

**Wisconsin Department of Public Instruction
Division for Learning Support: Equity and
Advocacy**

Special Education Team

**Special Education Procedural
Compliance Self-Assessment
Manual
For 2011-12 Submissions**

July 2011



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Special Education Procedural Compliance Self-Assessment

Purpose

The Wisconsin Department of Public Instruction (WDPI) is responsible for developing and implementing methods to ensure public agencies comply with requirements of the Individuals with Disabilities Education Act (IDEA) 2004 and Subchapter V, Chapter 115, Wis. Stats. The WDPI has worked in collaboration with stakeholders to establish a system of general supervision, which includes compliance monitoring of public agencies, complaint investigation, dispute resolution through IEP facilitation, mediation and due process hearings, fiscal monitoring, data verification, and Focused Review of Improvement Indicators (FRII).

The duties of the WDPI include developing and implementing effective methods to identify noncompliance and to ensure noncompliance is corrected as soon as possible, but no later than one year after identification. As part of this effort, the WDPI reviews special education policies, procedures, and forms, and conducts cyclical compliance monitoring of public agencies' implementation of special education requirements. The purpose of this document is to describe the procedures WDPI follows to implement cyclical procedural compliance monitoring of public agencies.

Overview of Special Education Compliance Monitoring

- The WDPI monitors approximately 440 public agencies, including independent 2r charter schools, the Wisconsin Department of Health Services, and the Wisconsin Department of Corrections.
- The WDPI ensures all public agencies establish policies, procedures, and special education forms that comply with special education requirements.
- IDEA budgets are reviewed for compliance with special education requirements.
- All public agencies are monitored for implementation of selected special education requirements at least once during the five-year IDEA State Performance Plan cycle through a self-assessment.
- Annually, WDPI conducts activities to validate the accuracy of self-assessments.
- Public agencies are required to correct noncompliance as soon as possible, but no later than one year after identification.
- Annually, the WDPI conducts activities to verify noncompliance has been corrected and the agency is currently in compliance with regulatory requirements.
- The WDPI publishes a report summarizing the findings of monitoring activities.
- Monitoring efforts are evaluated annually.

Policies and Procedures, and Special Education Forms

The WDPI ensures all public agencies adopt policies and procedures, and special education forms that comply with IDEA 2004 and state law. Model public agency special education policies and procedures and model special education forms are disseminated by the WDPI (http://dpi.wi.gov/sped/form_int.html, <http://dpi.wi.gov/sped/forms06.html>). Each public agency informs the WDPI whether it has adopted the WDPI model policies and procedures and special education forms, or whether it has developed its own policies and procedures and special

education forms. If a public agency had adopted the WDPI policies and procedures or special education forms, it submitted an assurance it has adopted them. If the public agency has developed or substantially modifies its own policies and procedures or special education forms, it submits them for WDPI review. The WDPI reviews them for compliance and requires the public agency to revise within 60 days of identification any policies, procedures, or special education forms not in compliance.

Whenever an LEA substantially modifies its policies and procedures or special education forms, the LEA submits to WDPI the new or modified policy, procedure, or special education form. The WDPI reviews the revision for compliance, and if it does not comply with special education requirements, the LEA is required to revise it. Annually public agencies assure the WDPI they understand the requirement to submit any policies and procedures or special education forms with substantive modifications.

Implementation Monitoring: The Procedural Compliance Self-Assessment

One method of monitoring implementation of special education requirements is a public agency self-assessment using samples of students' individualized education program records and other sources. The self-assessment content includes selected requirements of IDEA 2004 and state law, which are closely related to improving student outcomes. The requirements included in the self-assessment are related to the IDEA State Performance Plan indicators. WDPI collects data for Wisconsin State Performance Plan indicator 11 through the procedural compliance self-assessment. The requirements and indicators are listed in Appendix A. Independent charter schools (2r charter schools) are required to meet IDEA requirements and report data for State Performance Plan indicators but are not required to meet additional requirements of State special education law. Procedural compliance self-assessment requirements that do not apply to students attending independent 2r charter schools are noted in Appendix A.

