



INSTRUCTIONS: Complete one copy for each student record selected for the sample. Retain at the district level. *For Local Use Only. Provided for documentation purposes. Use by the LEA is optional. *Examples for Evidence of Student-Level Corrective Action (last column), include called parent on [date], no new IEP team meeting, etc.*

GENERAL INFORMATION		
Student Name	School Level <i>Check one</i> <input type="checkbox"/> Elementary <input type="checkbox"/> Middle <input type="checkbox"/> High School	
Student Date of Birth Mo./Day/Yr.	Reviewer's Name	NOTE: When reviewing a record of a student who is an adult, substitute "adult student" for "parent" in all checklist items.

RECORD REVIEW CHECKLIST				
ITEM NO.	ITEM DESCRIPTION	STANDARDS & DIRECTIONS	REQUIRED STUDENT-LEVEL CORRECTIVE ACTION	EVIDENCE OF STUDENT-LEVEL CORRECTIVE ACTION*
IEP-1	<input type="checkbox"/> Yes <input type="checkbox"/> No The student's parent attended the meeting(s) to develop or review the student's IEP or participated by other means. Comment:	<p>The school must take steps to ensure that one or both of the parents of the student are present at the IEP meeting or are afforded the opportunity to participate, including 1) notifying parents of the meeting early enough to ensure that they have an opportunity to attend; and 2) scheduling the meeting at a mutually agreed on time and place.</p> <p>If neither parent can attend, the school must use other methods to ensure parent participation, including individual or conference telephone calls.</p> <p>Look at the <i>Evaluation Report and IEP Cover Sheet</i> (I-3) for the name of the parent listed as a participant. Also look on the I-3 to see that developing or revising the IEP is indicated as a purpose of the meeting. Consider the LEA's practices for documenting meeting attendance. If the LEA's practice is to list the participants on I-3 based on their actual attendance, consider the requirements met if the parent is listed as a meeting participant and one purpose of the meeting is IEP review or development. Some agencies enter the names of IEP team participants before the meeting is conducted. They use check marks or participants' initials to indicate attendance at the meeting. For such agencies, consider the requirement met if there is a check mark or initials indicating the parent attended and one purpose of the meeting is IEP review or development.</p> <p>If IEP review or development is not indicated on the <i>Evaluation Report and IEP Cover Sheet</i> (I-3) as one purpose of the meeting, you may still be able to establish the purpose of the meeting. Look at the <i>Invitation to a Meeting of the IEP Team</i> (I-1) to see if IEP review or development is one purpose of the meeting. Then look at the meeting dates on the <i>Determination and Notice of Placement</i> (P-1 or P-2), the <i>Evaluation Report and IEP Cover Sheet</i> (I-3), and the <i>Invitation to the meeting</i> (1-1). The purpose of the meeting is established if:</p> <ul style="list-style-type: none"> the invitation to the meeting (I-1) indicates IEP review or development as a purpose of the meeting; and the meeting dates on the <i>Determination and Notice of Placement</i>, the invitation to the meeting, and the <i>Evaluation Report and IEP Cover Sheet</i> all match. <p>If no parent attended the meeting or participated by other means, the parent participation requirement may still be met. If there is documentation the parents have agreed to participate in the IEP team meeting and the parents fail to arrive</p>	Offer parents the opportunity to conduct a new IEP team meeting to develop or review the student's IEP.	

