  🞏 NA | ***Directions:***  Locate the student’s *Individualized Education Program: Linking Present Levels, Needs, Goals, and Services Form* (I-4). Review sections I.C.5, III., and IV.  Mark “N/A” if “No” is checked on I.C.5.  Mark “Y” if “Yes” is checked on I.C.5 **and** the Program Summary documents the devices and services the student requires.  Mark “N” if “Yes” is checked on I.C.5 and the Program Summary **does not** document the devices and services the student requires.  Mark “N” if neither box is checked on I.C.5.  ***Standards:***  An assistive technology device is any item used to increase, maintain, or improve the functional capabilities of a student with a disability, including devices needed to assist with reading.  When developing an IEP for a student, the IEP team must consider whether the student needs assistive technology services or devices, including services or devices to assist with reading.  Assistive technology services are any services which directly assist a student in the selection, acquisition, or use of an assistive technology device. Services may include:   * Evaluating the needs of the student in the student’s environment; * Providing for the acquisition of assistive technology devices; * Selecting, designing, fitting, customizing, adapting, applying, maintaining, repairing, or replacing assistive technology devices; * Coordinating and using other therapies, interventions, or services with assistive technology devices; * Training for the student or the student’s family; or * Training for professionals, employers, or other individuals who are substantially involved in the major life functions of the student. | ***Student-level Correction:***  Conduct a new IEP team meeting to identify the assistive technology devices and services the student requires.\* The department will verify correction of student-level noncompliance.  ***Documentation of Student-level correction:***  ***Current Compliance:***  The district and ad hoc committee will choose actions to improve compliance with future records and then verify current compliance based on a new student record sample. What do you think the team should consider to ensure this error doesn’t occur in a future sample?   * Arrange staff training by non-district personnel (including regular education staff, as appropriate) * Conduct in-service with staff (including regular education staff, as appropriate) * Administrator observes IEP meeting(s) Meet with individual staff members (including regular education staff, as appropriate) * Review procedures, policies, and practices at department meeting(s) * Revise IEP form(s) * Revise staff handbook * Revise written special education procedures and policies * Send memorandum to staff (including regular education staff, as appropriate) * Staff will attend workshops (including regular education staff, as appropriate) * Use peer mentors to train staff (including regular education staff, as appropriate) * Other (provide details):   **Other Notes:** |
| **IEP-7**      **IEP-7 Cont’d**  **IEP-7 Cont’d** | In developing the student’s IEP, the IEP team considered the concerns of the parents for enhancing the student’s education.  🞏 Yes  🞏 No | ***Directions:***  Locate the student’s *Individualized Education Program: Linking Present Levels, Needs, Goals, and Services Form* (I-4). Review sections I.D.    Mark “Y” if:   * the concerns of the parents are documented   Mark “N” if:   * the concerns of the parents are not documented   ***Standards:***  In developing the student’s IEP, the IEP team must consider the concerns of the parents for enhancing the student’s education.  The IEP team should consider the concerns of the parents when developing goals and specifying special education, related services, and supplementary aids and services.  If the parents did not attend the meeting, the IEP team must still consider any concerns expressed by the parents prior to the meeting. The LEA must make efforts to solicit this information if they are aware that a parent will not be attending the IEP team meeting. If the parents did not express any concerns, and the LEA afforded the parents an opportunity to attend the meeting, but the parents did not attend, then the LEA has met its obligation. In order to afford the parents an opportunity to participate, the LEA must notify the parents of the meeting early enough to ensure they have an opportunity to attend, and must schedule the meeting at a mutually agreed upon time and place. If there is documentation the parents agreed to participate but failed to arrive for the scheduled meeting, then consider that the parents were afforded an opportunity to participate. The parents were also afforded an opportunity to participate if the school district made at least three reasonable attempts to contact the parents, and the parents failed to respond.  Examples of reasonable attempts to contact the parent(s) include:   * records of voice mail messages (an unanswered telephone call in which no message has been left does not count as a reasonable attempt); * correspondence sent to parents, including-emails; or * records of visits to the parents’ home or place of employment. | ***Student- level Correction:***  Conduct a new IEP team meeting to consider and document the concerns of the parents for enhancing the student’s education.\* The department will verify correction of student-level noncompliance.  ***Documentation of Student-level correction:***  ***Current Compliance:***  The district and ad hoc committee will choose actions to improve compliance with future records and then verify current compliance based on a new student record sample. What do you think the team should consider to ensure this error doesn’t occur in a future sample?   * Arrange staff training by non-district personnel (including regular education staff, as appropriate) * Conduct in-service with staff (including regular education staff, as appropriate) * Administrator observes IEP meeting(s) Meet with individual staff members (including regular education staff, as appropriate) * Review procedures, policies, and practices at department meeting(s) * Revise IEP form(s) * Revise staff handbook * Revise written special education procedures and policies * Send memorandum to staff (including regular education staff, as appropriate) * Staff will attend workshops (including regular education staff, as appropriate) * Use peer mentors to train staff (including regular education staff, as appropriate) * Other (provide details):   **Other Notes:** |
| **IEP-8**    **IEP-8 Cont’d**  **IEP-8 Cont’d** | The student’s IEP includes a description of **how** the student’s disability affects the student’s involvement and progress in the general education curriculum and environment, **including how the disability affects reading**. For preschool children, describe how the disability affects participation in age-appropriate activities, including language development, communication **and/o**r early literacy.  🞏 Yes  🞏 No | ***Directions:***  Locate the student’s *Individualized Education Program: Linking Present Levels, Needs, Goals, and Services Form* (I-4). Review section I.E.1.  Mark “Y” if section I.E.1 describes ***how*** the student’s disability affects involvement and progress in the general education curriculum, including how the disability affects reading, or for preschool children, how the disability affects participation in age-appropriate activities, including language development, communication **and/or** early literacy.  Mark “N” if  Section I.E.1 does not describe ***how*** the student’s disability affects involvement and progress in the general education curriculum, including how the disability affects reading, or for preschool children, how the disability affects participation in age-appropriate activities, including language development, communication **and/or** early literacy.  ***Standards:***  Regardless of the student’s disability category, a student’s IEP team must determine whether the student’s disability affects involvement and progress in the general education curriculum and environment, **including how the disability affects reading** (for preschool children, a student’s IEP team must determine how the disability affects participation in age-appropriate activities, including language development, communication **and/or** early literacy).  