Within three samples and several census items, the procedural compliance self-assessment addresses the following topic areas: parent participation, evaluation, IEP team, IEP content, discipline, and private schools. The WDPI may modify the content of a public agency's self-assessment to include other potential compliance issues identified by the WDPI special education team. Sources of information include: state IDEA complaints; previous compliance monitoring or Focused Review of Improvement Indicators (FRII) reports; due process hearings; fiscal monitoring; agency policies submitted for WDPI review; data review; and state-wide issues identified by WDPI or the Office of Special Education Programs, U.S. Department of Education.

Selecting Public Agencies for Self-Assessment

The WDPI monitors approximately 440 local educational agencies, including independent 2r charter schools, the Wisconsin Department of Health Services, and the Wisconsin Department of Corrections. In addition, WDPI monitors the Wisconsin Educational Services Program for the Deaf and Hard of Hearing and the Wisconsin Center for the Blind and Visually Impaired. These public agencies will be monitored during the current IDEA State Performance Plan cycle. One cohort is monitored each year beginning with the 2011-12 school year. Wisconsin's public agencies have been divided into five cohorts, each cohort is representative of the state for pupil

enrollment, areas of disability, gender, ethnicity and race. Public agencies with average daily membership of 50,000 or more participate in compliance monitoring activities each year. The procedural compliance self-assessment schedule appears in Appendix B. The schedule may be modified to permit priority scheduling of a public agency based on concerns identified by the WDPI special education team.

Preparing for the Self-Assessment

In the spring of each year, public agencies are notified they are required to participate in the procedural compliance self-assessment during the next school year. The WDPI strongly recommends a public agency establish a procedural compliance self-assessment ad hoc committee composed of parents and school staff. The ad hoc committee may be appointed by any public agency personnel or public agency body with authority to do so. Action by the school board or other governing body is not required by WDPI. Parent members of the ad hoc committee may be selected from existing advisory groups. A parent who is the school-parent liaison may be appointed as a parent member on the ad hoc committee. Prior to conducting the self-assessment, the ad hoc committee should plan how the self-assessment will be conducted. WDPI recommends a team of public agency staff conduct the self-assessment. The team may include agency staff from the committee. Parents do not participate in reviewing student records and other confidential student information. It is recommended public agency staff review the WDPI training materials located on the self-assessment website prior to conducting the procedural compliance self-assessment (<http://dpi.wi.gov/sped/spp-selfassmt.html>). The training covers developing samples, understanding directions and standards for assessing each requirement, developing a corrective action plan to address noncompliance, and reporting self-assessment results and corrective actions to WDPI.

Conducting the Self-Assessment

Sampling

The procedural compliance self-assessment uses sampling techniques, in part, to develop a data set. Three samples are used in the self-assessment: evaluations; IEPs; and discipline. The directions for creating each sample are in Appendix C. Sampling is used as a cost-effective method of assessing a public agency's performance without reviewing information on every child. The information gathered is used to generalize from the sample to all children with disabilities served by the public agency. To increase precision, some samples have been "weighted" to ensure certain subgroups are adequately represented in the sample. For example, samples of IEPs and IEP team evaluations are stratified to ensure elementary, middle, and high school students are represented. A table for determining sample size is in Appendix D.

Evaluating Compliance

Current school year IEPs, IEP team evaluations from the previous school year, and public agency records are used to conduct the self-assessment. Record review checklists have been developed by the WDPI for use with pupil records of students in the samples. The checklists contain requirements relevant for each sample. An electronic recording form has been developed to summarize the results from each sample. The electronic recording form must be completed and submitted for each sample. All records created for the self-assessment must be maintained for the year in which the self-assessment is completed and for four (4) additional fiscal years (July 1 through June 30). Record review checklists and recording forms appear in Appendix E. The WDPI has established evaluation standards and directions for each requirement in the self-assessment. The standards and directions are applied by the public agency staff in completing the self-assessment. These appear in Appendix F.