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IEP-1 contd.		<p>for the scheduled meeting, the meeting may proceed without the parents in attendance. Look for documentation that the parent agreed to the time and place of the meeting.</p> <p>The requirement may still be met even if the parent did not agree to participate in the meeting. Look at the bottom of the <i>Evaluation Report and IEP Cover Sheet</i> (I-3) for documentation of at least three reasonable attempts to obtain the parent's participation. Examples include:</p> <ul style="list-style-type: none"> • records of telephone calls and the results of those calls; • correspondence sent to parents, including e-mail, and any response received; and • records of visits to the parent's home or place of employment and the results of the visits. 		
IEP-2	<input type="checkbox"/> Yes <input type="checkbox"/> No The student's parent attended the meeting to determine the student's placement or participated by other means. Comment:	<p>The school must take steps to ensure that one or both of the parents of the student are present at the IEP meeting or are afforded the opportunity to participate, including 1) notifying parents of the meeting early enough to ensure that they have an opportunity to attend; and 2) scheduling the meeting at a mutually agreed on time and place.</p> <p>If neither parent can attend, the school must use other methods to ensure parent participation, including individual or conference telephone calls.</p> <p>Look at the <i>Evaluation Report and IEP Cover Sheet</i> (I-3) for the name of the parent listed as a participant. Also look on the I-3 to see that determination of placement is indicated as a purpose of the meeting. Consider the LEA's practices for documenting meeting attendance. If the LEA's practice is to list the participants on I-3 based on their actual attendance, consider the requirements met if the parent is listed as a meeting participant and one purpose of the meeting is determining placement. Some agencies enter the names of IEP team participants before the meeting is conducted. They use check marks or participants' initials to indicate attendance at the meeting. For such agencies consider the requirement met if there is a check mark or initials indicating the parent attended and one purpose of the meeting is determining placement.</p> <p>If determination of placement is not indicated on the <i>Evaluation Report and IEP Cover Sheet</i> (I-3) as one purpose of the meeting, you may still be able to establish the purpose of the meeting. Look at the <i>Invitation to a Meeting of the IEP Team</i> (I-1) to see if determination of placement is one purpose of the meeting. Then look at the meeting dates on the <i>Determination and Notice of Placement</i> (P-1 or P-2), the <i>Evaluation Report and IEP Cover Sheet</i> (I-3), and the <i>Invitation to the meeting</i> (I-1). The purpose of the meeting is established if:</p> <ul style="list-style-type: none"> • the invitation to the meeting (I-1) indicates determination of placement as a purpose of the meeting; , and • the meeting dates on the <i>Determination and Notice of Placement</i>, the invitation to the meeting, and the <i>Evaluation Report and IEP Cover Sheet</i> all match. <p>If no parent attended the meeting or participated by other means, the parent participation requirement may still be met. If there is documentation the parents have agreed to participate in the IEP team meeting and the parents fail to arrive for the scheduled meeting, the meeting may proceed without the parents in attendance. Look for documentation that the parent agreed to the time and</p>	Offer parents the opportunity to conduct a new IEP team meeting to develop or review the student's IEP.	

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IEP-2 contd.			<p>place of the meeting. The requirement may still be met even if the parent did not agree to participate in the meeting. Look at the bottom of the <i>Evaluation Report and IEP Cover Sheet</i> (I-3) for documentation of at least three reasonable attempts to obtain the parent's participation. Examples include:</p> <ul style="list-style-type: none"> • records of telephone calls and the results of those calls; • correspondence sent to parents, including e-mail, and any response received; • and records of visits to the parent's home or place of employment and the results of the visits. 		
IEP-3	<input type="checkbox"/> Yes <input type="checkbox"/> No	<p>The LEA conducted an IEP team meeting to develop or review and revise the IEP that included a local educational agency representative. Comment:</p>	<p>Locate the <i>Evaluation Report and IEP Cover Sheet</i> (I-3). The requirements are met if a LEA representative attended the meeting. Some agencies enter the names of IEP team participants before the meeting is conducted. They use check marks or participants' initials to indicate attendance at the meeting. For such agencies consider the requirement met if there is a check mark or initials indicating the LEA representative attended and one purpose of the meeting is develop or review or revise the IEP.</p> <p>If the LEA representative did not attend, the requirement may still be met. In two circumstances, IDEA 2004 permits required IEP team participants not to attend IEP meetings, in part or in whole. First, a participant is not required to attend an IEP meeting, in whole or in part, if the parent and the LEA agree in writing the attendance of the required participant is not necessary because the participant's area of the curriculum or related services is not being modified or discussed in the meeting.</p> <p>Second, a required participant may be excused from attending an IEP 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.</p> <p>The LEA cannot consent to the excusal of the LEA representative from an IEP team meeting if the individual is needed to ensure that decisions can be made at the meeting about commitment of LEA resources that are necessary to implement the IEP being developed, reviewed, or revised.</p> <p><i>See Question C-1, Questions and Answers on Individualized Education Programs, Evaluations, and Reevaluations, Revised June 2010, OSEP, at http://idea.ed.gov/explore/view/p/%2Croot%2Cdynamic%2CQaCorner%2C3%2C</i></p> <p>If the LEA representative did not attend, locate form I-2, Agreement On IEP Team Participant Attendance at IEP Meeting. If the parent signed form I-2 on or prior to the meeting date, the requirement is met.</p>	<p>Offer to parent to conduct a new IEP team meeting with the LEA representative present.</p>	
IEP-4	<input type="checkbox"/> Yes <input type="checkbox"/> No	<p>The IEP contains a statement of the student's present levels of academic</p>	<p>Review the <i>Individualized Education Program: Present Level of Academic Achievement and Functional Performance</i> (I-4). There must be a statement identifying the student's present levels of academic achievement and functional performance related to his or her educational needs.</p>	<p>Conduct a new IEP team meeting to revise the IEP to include a statement of the student's present levels of</p>	