The student’s IEP must describe how the student’s disability affects their involvement and progress in the general curriculum, including how the disability affects academic achievement compared to grade level standards. General curriculum includes the subjects and curricular areas adopted by each LEA, or schools within the LEA, that apply to all students within each general age grouping from early childhood (3-5) through secondary school.  For preschool children, “age-appropriate activities” means activities that students of that chronological age typically engage in as part of a formal early childhood program or in informal activities, for example coloring, pre-reading activities, play time, sharing time, listening to stories read by teachers or parents.  A statement that just acknowledges that a student’s disability affects their performance is not sufficient. Look for statements that tell how the student’s progress is affected by the disability.  OSEP “Dear Colleague” letter regarding a free appropriate public education (FAPE): [https://sites.ed.gov/idea/files/idea/policy/speced/guid/idea/memosdcltrs/guidance-on-fape-11-17-2015.pdf](https://nam04.safelinks.protection.outlook.com/?url=https%3A%2F%2Fsites.ed.gov%2Fidea%2Ffiles%2Fidea%2Fpolicy%2Fspeced%2Fguid%2Fidea%2Fmemosdcltrs%2Fguidance-on-fape-11-17-2015.pdf&data=05%7C01%7CAnita.Castro%40dpi.wi.gov%7C12f0784bbd3e4954054808da4fd999f5%7C1654d14032604903b5b718450051ce16%7C1%7C0%7C637910093409413519%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C3000%7C%7C%7C&sdata=YrGLeu3nuPPCuc31Hy0TM2G9PY5Hbg2B8ZfrPK1oNXM%3D&reserved=0) | ***Student-level Correction:***  Conduct a new IEP team meeting to revise the IEP to include how the student’s disability affects the student’s involvement and progress in the general education curriculum and environment, including how the disability affects reading.\* The department will verify correction of student-level noncompliance.  ***Documentation of Student-level correction:***  ***Current Compliance:***  The district and ad hoc committee will choose actions to improve compliance with future records and then verify current compliance based on a new student record sample. What do you think the team should consider to ensure this error doesn’t occur in a future sample?   * Arrange staff training by non-district personnel (including regular education staff, as appropriate) * Conduct in-service with staff (including regular education staff, as appropriate) * Administrator observes IEP meeting(s) Meet with individual staff members (including regular education staff, as appropriate) * Review procedures, policies, and practices at department meeting(s) * Revise IEP form(s) * Revise staff handbook * Revise written special education procedures and policies * Send memorandum to staff (including regular education staff, as appropriate) * Staff will attend workshops (including regular education staff, as appropriate) * Use peer mentors to train staff (including regular education staff, as appropriate) * Other (provide details):   **Other Notes:** |
| **IEP-9**    **IEP-9 Cont’d**  **IEP-9 Cont’d** | The IEP includes a statement of the student's disability-related needs.  🞏 Yes  🞏 No  🞏 NA | ***Directions:***  Locate the student’s *Individualized Education Program: Linking Present Levels, Needs, Goals, and Services Form* (I-4). Review section I.F.  Mark “Y” if:   * the student’s disability-related need(s) are listed; * each disability-related need specifies what skill/behavior the student needs to develop/improve so the student can meet grade-level standards and expectations; **and** * if the disability affects reading/early literacy, there is a corresponding disability-related need.   Mark “N” if   * there are no disability-related need(s) listed; * each disability-related need does not specify what skill/behavior the student needs to develop/improve so the student can meet grade-level standards and expectations; **or** * if the disability affects reading/early literacy and there is no corresponding disability-related need.   ***Standards:***  A disability-related need:   * addresses the effect of the student’s disability on access, engagement, and progress in the general curriculum and environment; * addresses the root cause *why* a student is not meeting grade-level academic standards and functional expectations; **and** * specifies what skill/behavior the student needs to develop/improve so the student can meet grade-level standards and expectations.   The needs that result from the student’s disability reflect *why* the student is not able to meet grade-level academic standards **and/or** functional expectations. A disability-related need must be more specific than the student’s impairment category or merely state that a student needs to improve in a general curriculum area (e.g., reading or math). It must identify *why* the student is not meeting the standards and expectations, such as the student needs to develop phonemic awareness, phonics, fluency, vocabulary, or comprehension skills, or the student needs to improve on-task behavior to attend to instruction. If the student’s disability adversely affects progress toward meeting grade-level reading standards (for preschoolers, language development, communication **and/or** early literacy), then there must be a disability-related need that addresses why the student is not meeting grade-level reading standards. | ***Student-level Correction:***  Conduct a new IEP team meeting to revise the IEP to include a statement of the student's disability-related needs.\* The department will verify correction of student-level noncompliance.  ***Documentation of Student-level correction:***  ***Current Compliance:***  The district and ad hoc committee will choose actions to improve compliance with future records and then verify current compliance based on a new student record sample. What do you think the team should consider to ensure this error doesn’t occur in a future sample?   * Arrange staff training by non-district personnel (including regular education staff, as appropriate) * Conduct in-service with staff (including regular education staff, as appropriate) * Administrator observes IEP meeting(s) Meet with individual staff members (including regular education staff, as appropriate) * Review procedures, policies, and practices at department meeting(s) * Revise IEP form(s) * Revise staff handbook * Revise written special education procedures and policies * Send memorandum to staff (including regular education staff, as appropriate) * Staff will attend workshops (including regular education staff, as appropriate) * Use peer mentors to train staff (including regular education staff, as appropriate) * Other (provide details):   **Other Notes:** |
| **IEP-10**    **IEP-10 Cont’d**  **IEP-10 Cont’d** | If the student has a disability-related need affecting reading, **the IEP includes one or more annual goals** designed to enable the student to be involved in the general education curriculum and progress toward grade level reading achievement, or for preschool children, to participate in age appropriate activities and progress toward early learning standards for language development, communication, and/or early literacy.  🞏 Yes  🞏 No  🞏 NA | ***Directions:***   Locate the student’s *Individualized Education Program: Linking Present Levels, Needs, Goals, and Services Form* (I-4). Review sections I.E.2., I.F., and III.  Mark “NA” if the student’s IEP team documented in section I.E.2. the student’s disability does not adversely affect his or her progress toward meeting grade-level reading standards, or for preschool children participation in age-appropriate activities and progress toward the early learning standards for language development, communication, and/or early literacy.  Mark “Y” if there is an annual goal(s) designed to enable the student to progress toward grade level reading achievement, or for preschool children, to participate in age-appropriate activities and progress toward early learning standards for language development, communication, and/or early literacy The number associated with the disability-related need listed in section I.F. must correspond to the disability-related need addressed by one of the goals (e.g. “Annual goal addresses disability-related need(s) #\_\_ of the student.). Section III.B.3.  