Reporting and Reviewing Self-Assessment Results

The WDPI strongly recommends the public agency's procedural compliance self-assessment ad hoc committee review the self-assessment results and proposed corrective actions prior to the public agency reporting the results to WDPI. The WDPI has developed an internet-based system for public agencies to report self-assessment results and submit recording forms. Public agencies report their results to the WDPI in November via the web-based application. The directions for reporting are found in Appendix G. At the time the public agency reports the self-assessment results, the web-based application identifies any areas of noncompliance. The public agency must correct any noncompliance as soon as possible, and no later than one year from the date WDPI notifies the public agency of noncompliance by letter.

Each year the WDPI reviews all public agency self-assessment reports. The WDPI reviews information about the extent of parent participation in the public agency's ad hoc procedural compliance self-assessment committee, the number of cases in each sample used in the self-assessment, the number of compliance errors for each requirement, and the extent, if any, that the public agency's self-assessment process varied from prescribed procedures. Procedural compliance self-assessment results from independent 2r charter schools are reported by WDPI to the charter schools' authorizing entities.

As soon as possible after identifying the noncompliance, the public agency corrects all compliance errors for individual students in the self-assessment samples. The steps required to address compliance errors for individual students are prescribed by WDPI; these appear in Appendix G. Public agencies are informed of the steps that must be taken to address these errors by the web-based reporting application. Based upon the errors identified in the samples, the public agency takes appropriate additional steps to ensure future compliance, such as communicating with staff, reviewing future work product, revising policies, procedures, or forms; training staff; increasing supervision; or adding staff and other resources. As part of its self-assessment verification activities, the WDPI verifies each public agency's correction of compliance errors for individual students in the samples, and verifies the agency is in current compliance with regulatory requirements.

Corrective Action Plans

Each individual instance of noncompliance must be corrected as specified in the self-assessment report, and steps must be taken to ensure future compliance. When the public agency's procedural compliance self-assessment indicates an error, the public agency must develop agency-wide corrective actions to correct the identified noncompliance and to ensure future compliance.

The agency must implement a system of internal controls to ensure correction of noncompliance and to ensure future compliance. Effective internal control systems ensure districts maintain and/or continue to improve upon the levels of compliance achieved during the procedural compliance self-assessment. Internal control systems provide real-time opportunities for ongoing professional development and mechanisms to allow districts to continuously identify and correct noncompliance. Internal control systems are both preventive and detective. They assist districts in both preventing noncompliance from occurring and readily identifying and correcting noncompliance as it occurs. More information on systems of internal control is available on the Procedural Compliance Self-Assessment web page.

All public agency noncompliance must be corrected as soon as possible and no later than one year from the date WDPI notifies the public agency of noncompliance by letter. WDPI will verify the agency has corrected each individual case of noncompliance and the agency is currently in compliance with regulatory requirements.

A public agency is required to submit to the WDPI a corrective action plan addressing the noncompliance via the web-based self-assessment report. The WDPI strongly recommends self-assessment results and proposed corrective actions be reviewed with the agency's ad hoc self-assessment committee prior to submitting a corrective action plan to WDPI. The corrective action plan includes required activities to bring about compliance and to ensure future compliance. Examples include revising policies, procedures, or forms; training staff; increasing supervision; changing staff assignments; or adding staff and other resources. WDPI's web-based reporting system provides the proposed correction strategies reasonably calculated to correct the identified noncompliance in a timely manner and ensure future compliance.

Validating the Self-Assessments

Annually, the WDPI selects public agencies to validate the accuracy of procedural compliance self-assessments. The WDPI uses a number of factors to determine which public agency self-assessments to validate including, but not limited to:

- the number of requirements found in noncompliance,
- the extent of parent participation,
- geographic representation,
- public agency size, and
- timeliness of reporting.

Any public agency advanced on the monitoring schedule because of concerns identified by the WDPI special education team is included in validation activities. Also, WDPI randomly selects the self-assessments of some public agencies for validation. WDPI may collect additional data onsite if warranted.

When conducting the validation, WDPI staff tests the accuracy of data obtained from public agency record reviews, interviews, and other documents. WDPI staff examines student records from each self-assessment sample. WDPI staff determines whether the public agency staff accurately determined compliance.