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IEP-4 contd.	achievement and functional performance. Comment:	<p>The statement should be written in language understandable to all, including the parent. The statement must address both academic achievement and functional performance.</p> <p><u>Academic achievement</u> generally refers to a student's performance in academic content areas (e.g., reading, math, science, history). <u>Functional Performance</u> includes:</p> <ul style="list-style-type: none"> • Activities and skills not considered academic or directly related to a student's academic achievement. • Routine activities of daily living. • Skills needed for independence and performance at school, in the home, in the community, for leisure time, and for post-secondary and life-long learning. • Motor skills, personal care, time and money, school/work habits, home/community orientation. • Behavior and interpersonal relationships. <p>If, after conducting a review, the IEP team determines the student does not have deficits in functional performance, it is sufficient to document this in the student's IEP.</p>	<p>academic achievement and functional performance.*</p> <p>*In making changes to a student's IEP after the annual IEP meeting for a school year, the parent of a student with a disability and the local educational agency may agree not to convene an IEP team meeting for the purposes of making such changes, and instead may develop a written document to amend or modify the student's current IEP. 34 CFR 300.324(a)(4)</p>	
IEP-5	<input type="checkbox"/> Yes <input type="checkbox"/> No The IEP includes how the student's disability affects the child's involvement and progress in the general curriculum or for a preschool child in age-appropriate activities. Comment:	<p>Review the <i>Individualized Education Program: Present Level of Academic Achievement and Functional Performance</i> (I-4) to see whether it includes a description of the impact of the student's disability on his or her progress and involvement in the general curriculum.</p> <p>The present level of educational performance must include <u>how</u> the student's disability affects his or her involvement and progress in the general curriculum. The term "general curriculum," refers to the same curriculum as for nondisabled students. It is the common core of subjects and curriculum areas adopted by each LEA, or schools within the LEA, that applies to all students within each general age grouping from preschool through secondary school.</p> <p>For a preschool student, the present level must address <u>how</u> the student's disability affects his or her participation in age-appropriate activities. "Appropriate activities" means activities that students of that chronological age typically engage in as part of a formal preschool program or in informal activities, for example coloring, pre-reading activities, play time, sharing time, listening to stories read by teachers or parents.</p> <p>A statement that just acknowledges that a student's disability impacts his/her performance is <u>not</u> sufficient. Look for statements that tell <u>how</u> the student's progress is impacted by the disability.</p>	<p>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 curriculum.*</p> <p>*In making changes to a student's IEP after the annual IEP meeting for a school year, the parent of a student with a disability and the local educational agency may agree not to convene an IEP team meeting for the purposes of making such changes, and instead may develop a written document to amend or modify the student's current IEP. 34 CFR 300.324(a)(4)</p>	
IEP-6	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA The IEP team must, in the case of a student whose behavior impedes his or her learning, or that of others, consider	<p>Locate <i>Individualized Education Program: Present Level of Academic Achievement and Functional Performance</i> (form I-4). Look under "Special Factors." If "no" is checked, enter "NA" (not applicable). If "yes" is checked or neither box is checked on I-4 under "Special Factors," locate <i>Individualized Education Program: Special Factors</i> (form I-5). If neither box is checked on I-4,</p>	<p>Conduct a new IEP team meeting to consider the use of positive behavioral interventions and supports and other strategies to</p>	