Mark “N” if there is no annual goal(s) designed to enable the student to  progress toward grade level reading achievement, or for preschool children, to participate in age-appropriate activities and progress toward early learning standards for language development, communication, and/or early literacy.  ***Standards:***  The annual goal(s) must be designed to meet the student’s needs that result from the student’s disability to enable the student to be involved in and make progress in the general education curriculum. The annual goal must be consistent with the present level information that describes how the student is performing both academically as well as functionally. If the student has needs affecting reading, there must be an annual goal(s) designed to meet the student’s disability-related needs to enable the student to be involved in the general education curriculum and progress toward grade level reading achievement, or for preschool children, to participate in age appropriate activities and progress toward early learning standards for language development, communication, and/or early literacy. The annual goal(s) must address disability-related needs of the student aligned with the present level information. A functional **and/or** academic need of the student could affect reading.  This assessment item focuses on annual goal(s) that address the student’s disability-related needs affecting reading. The IEP team must also develop annual goal(s) that address all of the student’s disability-related education needs. | ***Student-level Correction:***  Conduct a new IEP team meeting to revise the IEP to include one or more annual goals related to the student’s involvement in the general education curriculum and progress towards grade level reading achievement or early literacy, or correct documentation error in IV.B.3.\* The department will verify correction of student-level noncompliance.  ***Documentation of Student-level correction:***  ***Current Compliance:***  The district and ad hoc committee will choose actions to improve compliance with future records and then verify current compliance based on a new student record sample. What do you think the team should consider to ensure this error doesn’t occur in a future sample?   * Arrange staff training by non-district personnel (including regular education staff, as appropriate) * Conduct in-service with staff (including regular education staff, as appropriate) * Administrator observes IEP meeting(s) Meet with individual staff members (including regular education staff, as appropriate) * Review procedures, policies, and practices at department meeting(s) * Revise IEP form(s) * Revise staff handbook * Revise written special education procedures and policies * Send memorandum to staff (including regular education staff, as appropriate) * Staff will attend workshops (including regular education staff, as appropriate) * Use peer mentors to train staff (including regular education staff, as appropriate) * Other (provide details):   **Other Notes:** |
| **IEP-11**    **IEP-11 Cont’d**  **IEP-11 Cont’d** | If the student has a disability-related need affecting reading, the IEP must include special education services to address the need.  🞏 Yes  🞏 No  🞏 NA | ***Directions:***  Locate the student’s *Individualized Education Program: Linking Present Levels, Needs, Goals, and Services Form* (I-4). Review sections I.F., III, and IV.  Mark “NA” if the student’s IEP team documented in section I.E.2. the student’s disability does not adversely affect his or her progress toward meeting grade-level reading standards, or for preschool children participation in age appropriate activities and progress toward early literacy standards.  Mark “Y” if the IEP includes special education services aligned with the goal(s) to address the student’s needs affecting reading. These could include specially designed instruction, related services, supplementary aids and services, or program modifications.  Mark “N” if the IEP does not include special education services to address the student’s needs affecting reading.  ***Standards:***  There must be a special education service to enable the student to progress toward the goal(s) addressing the student’s disability-related need that affects reading. The special education services must be determined and provided in order to enable the student to advance appropriately toward attaining the annual goals and to be involved in and make progress in the general education curriculum. The present level information describes how the student’s disability affects the student’s involvement and progress in the general curriculum. The special education services must be based on the identified disability- related needs and goal(s) developed to address the needs. Depending on the particular student, services that address a disability-related need affecting reading could include speech and language therapy, specially designed instruction in behavior, et cetera.  This assessment item focuses on special education services to address the student’s disability-related needs affecting reading. The IEP team must provide special education services to address all of the student’s disability-related education needs. | ***Student-level Correction:***  Conduct a new IEP team meeting to revise the IEP to include special education services to address the disability-related need affecting reading.\* The department will verify correction of student-level noncompliance.  ***Documentation of Student-level correction:***  ***Current Compliance:***  The district and ad hoc committee will choose actions to improve compliance with future records and then verify current compliance based on a new student record sample. What do you think the team should consider to ensure this error doesn’t occur in a future sample?   * Arrange staff training by non-district personnel (including regular education staff, as appropriate) * Conduct in-service with staff (including regular education staff, as appropriate) * Administrator observes IEP meeting(s) Meet with individual staff members (including regular education staff, as appropriate) * Review procedures, policies, and practices at department meeting(s) * Revise IEP form(s) * Revise staff handbook * Revise written special education procedures and policies * Send memorandum to staff (including regular education staff, as appropriate) * Staff will attend workshops (including regular education staff, as appropriate) * Use peer mentors to train staff (including regular education staff, as appropriate) * Other (provide details):   **Other Notes:** |
| **IEP-12**    **IEP-12 Cont’d**  **IEP-12 Cont’d** | Each annual goal contains a baseline from which progress can be measured.  🞏 Yes  🞏 No | ***Directions:***  Locate the student’s *Individualized Education Program: Linking Present Levels, Needs, Goals, and Services Form* (I-4). Review section III.B.1.a  Mark “Y” if the student’s annual goal(s) includes baseline information about the student’s current level of performance.  Mark “N” if the student’s annual goal(s) does not include baseline information about the student’s current level of performance.    ***Standards:***  All of the IEP annual goals must include a baseline from which progress can be measured. Baseline refers to the student’s current level of performance from which progress toward the goal will be measured. Baseline information is the starting point for developing the annual goal and determining progress. The baseline information may be located in the “Baseline” section (III.B.1.a.) or in the annual goal statement.  If a student is taking the alternate assessment during the year the IEP is in effect, the IEP must include benchmarks or short-term objectives for all IEP annual goals. Benchmarks describe the amount of progress the student is expected to make within specific segments of the year. Short-term objectives break down the skills described in the annual goal into discrete, measurable intermediate steps. Sometimes the IEP team will develop benchmarks or short-term objectives even though the student will not participate in an alternate assessment.  