

Procedural Compliance Self-Assessment Agency-Wide Noncompliance Suggested Corrective Actions

In addition to the corrective actions identified below, public agencies must identify all noncompliance and correct as soon as possible and not later than one year from identification.

The software drop-down box includes the following options for all compliance statements items shown below:

- 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 at department meeting(s)
- Revise IEP form(s)
- Revise staff handbook
- Revise written special education procedures
- 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 (requires text inserted in field)

Additional suggestions are included for selected compliance statements below:

	Compliance Statement	Additional Suggested Corrective action
E-1	The referral for an initial evaluation is in writing and includes the reasons why the person believes the child is a child with a disability.	
E-2	The child's parents were contacted and afforded an opportunity to participate in the review of existing evaluation data.	
E-3	A review of existing evaluation data on the child to identify what additional data, if any, were needed to complete the evaluation or reevaluation included: a. not less than 1 regular education teacher of such child (if the child is, or may be, participating in the regular education environment);	
E-4	b. not less than 1 special education teacher, or where appropriate, not less than 1 special education provider of such child; and	
E-5	c. a local educational agency representative.	
E-6	The child's parent attended the meeting to determine whether the child is or continues to be a child with a disability or participated by other means.	

E-7	At the IEP team meeting to determine whether the child is a child with a disability, the IEP team reviewed-	
E-8	a. evaluations and information provided by the child's parents; and b. previous interventions and the effects of those interventions.**	
T-1	If the purpose of an IEP team was to consider transition services, the child was invited.	
T-2	If the child did not attend an IEP meeting to consider his/her transition service needs, the LEA took other steps to ensure the child's preferences and interests were considered.	
T-3	Beginning not later than age 16, the IEP includes coordinated, measurable annual IEP goals and transition services that will reasonably enable the student to meet the student's post-secondary goals.	Consider participating with the Wisconsin Statewide Transition Initiative (wsti.org)
I-1	The child's parent attended the meeting(s) to develop or review the child's IEP or participated by other means.	
I-2	The child's parent attended the meeting to determine the child's placement or participated by other means.	
I-3	The LEA conducted an IEP team meeting to develop or review and revise the IEP that included the following participants: a. not less than 1 regular education teacher of such child (if the child is, or may be, participating in the regular education environment);	
I-4	b. not less than 1 special education teacher, or where appropriate, not less than 1 special education provider of such child; and	
I-5	c. a local educational agency representative.	
I-6	The child's placement is determined at least annually.	
I-7	The IEP teams must, in the case of a child whose behavior impedes the child's learning or that of others, consider the use of positive behavioral interventions and supports and other strategies to address that behavior.	
I-8	The IEP contains an explanation of the extent, if any, to which the child will not participate in the general curriculum or for preschool children in appropriate activities.	
I-9	The IEP contains a statement of the child's present levels of academic achievement and functional performance.	
I-10	The IEP includes how the child's disability affects the child's involvement and progress in the general curriculum or for a preschool child in appropriate activities.	
I-11	The child's IEP includes a statement of measurable annual goals for the child.	
I-12	The IEP includes a statement of how the child's progress toward achieving the annual goals will be measured.	
I-13	The IEP describes the extent, if any, to which the child will not participate with non-disabled children in the regular education environment.	
I-14	The statement of special education in the IEP includes anticipated frequency including the amount.	
I-15	The statement of supplementary aids and services, if any, includes anticipated frequency including the amount.	
I-16	The statement of program modifications or supports for school personnel, if any, includes anticipated frequency including the amount.	
I-17	Following the development or revision of the individualized education program and prior to its implementation, the child's parent(s) were provided a notice.	
I-18	The child received the services required by the IEP.	

I-19	The child's parents were informed of their child's progress toward meeting the annual goals, consistent with the child's IEP.	
I-20	The IEP includes a statement of any individual appropriate accommodations that are necessary to measure the achievement and functional performance of the child on state and district-wide assessments.	
I-21	The IEP team determines whether the child will participate in state and district-wide general assessments or in an alternate assessment.	
D-1	After the tenth cumulative day of removal in the same school year, the child received educational services during subsequent periods of removal.	
N-1	After consulting with representatives of private schools, the LEA obtained a written affirmation signed by private school representatives.**	
N-2	At least annually the LEA informed parents and individuals required to make referrals about the LEA's referral and evaluation procedures.**	
N-3	The LEA gives notice to fully inform parents of requirements relating to the confidentiality of personally-identifiable information before any major child find activity.	
N-4	The LEA conducted an initial evaluation within 60 days of receiving parental consent for the evaluation.	

**Not required for charter schools authorized under s.118.40, Stats.