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IEP-6 contd.	the use of positive behavioral interventions and supports and other strategies to address that behavior. Comment:	and there is no form I-5, the IEP does <u>not</u> meet the standard and the requirement is <u>not</u> met. If there is an I-5, look at section A. If “no” is checked in section A, enter “NA” (not applicable). If “yes” is checked in section A, determine whether the IEP includes positive behavioral interventions, strategies, and supports to address the behavior impeding learning. An IEP that includes only negative measures, such as seclusion or restraint, suspension, or detention does <u>not</u> meet the standard. For more information, see the department’s bulletin on <i>Addressing the Behavioral Needs of Students with Disabilities</i> at http://dpi.wi.gov/sped/bulindex.html .	address behavior.* *In making changes to a student’s IEP after the annual IEP meeting for a school year, the parent of a student with a disability and the local educational agency may agree not to convene an IEP team meeting for the purposes of making such changes, and instead may develop a written document to amend or modify the student’s current IEP. 34 CFR 300.324(a)(4)	
IEP-7	<input type="checkbox"/> Yes <input type="checkbox"/> No The student’s IEP includes a statement of measurable annual goals for the student. Comment:	Review the <i>Individualized Education Program: Annual Goal</i> pages (Form I-6). All of the IEP annual goals must be measurable and include a level of attainment. The annual goal must address disability-related needs of the student. Goals such as “pass all classes” or “take classes to meet graduation requirements” apply to all students. They do not meet the standard, because they do not address a student’s specific disability-related needs. If a student is taking alternate assessments aligned to alternate achievement standards 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 the skills described in the annual goal into discrete measurable intermediate steps. There is no requirement to develop a goal for each alternate achievement standard. Review the <i>Individualized Education Program: Annual Goal</i> pages (form I-6). Look at form I-7, <i>Individualized Education Program: Participation in Statewide Assessments</i> , to determine whether the student takes an alternate assessment aligned to alternate achievement standards. If a student is taking an alternate assessment, the requirement is met if there are benchmarks or short-term objectives for all annual goals. Sometimes the IEP team will develop benchmarks or short-term objectives even though the student will not participate in an alternate assessment. If there are benchmarks or short-term objectives associated with an annual goal, consider the annual goal to be measurable if a majority of the benchmarks or short-term objectives are measurable and include a level of attainment.	Conduct an IEP team meeting to revise the IEP to include a statement of measurable annual goals for the student, including academic and functional goals.* *In making changes to a student’s IEP after the annual IEP meeting for a school year, the parent of a student with a disability and the local educational agency may agree not to convene an IEP team meeting for the purposes of making such changes, and instead may develop a written document to amend or modify the student’s current IEP. 34 CFR 300.324(a)(4)	
IEP-8	<input type="checkbox"/> Yes <input type="checkbox"/> No The IEP includes a statement of how the student’s progress toward achieving the annual goals will be measured. Comment:	Review the <i>Individualized Education Program: Annual Goal</i> pages (form I-6). For each of the annual goals, the IEP must identify how the student’s progress is to be measured. Such methods may include keeping a log, work samples, classroom exams, attendance records, or point sheets.	Conduct a new IEP team meeting to revise the IEP to include a statement of how the student’s progress toward achieving the annual goals will be measured.*	

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IEP-8 contd.				*In making changes to a student's IEP after the annual IEP meeting for a school year, the parent of a student with a disability and the local educational agency may agree not to convene an IEP team meeting for the purposes of making such changes, and instead may develop a written document to amend or modify the student's current IEP. 34 CFR 300.324(a)(4)
IEP-9	<input type="checkbox"/> Yes <input type="checkbox"/> No <p>The IEP describes the extent, if any, to which the student will not participate with non-disabled students in the regular education environment. Comment:</p>	<p>Each student must be educated to the maximum extent appropriate with non-disabled peers in regular education (or for preschoolers, in age-appropriate settings). This requirement addresses <u>where</u> the student will be taught, <u>not what</u> he will be taught. 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 must decide whether the student will be full-time in the regular education environment. If not, the team must determine the extent of the removal and document it in the IEP.</p> <p>Look at the <i>Individualized Education Program: Program Summary</i>, form I-9, section V, "Participation in Regular Education Classes". If the IEP indicates the student will participate full-time with non-disabled students in regular education environments (or for preschoolers, in age-appropriate settings), no further explanation is required. If the IEP indicates the student will <u>not</u> participate full-time in the regular education environment, there must be an explanation of the extent the student will not participate. If you can determine the amount of removal from the explanation, the requirement is met.</p> <p>If there is no explanation on form I-9, section V, look at sections I and II, (special education and related services), to see whether you can determine the extent of removal from the regular education environment. If the amount of removal can be determined, the requirement is met. However, sometimes the extent of removal is unclear because one or more services are provided in more than one location, e.g., "speech therapy 90 minutes per week in the regular classroom <u>and</u> the resource room." If the extent of removal is unclear, the requirement is not met.</p>	<p>Conduct a new 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 regular education environment.*</p> <p>*In making changes to a student's IEP after the annual IEP meeting for a school year, the parent of a student with a disability and the local educational agency may agree not to convene an IEP team meeting for the purposes of making such changes, and instead may develop a written document to amend or modify the student's current IEP. 34 CFR 300.324(a)(4).</p>	
IEP-10	<input type="checkbox"/> Yes <input type="checkbox"/> No <p>The statement of special education in the IEP includes anticipated frequency including the amount. Comment:</p>	<p>Look for documentation on the <i>Individualized Education Program: Program Summary</i>, (form I-9), section I. 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 of the various services 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. The special education is generally stated with an amount of time and a frequency. "20 minutes three times per week", "40 minutes per week" or "1 hour daily" are acceptable statements.</p>	<p>Conduct a new IEP team meeting to revise the IEP to include anticipated frequency, including the amount, of special education.*</p> <p>*In making changes to a student's IEP after the</p>	