Each annual goal must include academic or functional baseline information from which to measure progress.  In the rare occasion when this is not possible, a separate baseline for the goal is not required if:   * Each benchmark or short-term objective is directly related to the goal; **and** * Each benchmark or short-term objective includes a measurable baseline. | ***Student-level Correction:***  Conduct a new IEP team meeting to revise the IEP to ensure each annual goal contains a baseline from which progress can be measured.\* The department will verify correction of student-level noncompliance.  ***Documentation of Student-level correction:***  ***Current Compliance:***  The district and ad hoc committee will choose actions to improve compliance with future records and then verify current compliance based on a new student record sample. What do you think the team should consider to ensure this error doesn’t occur in a future sample?   * Arrange staff training by non-district personnel (including regular education staff, as appropriate) * Conduct in-service with staff (including regular education staff, as appropriate) * Administrator observes IEP meeting(s) Meet with individual staff members (including regular education staff, as appropriate) * Review procedures, policies, and practices at department meeting(s) * Revise IEP form(s) * Revise staff handbook * Revise written special education procedures and policies * Send memorandum to staff (including regular education staff, as appropriate) * Staff will attend workshops (including regular education staff, as appropriate) * Use peer mentors to train staff (including regular education staff, as appropriate) * Other (provide details):   **Other Notes:** |
| **IEP-13**    **IEP-13 Cont’d**  **IEP-13 Cont’d** | Each annual goal includes a measurable level of attainment.  🞏 Yes  🞏 No | ***Directions:***  Locate the student’s *Individualized Education Program: Linking Present Levels, Needs, Goals, and Services Form* (I-4). Review section III.B.1.b for each goal.  Mark “Y” if the annual goal(s) includes a measurable level of attainment related to the baseline.  Mark “N” if the annual goal(s) does not include a measurable level of attainment related to the baseline.  **Standards:**  All of the IEP annual goals must include a measurable level of attainment. The level of attainment must relate to the baseline measurement and reflect progress. The baseline reflects the student’s current level of performance from which progress toward this goal is measured. The level of attainment may be located in the “Level of Attainment” section (III.B.1.b.) or in the annual goal statement.  If a student is taking the alternate assessment during the year the IEP is in effect, the IEP must include benchmarks or short-term objectives for all IEP annual goals. Benchmarks describe the amount of progress the student is expected to make within specific segments of the year. Short-term objectives break down the skills described in the annual goal into discrete, measurable intermediate steps. Sometimes the IEP team will develop benchmarks or short-term objectives even though the student will not participate in an alternate assessment.  Each annual goal should include a level of attainment. In the rare occasion when this is not possible, a separate level of attainment for the goal is not required if:   * Each benchmark or short-term objective is directly related to the goal; **and** * Each benchmark or short-term objective includes a measurable level of attainment. | ***Student-level Correction:***  Conduct a new IEP team meeting to revise the IEP to ensure each annual goal includes a measurable level of attainment.\* The department will verify correction of student-level noncompliance.  ***Documentation of Student-level correction:***  ***Current Compliance:***  The district and ad hoc committee will choose actions to improve compliance with future records and then verify current compliance based on a new student record sample. What do you think the team should consider to ensure this error doesn’t occur in a future sample?   * Arrange staff training by non-district personnel (including regular education staff, as appropriate) * Conduct in-service with staff (including regular education staff, as appropriate) * Administrator observes IEP meeting(s) Meet with individual staff members (including regular education staff, as appropriate) * Review procedures, policies, and practices at department meeting(s) * Revise IEP form(s) * Revise staff handbook * Revise written special education procedures and policies * Send memorandum to staff (including regular education staff, as appropriate) * Staff will attend workshops (including regular education staff, as appropriate) * Use peer mentors to train staff (including regular education staff, as appropriate) * Other (provide details):   **Other Notes:** |
| **IEP-14**  **IEP-14 Cont’d**  **IEP-14 Cont’d** | Each annual goal includes a statement of how the student’s progress toward achieving the goal will be measured.  🞏 Yes  🞏 No | ***Directions:***  Locate the student’s *Individualized Education Program: Linking Present Levels, Needs, Goals, and Services Form* (I-4). Review section III.B.4.  Mark “Y” if the annual goal(s) includes an appropriate statement of how the student’s progress toward achieving the goal will be measured.  Mark “N” if the annual goal(s) does not include an appropriate statement of how the student’s progress toward achieving the goal will be measured.  ***Standards:***  The method of measuring progress must be appropriate to the stated goal. Methods for measuring progress must be consistent with the baseline measurement and level of attainment (e.g., if baseline measure is a percentage, then the method of measuring progress must provide a way for determining a percentage.) Methods of **reporting** progress (e.g., report cards, quarterly reports, IEP progress reports, parent conferences, etc.) are not methods for **measuring** progress toward the annual goal and do not meet compliance requirements for this item. | ***Student-level Correction:***  Conduct a new IEP team meeting to revise the IEP to ensure each annual goal designed to enable the student to be involved in the general education curriculum and progress toward grade level reading achievement, or for preschool children, to participate in age appropriate activities and progress toward early literacy includes a statement of how the student’s progress towards achieving the goal will be measured.\* The department will verify correction of student-level noncompliance.  ***Documentation of Student-level correction:***  ***Current Compliance:***  The district and ad hoc committee will choose actions to improve compliance with future records and then verify current compliance based on a new student record sample. What do you think the team should consider to ensure this error doesn’t occur in a future sample?   * Arrange staff training by non-district personnel (including regular education staff, as appropriate) * Conduct in-service with staff (including regular education staff, as appropriate) * Administrator observes IEP meeting(s) Meet with individual staff members (including regular education staff, as appropriate) * Review procedures, policies, and practices at department meeting(s) * Revise IEP form(s) * Revise staff handbook * Revise written special education procedures and policies * Send memorandum to staff (including regular education staff, as appropriate) * Staff will attend workshops (including regular education staff, as appropriate) * Use peer mentors to train staff (including regular education staff, as appropriate) * Other (provide details):   **Other Notes:** |
| **IEP-15**    **IEP-15 Cont’d**  **IEP-15 Cont’d** | During the annual review of the student’s IEP, the IEP team used data aligned with the baseline and level of attainment to determine whether the student met the annual goal(s).  🞏 Yes  🞏 No  🞏 NA | ***Directions:***  Locate the student’s *Individualized Education Program: Linking Present Levels, Needs, Goals, and Services Form* (I-4). Review section III.A. *Measurable Annual Goals A.* for each goal.  Mark “NA” if this is the student’s initial IEP and the “Not Applicable” box is checked because there were no previous goals to review.  Mark “N” if the “No” box is checked and the IEP team indicated any of the  student’s annual goals were not reviewed.  If “Yes” is checked, locate the student’s *Annual Review of IEP Goals Form (I-5).*  Review the “Annual goal” and “Student’s current progress” columns as well as whether the goal was met or not met for each annual goal.  Mark “Y” if:   * the student’s current progress is listed, * the data is listed using a method for measuring progress that is the same as the baseline and level of attainment, **and** * the IEP team documented whether each of the annual goal(s) were met or not.   Mark “N” if:   * the student’s current progress is not included, * if the current progress is listed using a method for measuring progress that is different than the baseline and level of attainment, **or** * the team did not document whether each of the annual goal(s) were “met” or “not met.”   ***Standards:***  The IEP team must review the IEP at least annually to determine whether the annual goal(s) for the student are being achieved. An interim review of IEP goals does not meet this standard.  The IEP team must examine the student’s present level of performance (also known as “current progress”) using the same method for measuring progress as the baseline and level of attainment for that goal. The consistency in measurement is necessary to determine whether the annual goal has been met and to allow maximum transparency between IEP team members. All of the IEP goals must be reviewed to determine whether they were met.  This item does not meet the compliance standard and must be marked “no” if only some of the goals were reviewed. | ***Student-level Correction:***  Conduct a new IEP team meeting to ensure the IEP team determined whether the annual goal(s) were met using data aligned with the baseline and level of attainment.\* The department will verify correction of student-level noncompliance.  ***Documentation of Student-level correction:***  ***Current Compliance:***  The district and ad hoc committee will choose actions to improve compliance with future records and then verify current compliance based on a new student record sample. What do you think the team should consider to ensure this error doesn’t occur in a future sample?   * Arrange staff training by non-district personnel (including regular education staff, as appropriate) * Conduct in-service with staff (including regular education staff, as appropriate) * Administrator observes IEP meeting(s) Meet with individual staff members (including regular education staff, as appropriate) * Review procedures, policies, and practices at department meeting(s) * Revise IEP form(s) * Revise staff handbook * Revise written special education procedures and policies * Send memorandum to staff (including regular education staff, as appropriate) * Staff will attend workshops (including regular education staff, as appropriate) * Use peer mentors to train staff (including regular education staff, as appropriate) * Other (provide details):   **Other Notes:** |
| **IEP-16**    **IEP-16 Cont’d**  **IEP-16 Cont’d** | If the IEP team determined during the annual review that the student did not meet the goal(s), the IEP team addressed the lack of progress through the development of the new annual IEP.  🞏 Yes  🞏 No  🞏 NA | ***Directions:***  Locate the student’s *Individualized Education Program: Linking Present Levels, Needs, Goals, and Services Form* (I-4). Review section III.A. *Measurable Annual Goals A.* for each goal.  Mark “NA” if this is the student’s initial IEP and the “Not Applicable” box is checked because there were no previous goals to review or if all of the annual goals were met.  Mark “N” if the “No” box is checked and the IEP team indicated that one or more of the student’s annual goals were not reviewed.  If “Yes” is checked, locate the student’s *Annual Review of IEP Goals Form (I-5).*  Review whether the goal was met or not met for each annual goal.  If any goals were not met, review how the IEP team addressed the lack of progress on the I-5 form and in the new annual IEP. Mark “Yes” if the A*nnual Review of IEP Goals Form (I-5)* includes how the IEP team addressed the lack of progress and the revised IEP includes the revisions that the IEP team discussed.  Mark “N” if a goal was not met and the IEP team did not  address the lack of progress on the *Annual Review of IEP Goals Form (I-5) and in the revised IEP.*  ***Standards:***  An important part of developing an IEP designed to provide a free appropriate public education (FAPE) is the development of ambitious and achievable goals. If a student fails to make expected progress toward their annual goals, the IEP Team must revise the IEP, as appropriate.  When the IEP team conducts the annual review of IEP goals, it must decide if the goals have been met and if not, include any factors affecting the lack of progress as well as address that lack of progress in the new IEP. This must address the lack of progress in the new IEP forms the basis for the required revisions to the IEP.  It is not enough for the IEP team to merely state the factors affecting the lack of progress or give a plan to address the lack of progress without integrating those changes into the IEP moving forward. The requirement is to take the ideas generated during the goal review and to use them to revise the IEP. In order to meet this compliance statement, the IEP team must document how they will address the lack of progress both on the *Annual Review of IEP Goals Form (I-5)* and in the new annual IEP to demonstrate that the discussion happened at the meeting and those ideas were integrated into the new annual IEP. | ***Student-level Correction:***  Conduct a new IEP team meeting to ensure the IEP team develops a plan to address any lack of expected progress.\* The department will verify correction of student-level noncompliance.  ***Documentation of Student-level correction:***  ***Current Compliance:***  The district and ad hoc committee will choose actions to improve compliance with future records and then verify current compliance based on a new student record sample. What do you think the team should consider to ensure this error doesn’t occur in a future sample?   * Arrange staff training by non-district personnel (including regular education staff, as appropriate) * Conduct in-service with staff (including regular education staff, as appropriate) * Administrator observes IEP meeting(s) Meet with individual staff members (including regular education staff, as appropriate) * Review procedures, policies, and practices at department meeting(s) * Revise IEP form(s) * Revise staff handbook * Revise written special education procedures and policies * Send memorandum to staff (including regular education staff, as appropriate) * Staff will attend workshops (including regular education staff, as appropriate) * Use peer mentors to train staff (including regular education staff, as appropriate) * Other (provide details):   **Other Notes:** |