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IEP-10 contd.		<p>The amount of time may be stated as a narrow range, but only if the student's IEP team determines stating the amount of services as 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."</p> <p>Stating the amount of service as a minimum is not acceptable because it is not a clear commitment of resources, e.g., "a minimum of 15 minutes three times per week."</p> <p>If it is not appropriate to state the amount of a service in hours or minutes, then the IEP may describe the circumstances under which the service is needed. 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 makes it clear when the service must be provided.</p> <p>For more information and examples, see <i>DPI Information Update Bulletin, No. 10.07</i> at http://dpi.wi.gov/sped/bul10-07.html</p>	<p>annual IEP meeting for a school year, the parent of a student with a disability and the local educational agency may agree not to convene an IEP team meeting for the purposes of making such changes, and instead may develop a written document to amend or modify the student's current IEP. 34 CFR 300.324(a)(4).</p>	
IEP-11	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA <p>The statement of related services, if any, includes anticipated frequency including the amount. Comment:</p>	<p>The team should identify the related services needed to carry out the IEP on the <i>Individualized Education Program: Program Summary</i>, (form I-9), section II.</p> <p>If the "no" box is checked, skip this item and enter "NA" (not applicable).</p> <p>If the "yes" box is checked, the related services should be listed along with a statement of their amount and frequency. The services must be stated in the IEP so the level of the LEA's commitment of resources is clear to the parents, other IEP team members, and staff who implement the IEP. The statement 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. Acceptable statements of amount and frequency could include "Physical Therapy, 25 minutes, 2 times per week. Stating the amount of service as a minimum is not a clear commitment of resources, e.g., "a minimum of 20 minutes per week," because this does not provide a clear commitment of resources.</p> <p>If the related services are to be provided under certain circumstances, the IEP needs to clearly specify the circumstances. Statements such as, "as needed", or "upon request" do not make clear the LEA's level of commitment of resources.</p> <p>The amount of time may be stated as a narrow range, but only if the student's IEP team determines stating the amount as 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</p>	<p>Conduct a new IEP team meeting to revise the IEP to include anticipated frequency, including the amount, of related services.*</p> <p>*In making changes to a student's IEP after the annual IEP meeting for a school year, the parent of a student with a disability and the local educational agency may agree not to convene an IEP team meeting for the purposes of making such changes, and instead may develop a written document to amend or modify the student's current IEP. 34 CFR 300.324(a)(4).</p>	