| **IEP-17**      **IEP-17 Cont’d**  **IEP-17 Cont’d** | The statement of supplementary aids and services is stated in a manner appropriate to the service and includes anticipated frequency, including the amount.  🞏 Yes  🞏 No | ***Directions:***  Locate the student’s *Individualized Education Program: Linking Present Levels, Needs, Goals, and Services Form* (I-4). Review section IV.A.  Mark “Y” if “None needed” is marked in IV.A. (Supplementary Aids and Services), or if there are no supplementary aids and services listed.  Mark “Y” if the IEP describes the amount and frequency of each supplementary aid and service in accordance with the standards stated below.  Mark “N” if the IEP does not describe the amount and frequency of each supplementary aid and service in accordance with the standards stated below.  ***Standards:***  Supplementary aids and services refers to aids, services, and other supports (accommodations) that are provided in general education classes, other education-related settings, and in extracurricular and nonacademic settings. The services must be stated in the IEP so the level of the LEA’s commitment of resources is clear to the parents and other IEP team members. The amount of time to be committed to each service must be appropriate to the specific service and stated in a manner that can be understood by all involved in developing and implementing the IEP.  In the case where it is impossible or inappropriate to describe supplementary aids and services in daily or weekly allotments of time, the IEP must clearly describe the circumstances under which the service will be provided. Statements such as “as needed,” “as deemed necessary,” “when appropriate,” or “available daily” do not make clear the LEA’s level of commitment of resources. Specific objective criteria should be used to describe when a particular service will be provided. This information makes it clear when the services must be provided, and for how much and how long. | ***Student-level Correction:***  Conduct a new IEP team meeting to revise the IEP to ensure the statement of supplementary aids and services include anticipated frequency and amount.\* The department will verify correction of student-level noncompliance.  ***Documentation of Student-level correction:***  ***Current Compliance:***  The district and ad hoc committee will choose actions to improve compliance with future records and then verify current compliance based on a new student record sample. What do you think the team should consider to ensure this error doesn’t occur in a future sample?   * Arrange staff training by non-district personnel (including regular education staff, as appropriate) * Conduct in-service with staff (including regular education staff, as appropriate) * Administrator observes IEP meeting(s) Meet with individual staff members (including regular education staff, as appropriate) * Review procedures, policies, and practices at department meeting(s) * Revise IEP form(s) * Revise staff handbook * Revise written special education procedures and policies * Send memorandum to staff (including regular education staff, as appropriate) * Staff will attend workshops (including regular education staff, as appropriate) * Use peer mentors to train staff (including regular education staff, as appropriate) * Other (provide details):   **Other Notes:** |
| **IEP-18**    **IEP-18 Cont’d**  **IEP-18 Cont’d** | The statement of specially designed instruction is stated in a manner appropriate to the service and includes anticipated frequency, including the amount.  🞏 Yes  🞏 No | ***Directions:***  Locate the student’s *Individualized Education Program: Linking Present Levels, Needs, Goals, and Services Form* (I-4). Review sections IV.B.  Mark “Y” if the IEP describes the amount and frequency of the specially designed instruction in accordance with the standards stated below.  Mark “N” if the IEP does not describe the amount and frequency of the specially designed instruction in accordance with the standards stated below.  ***Standards:***  Special education is specially designed instruction adapting the content, methodology, or delivery of instruction to address the unique needs of the student that result from the student’s disability. The specially designed instruction must be stated in the IEP so the level of the LEA’s commitment of resources is clear to the parents and other IEP team members. The amount of time to be committed to the specially designed instruction must be appropriate to the specific service and stated in a manner that can be understood by all involved in developing and implementing the IEP. Whenever possible, the IEP should describe specially designed instruction using allotments of time. For example, “20 minutes three times per week,” “40 minutes per week” or “1 hour daily” are acceptable statements.  The amount of time may be stated as a narrow range, but only if the student’s IEP team determines a narrow range is necessary to meet the unique needs of the student. A narrow range may not be used for administrative convenience, such as personnel shortages or uncertainty regarding the availability of staff. The range also cannot be unreasonably wide (generally not more than 15 minutes), because this does not provide a clear commitment of resources. For example, an acceptable description might be “three times per week for 30-45 minutes per session, depending on the student’s ability to attend to the instruction.”  Stating the amount of specially designed instruction as a minimum **and/or** a maximum is not acceptable because it is not a clear commitment of resources, e.g., “a minimum of 15 minutes three times per week.” | ***Student-level Correction:***  Conduct a new IEP team meeting to revise the IEP to ensure the statement of special education includes anticipated frequency and amount.\* The department will verify correction of student-level noncompliance.  ***Documentation of Student-level correction:***  ***Current Compliance:***  The district and ad hoc committee will choose actions to improve compliance with future records and then verify current compliance based on a new student record sample. What do you think the team should consider to ensure this error doesn’t occur in a future sample?   * Arrange staff training by non-district personnel (including regular education staff, as appropriate) * Conduct in-service with staff (including regular education staff, as appropriate) * Administrator observes IEP meeting(s) Meet with individual staff members (including regular education staff, as appropriate) * Review procedures, policies, and practices at department meeting(s) * Revise IEP form(s) * Revise staff handbook * Revise written special education procedures and policies * Send memorandum to staff (including regular education staff, as appropriate) * Staff will attend workshops (including regular education staff, as appropriate) * Use peer mentors to train staff (including regular education staff, as appropriate) * Other (provide details):   **Other Notes:** |
| **IEP-19**      **IEP-19 Cont’d**  **IEP-19 Cont’d** | The IEP team considered whether the student needs individualized appropriate accommodations necessary to measure the academic achievement and functional performance on state and districtwide assessments.  🞏 Yes  🞏 No  🞏 NA | ***Directions:***  Locate the student’s *Individualized Education Program: Participation in Assessments* (Form I-7 District-wide Assessment), *and Participation in Statewide Assessments* (Form I-7 Statewide Assessments)*.*  Mark “NA” if the student is in a grade in which neither a districtwide assessment nor a statewide assessment will be given, or if the student will be in a grade in which a districtwide or statewide assessment will be given and the IEP team determines accommodations are not required  Mark “Y” if the applicable I-7 forms specify the accommodations to be made available to the student during statewide **and/or** districtwide assessments and used during instruction when appropriate.  Mark “N” if the applicable I-7 forms do not specify the accommodations to be made available to the student during statewide **and/or** districtwide assessments and used during instruction when appropriate.  ***Standards:***  In reviewing **and/or** developing the student’s IEP, the IEP team must consider whether the student will be participating in districtwide or statewide assessments and whether the student requires any individual appropriate accommodations that are necessary to measure the academic achievement and functional performance of the student on the particular assessment. This must be done for each assessment that will be given.  Districtwide assessments are given at the district level and can apply to students in all grade levels (4K-12). District-wide assessments include the high school civics test and the assessment for reading readiness. While required by state law, both the assessment of reading readiness (required for 4K-2nd grade) and the statewide civics test are district level responsibilities. Therefore, they are considered district-wide assessments.  