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IEP-11 contd.		(generally not more than 15 minutes), because this does not provide a clear commitment of resources. For more information and examples, see <i>DPI Information Update Bulletin, No. 10.07</i> at http://dpi.wi.gov/sped/bul10-07.html .		
IEP-12	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA The statement of supplementary aids and services, if any, includes anticipated frequency including the amount. Comment:	<p>The IEP team must address whether a student needs supplementary aids and services or supports provided in regular education classes or other settings to enable the student to be educated with non-disabled students to the maximum extent appropriate.</p> <p>Look to see if any supplementary aids and services are identified on the <i>Individualized Education Program: Program Summary</i>, (form I-9), section III., or if "no" is marked. If the "no" box is checked, skip this item and enter "NA" (not applicable).</p> <p>As with special education services, the description of the supplementary aids and services must include the frequency and amount. 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 statement 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.</p> <p>The amount of time may be stated as a narrow range, but only if the student's IEP team determines stating the amount as 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.</p> <p>Stating the amount of service as a minimum or maximum is not acceptable because it is also not a clear commitment of resources, e.g., "a minimum of 15 minutes three times per week" or "at least 30 minutes four times per week." Statements such as, "as needed", "upon teacher request", or "when appropriate" do not make clear the LEA's level of commitment of resources and should not be used. While "40 minutes/week" or "1 hour daily" are acceptable statements of amount and frequency, supplementary aids and services often need to be stated in terms of the circumstances under which they will be provided. For example-</p> <ul style="list-style-type: none"> • "use a computer for writing assignments longer than one page"; or • "give multiple choice tests in place of fill-in-the-blank tests in biology." <p>For more information and examples, see <i>DPI Information Update Bulletin, No. 10.07</i> at http://dpi.wi.gov/sped/bul10-07.html.</p>	<p>Conduct a new IEP team meeting to revise the IEP to include anticipated frequency, including the amount, of supplementary aids and services.*</p> <p>*In making changes to a student's IEP after the annual IEP meeting for a school year, the parent of a student with a disability and the local educational agency may agree not to convene an IEP team meeting for the purposes of making such changes, and instead may develop a written document to amend or modify the student's current IEP. 34 CFR 300.324(a)(4).</p>	
IEP-13	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA The student's placement is determined at least annually. Comment:	<p>If the student's initial placement in special education was in the last 12 months, enter "NA" (not applicable) and go to the next item. If the initial placement in special education was more than 12 months ago, locate the date of the current placement determination on the <i>Determination and Notice of Placement (P-2)</i>. Next, locate the previous placement notice, P-1 or P-2. Compare the dates on the current notice and the previous notice to verify that no more than 12 months elapsed between the date the current placement was determined, i.e., the date of the IEP team meeting, and the previous date the student's placement was</p>	<p>If the IEP team has not determined placement within the last twelve months and it has not yet been determined, then the IEP team must meet to determine placement.</p>	

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ITEM NO.	ITEM DESCRIPTION	STANDARDS & DIRECTIONS	REQUIRED STUDENT-LEVEL CORRECTIVE ACTION	EVIDENCE OF STUDENT-LEVEL CORRECTIVE ACTION*
IEP-13 contd.		<p>determined.</p> <p>In monitoring of public agencies, DPI found agencies sometimes made an error by arranging IEP team meeting dates based upon the dates of notices of placement, rather than the dates of the last IEP team meetings to determine placement.</p>		
IEP-14	<input type="checkbox"/> Yes <input type="checkbox"/> No Following the development or revision of the IEP and prior to its implementation, the student's parent(s) were provided a notice. Comment:	<p>Annually, an IEP team must meet to review the IEP. Parents must receive written notice, including a copy of their student's IEP, a reasonable time prior to its implementation.</p> <p>Locate the <i>Determination and Notice of Placement: Consent for Initial Placement</i> (form P-1) or the <i>Determination and Notice of Placement</i> (form P-2). Look for the date the parents were provided with the notice and whether a box indicating they were provided with a copy of the IEP is checked. To determine whether notice was provided timely, compare this date with the beginning date of IEP services at the top of the <i>Individualized Education Program: Program Summary</i>, (form I-9), and consider:</p> <ul style="list-style-type: none"> • If the LEA mails notices and IEP to parents, consider the amount of time mail takes to go through the LEAs processing and mailing system. • If the LEA gives parents the placement notice and a copy of the IEP at the IEP meeting, check the <i>Evaluation Report and IEP Cover Sheet</i> (form I-3) to see if the parents attended the meeting where the student's placement was determined. Check the date of this IEP meeting. Compare the IEP meeting date with the date parents received the placement notice. If the parents attended the IEP meeting, and the date the parents received the placement notice and the date of the IEP meeting are the same, assume the parents were given the notice at the meeting. Check the beginning date of IEP services at the top of the <i>Individualized Education Program: Program Summary</i> (form I-9). 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. <p>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-A, <i>Changes to IEP</i> or other evidence of an IEP revision. Then look for form I-10-B, <i>Notice of Changes To IEP Without an IEP Team Meeting</i> 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.</p>	If no notice was provided, then send a notice.	