Statewide assessments are given in grades 3 through 11. With both districtwide and statewide assessments, accommodations must be determined on the basis of the individual needs of the student, not on the basis of the disability category, grade level, or instructional setting. In determining appropriate accommodations, the IEP team should consider what accommodations the student is familiar with in daily instruction so that the student is familiar with the particular accommodation when taking the assessment. When possible, the accommodation should be used consistently for both instruction and when participating in assessments. Some accommodations may not be usable during instruction. To help students gain experience with the specific accommodations selected for them, educators should work with students to complete practice activities so that the student is comfortable using the selected accommodation. | ***Student Level Correction:***  The IEP team must conduct an IEP team meeting to consider and document whether the student needs individual appropriate accommodations necessary to measure the academic achievement and functional performance on state and districtwide assessments.  If accommodations are considered necessary for the ACT as a college reportable score, the student must be given the option of retaking the assessment under a national testing day.  ***Documentation of Student-level correction:***  ***Current Compliance:***  The district and ad hoc committee will choose actions to improve compliance with future records and then verify current compliance based on a new student record sample. What do you think the team should consider to ensure this error doesn’t occur in a future sample?   * Arrange staff training by non-district personnel (including regular education staff, as appropriate) * Conduct in-service with staff (including regular education staff, as appropriate) * Administrator observes IEP meeting(s) Meet with individual staff members (including regular education staff, as appropriate) * Review procedures, policies, and practices at department meeting(s) * Revise IEP form(s) * Revise staff handbook * Revise written special education procedures and policies * Send memorandum to staff (including regular education staff, as appropriate) * Staff will attend workshops (including regular education staff, as appropriate) * Use peer mentors to train staff (including regular education staff, as appropriate) * Other (provide details):   **Other Notes:** |
| **IEP-20**    **IEP-20 Cont’d**  **IEP-20 Cont’d** | The IEP describes the extent, if any, to which the student will not participate with non-disabled students in the regular education environment.  🞏 Yes  🞏 No | ***Directions:***  Locate the student’s *Individualized Education Program: Linking Present Levels, Needs, Goals, and Services Form* (I-4). Review sections IV. (Program Summary) and V.A.(Student Participation).  Mark “Y” if IV. and V.A. consistently and clearly describe the extent to which the student will not participate in the regular education environment.  Mark “N” if IV. and V.A. do not consistently and clearly describe the extent to which the student will not participate in the regular education environment.    ***Standards:***  The purpose of this requirement is to ensure that the IEP clearly describes the amount the student will be removed from the regular education environment. This addresses where the student will be taught, not what they will be taught. To the maximum extent appropriate, students with disabilities must be educated with nondisabled peers. Removal from the regular education environment must only occur when the student cannot be satisfactorily educated in that environment with the use of supplementary aids and services. The IEP team should consider the entire school day (lunch, recess, specialized transportation, testing, and other non-academic activities) when determining removal.  To determine if the IEP consistently describes the extent of removal, review IV. and V.A.  Each service in the program summary sections must include a location which clearly indicates whether the service will be provided in the regular education or special education environment.Sometimes the extent of removal is unclear because the location of the services is listed as both the regular and special education environment without a description of when removal will occur in each location.  Furthermore, if the description under IV.A. is not consistent with the extent of removal specified in the program summary, then this requirement would also not be met. The requirement that the descriptions be consistent does not mean that they need to match exactly, as long as the extent of removal is appropriate and clear to the IEP team. | ***Student-level Correction:***  Conduct an IEP team meeting to revise the IEP to describe the extent, if any, to which the student will not participate with non-disabled students in the general education environment.\* The department will verify correction of student-level non-compliance.  ***Documentation of Student-level correction:***  ***Current Compliance:***  The district and ad hoc committee will choose actions to improve compliance with future records and then verify current compliance based on a new student record sample. What do you think the team should consider to ensure this error doesn’t occur in a future sample?   * Arrange staff training by non-district personnel (including regular education staff, as appropriate) * Conduct in-service with staff (including regular education staff, as appropriate) * Administrator observes IEP meeting(s) Meet with individual staff members (including regular education staff, as appropriate) * Review procedures, policies, and practices at department meeting(s) * Revise IEP form(s) * Revise staff handbook * Revise written special education procedures and policies * Send memorandum to staff (including regular education staff, as appropriate) * Staff will attend workshops (including regular education staff, as appropriate) * Use peer mentors to train staff (including regular education staff, as appropriate) * Other (provide details):   **Other Notes:** |
| **IEP-21**  **IEP-21-Cont’d**  **IEP-21-Cont’d** | If the student will not participate full-time in the regular education environment, the IEP explains why full-time participation is not appropriate, or in the case of a preschooler, why participation in age-appropriate settings including extracurricular and nonacademic activities is not appropriate.  🞏 Yes  🞏 No  🞏 NA | ***Directions:***  Locate the student’s *Individualized Education Program: Linking Present Levels, Needs, Goals, and Services Form* (I-4). Review section V.A.  Mark “NA” if the student participates full-time in the regular education environment.  Mark “Y” if the student does not participate full-time in the regular education environment and section V.A.2. explains why full-time participation with peers without disabilities is not appropriate, including extracurricular and non-academic activities, or in the case of  preschoolers, why participation in age-appropriate settings is not appropriate.  Mark “N” if the student does not participate full-time in the regular education environment and section V.A.2 does not explain why full-time participation with non-disabled peers is not appropriate, including extracurricular and nonacademic activities, or in the case of a preschoolers, why participation in age-appropriate settings is not appropriate.  ***Standards:***  The purpose of this requirement is to ensure the IEP team carefully considers and documents why full-time participation with non-disabled peers is not appropriate. “Why” does not mean a listing of the student’s disability category or restating the fact that the student is in need of specially designed instruction. Rather the IEP team must identify and document why the student’s education cannot be achieved satisfactorily in the regular education environment with the use of appropriate supplementary aids and services. If extracurricular or nonacademic activities are not mentioned, then this indicates the student would be able to participate full-time with non-disabled peers in these activities. | ***Student-level Correction:***  Conduct an IEP team meeting to revise the IEP to describe why full-time participation in the regular education environment is not appropriate\* The department will verify correction of student-level non-compliance.  ***Documentation of Student-level correction:***  ***Current Compliance:***  The district and ad hoc committee will choose actions to improve compliance with future records and then verify current compliance based on a new student record sample. What do you think the team should consider to ensure this error doesn’t occur in a future sample?   * Arrange staff training by non-district personnel (including regular education staff, as appropriate) * Conduct in-service with staff (including regular education staff, as appropriate) * Administrator observes IEP meeting(s) Meet with individual staff members (including regular education staff, as appropriate) * Review procedures, policies, and practices at department meeting(s) * Revise IEP form(s) * Revise staff handbook * Revise written special education procedures and policies * Send memorandum to staff (including regular education staff, as appropriate) * Staff will attend workshops (including regular education staff, as appropriate) * Use peer mentors to train staff (including regular education staff, as appropriate) * Other (provide details):   **Other Notes:** |
| **IEP-22**    **IEP-22 Cont’d**  **IEP-22 Cont’d** | If the student is placed in a more restrictive placement, documentation is provided that less restrictive placements were considered and rejected because the placements did not meet the student’s needs even with the provision of supplementary aids and services.  🞏 Yes  🞏 No  🞏 NA | ***Directions:***  Locate the student’s *Individualized Education Program: Linking Present Levels, Needs, Goals, and Services Form* (I-4) and *Determination and Notice of Placement: Consent for Initial Placement* (P-1) or *Determination and Notice of Placement* (P-2).  Mark “NA” if the student participates full-time in the regular education environment.  Mark “Y” if the student does not participate full-time in the regular education environment and the placement notice lists other options considered and the reasons rejected.  Mark “N” if the student does not participate full-time in the regular education environment and the placement notice does not list other options considered and the reasons rejected.  ***Standards:***  The student’s placement must be determined at least annually; must be based on the student’s IEP; and must be as close as possible to the student’s home. Unless the IEP of a student with a disability requires some other arrangement, the student must be educated in the school they would otherwise attend if they did not have a disability. In selecting the least restrictive environment, the IEP team must consider any potential harmful effect on the student or on the quality of services that they need; and the student is not removed from education in age-appropriate regular classrooms solely because of needed modifications in the general education curriculum. The purpose of this requirement is to ensure IEP teams consider other options before placing a student in a more restrictive placement. Any time a student is placed less than full-time in the regular education environment the IEP team must consider other options. The options considered, and the reasons those options were rejected must be documented on the notice of placement. | ***Student-level Correction:***  Conduct an IEP team meeting to revise the IEP to include documentation that less restrictive placements were considered and rejected. The department will verify correction of student-level non-compliance.  ***Documentation of Student-level correction:***  ***Current Compliance:***  The district and ad hoc committee will choose actions to improve compliance with future records and then verify current compliance based on a new student record sample. What do you think the team should consider to ensure this error doesn’t occur in a future sample?   * Arrange staff training by non-district personnel (including regular education staff, as appropriate) * Conduct in-service with staff (including regular education staff, as appropriate) * Administrator observes IEP meeting(s) Meet with individual staff members (including regular education staff, as appropriate) * Review procedures, policies, and practices at department meeting(s) * Revise IEP form(s) * Revise staff handbook * Revise written special education procedures and policies * Send memorandum to staff (including regular education staff, as appropriate) * Staff will attend workshops (including regular education staff, as appropriate) * Use peer mentors to train staff (including regular education staff, as appropriate) * Other (provide details):   **Other Notes:** |
| **IEP-23**    **IEP-23 Cont’d**  **IEP-23 Cont’d** | Following an IEP team meeting, the LEA provided the parent prior written notice by providing the parent with a copy of the student’s IEP and notice of placement prior to implementation of the IEP.  🞏 Yes  🞏 No | ***Directions:***  Locate the student’s most recent *Determination and Notice of Placement: Consent for Initial Placement* (P-1), or *Determination and Notice of Placement* (P-2).  Mark “Y” if the parent was provided a copy of the placement notice and IEP prior to its implementation  Mark “N” if the parent was not provided a copy of the placement notice and IEP prior to its implementation.  ***Standards:***  Prior written notice requires the parent be provided a copy of the entire IEP.  If the LEA mails notices and IEPs to parents, consider the amount of time mail takes to go through the LEA’s processing and mailing system. LEAs may provide parents copies of the IEP electronically if the parents have agreed to receive notices in that format.  If the LEA gives parents the placement notice and a copy of the final IEP at the IEP team meeting, check the *IEP Team Meeting Cover Page* (form I-3) to see if the parents attended the IEP team meeting. A draft IEP does not meet this requirement. Check the date of this IEP team meeting. Compare the IEP team meeting date with the date parents received the placement notice. If the parents attended the IEP team meeting, and the date the parents received the placement notice and the date of the IEP team meeting are the same, assume the parents were given the placement notice and a copy of the final IEP at the meeting. Check the implementation date on the placement notice. If the beginning date of IEP services is on or after the date of the meeting where the parents received the placement notice, consider the requirement met.  If the IEP was revised after, ensure that following its revision the parents were provided a notice. An IEP may be revised after the annual meeting. This may be done without conducting an IEP team meeting. If the IEP is revised without conducting a meeting, parents must be provided a notice and a copy of the revised IEP. Determine whether the IEP has been revised without a meeting. Look for form I-10, *Notice of Changes To IEP Without an IEP Team Meeting,* to determine whether a notice was provided to the parents with a copy of the revised IEP*.* For the requirement to be met, proper notice must be provided after the annual IEP review and following any subsequent IEP revisions. | ***Student-level Correction:***  If the prior written notice has not been provided, provide the parent a copy of the student’s IEP and notice of placement. The department will verify correction of student-level non-compliance.  ***Documentation of Student-level correction:***  ***Current Compliance:***  The district and ad hoc committee will choose actions to improve compliance with future records and then verify current compliance based on a new student record sample. What do you think the team should consider to ensure this error doesn’t occur in a future sample?   * Arrange staff training by non-district personnel (including regular education staff, as appropriate) * Conduct in-service with staff (including regular education staff, as appropriate) * Administrator observes IEP meeting(s) Meet with individual staff members (including regular education staff, as appropriate) * Review procedures, policies, and practices at department meeting(s) * Revise IEP form(s) * Revise staff handbook * Revise written special education procedures and policies * Send memorandum to staff (including regular education staff, as appropriate) * Staff will attend workshops (including regular education staff, as appropriate) * Use peer mentors to train staff (including regular education staff, as appropriate) * Other (provide details):   **Other Notes:** |