If the WDPI determines any requirement is not accurately assessed, the public agency staff is instructed in the proper assessment of the requirement(s). The public agency then reassesses all records in the samples for the requirements found not accurately assessed. After completing the reassessment, the public agency files a revised self-assessment report with the WDPI. The revised self-assessment results for an independent 2r charter school are reported by WDPI to the charter school's authorizing entity. A revised corrective action plan is reported to the WDPI with the reassessment results, if the results of the reassessment warrant revision of the plan. The reassessment report and the revised corrective action plan are reviewed by WDPI staff.

Verifying Public Agency Noncompliance Is Corrected

The WDPI verifies all public agencies in the cohort have corrected any identified noncompliance, and are currently in compliance with regulatory requirements, within one year of notifying public agencies of noncompliance. The verification process is conducted as soon as possible and prior to the end of the one-year period for correcting noncompliance, so that WDPI may provide additional technical assistance to ensure the public agency's noncompliance is corrected within one year of notification. The WDPI determines whether noncompliance is corrected by examining pupil records and other documents and conducting interviews when warranted. WDPI staff randomly selects students from the self-assessment samples and examines their records. WDPI may collect data or conduct interviews onsite when warranted. The WDPI determines whether the agency is currently in compliance with regulatory requirements by examining a reasonable sample of randomly selected pupil records created after the agency completes its corrective action activities.

If, as a result of its verification activities, the WDPI determines all noncompliance is corrected, and the agency is currently in compliance with regulatory requirements, the WDPI notifies the public agency it is in compliance. If the WDPI determines all noncompliance is not corrected, or the agency is not currently in compliance with regulatory requirements, the WDPI will provide training or technical assistance to assist the public agency to correct the noncompliance as soon as possible. Verification activities continue until the public agency is able to demonstrate 100% compliance. If the public agency is an independent 2r charter school, the school's status is reported by WDPI to the school's authorizing entity. The self-assessment is complete when WDPI verifies all noncompliance is corrected and notifies the agency.

Annually, WDPI is required to make a determination about whether each public agency meets the requirements and purposes of the Individuals with Disabilities Education Act (IDEA). If the agency does not correct identified noncompliance and demonstrate it is currently in compliance with regulatory requirements within one year of being notified of noncompliance by WDPI, the public agency's annual determination is affected and other sanctions may be applied.

2011-12 Self-Assessment Timeline

July 1, 2011:

- Public agencies may begin self-assessment sampling and evaluation.

November 15, 2011:

- Deadline for submission of self-assessment results to DPI.

December 1, 2011:

- DPI notifies public agencies of findings of noncompliance and directs correction of noncompliance.
- Public agencies begin correction of noncompliance.
- Validation activities begin for selected public agencies.

February 15, 2012:

- Public agencies submit assurance indicating all student specific noncompliance has been corrected.
- Verification activities for all public agencies begin.
- Sampling period for verification of current compliance begins.

March 1, 2012:

- DPI notifies public agencies of verification procedures
- Verification activities for all public agencies begin.

May 15, 2012:

- Sampling period for verification of current compliance ends.

May 30, 2012:

- Lists of students for verification of current compliance due to DPI.

November 1, 2012:

- All verification activities must be complete
- 2011-12 self-assessments closed

Appendix A:
Self-Assessment Content
and
Related SPP Indicators

Self-Assessment Content and Related State Performance Plan Indicators

	Compliance Statement	Indicators	Citations
EVAL-1	The student's parents were contacted and afforded an opportunity to participate in the review of existing evaluation data.	8	300.305(a) 300.321(a)(1)
EVAL-2	A review of existing evaluation data on the student 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 student (if the student is, or may be, participating in the regular education environment); and b. not less than 1 special education teacher of the student, or where appropriate, not less than 1 special education provider of such student; and c. a local educational agency representative.	3	300.305(a) 300.321(a)(2-4)
EVAL-3			
EVAL-4			
EVAL-5	The student's parent attended the meeting to determine whether the student is or continues to be a child with a disability or participated by other means.	8	115.78(2)(a) 300.306 300.501(b)
EVAL-6	At the IEP team meeting to determine whether the student is a child with a disability, the IEP team reviewed evaluations and information provided by the student's parents.	8	300.305(a)(1)
EVAL-7	At the IEP team meeting to determine whether the student is a child with a disability, the IEP team reviewed previous interventions and the effects of those interventions.*	10	115.782(2)(b)1
IEP-1	The student's parent attended the meeting(s) to develop or review the student's IEP or participated by other means.	8	115.78(2)(b) 300.322
IEP-2	The student's parent attended the meeting to determine the student's placement or participated by other means.	8	115.78(2)(c) 300.327 300.501(c)
IEP-3	The LEA conducted an IEP team meeting to develop or review and revise the IEP that included a LEA representative.	1	300.321(a)(4)
IEP-4	The IEP contains a statement of the student's present levels of academic achievement and functional performance.	3	300.320(a)(1)
IEP-5	The IEP includes how the student's disability affects the student's involvement and progress in the general curriculum or for a preschool student in age-appropriate activities.	3	300.320(a)(1)(i)
IEP-6	The IEP team must, in the case of a student whose behavior impedes his or her learning, or that of others, consider the use of positive behavioral interventions and supports and other strategies to address that behavior.	4	300.324(a)(2)(i)
IEP-7	The student's IEP includes a statement of measurable annual goals for the student.	3	300.320(a)(2)
IEP-8	The IEP includes a statement of how the student's progress toward achieving the annual goals will be measured.	3	300.320(a)(3)(i)
IEP-9	The IEP describes the extent, if any, to which the student will not participate with non-disabled students in the regular education environment.	5	300.320(a)(5)

	Compliance Statement	Indicators	Citations
IEP-10	The statement of special education in the IEP includes anticipated frequency including the amount.	3	300.320(a)(4) & (7)
IEP-11	The statement of related services, if any, includes anticipated frequency including the amount.	3	300.320(a)(4) & (7)
IEP-12	The statement of supplementary aids and services, if any, includes anticipated frequency including the amount.	3	300.320(a)(4) & (7)
IEP-13	The student's placement is determined at least annually.	5	300.116(b)(1)
IEP-14	Following the development or revision of the individualized education program and prior to its implementation, the student's parent(s) were provided a notice.	8	300.503(a)
DISC-1	After the tenth cumulative day of removal in the same school year, the student received educational services during subsequent periods of removal.	4	300.530(d)(4) & (5)
DISC-2	Within 10 school days of any decision to change the placement of a student with a disability because of a violation of school code, the LEA must conduct a manifestation determination.	4	300.530(e)
DISC-3	If the LEA determines the conduct was a manifestation of the student's disability, the LEA conducted a functional behavioral assessment and implemented a behavioral intervention plan (BIP), or if a BIP had previously been developed, reviews and modifies the BIP as necessary.	4	300.530(f)
DISC-4	On the date on which the decision is made to make a removal that constitutes a change of placement of a student with a disability because of a violation of school code, the LEA notified the parent and provided the parents a copy of the procedural safeguards notice.	4	300.530(h)
NO SAMPLE-1	After consulting with representatives of private schools, the LEA obtained a written affirmation signed by private school representatives.*	Other	300.135
NO SAMPLE-2	Each parentally placed private school student with a disability who has been designated by the LEA to receive services has a current services plan that describes the special education and related services the LEA will provide for the student.*	Other	300.138(b)
NO SAMPLE-3	The LEA conducted an initial evaluation within 60 days of receiving parental consent for the evaluation.	11	300.301(c)(1)(i)

*Not required for independent 2r charter schools authorized under s.118.40, Stats.

Appendix B:
Public Agency Procedural Compliance
Self-Assessment Schedule

Procedural Compliance Self-Assessment Cycle FYs 2012-16

6/3/2011

LEA NAME	Cycle Year
21st Century Prep School	2013-2014
Abbotsford	2013-2014
Adams-Friendship Area	2013-2014
Albany	2014-2015
Algoma	2014-2015
Alma	2013-2014
Alma Center	2011-2012
Almond-Bancroft	2012-2013
Altoona	2015-2016
Amery	2011-2012
Antigo Unified	2013-2014
Appleton Area	2015-2016
Arcadia	2014-2015
Argyle	2015-2016
Arrowhead UHS	2011-2012
Ashland	2011-2012
Ashwaubenon	2015-2016
Athens	2014-2015
Auburndale	2012-2013
Augusta	2013-2014
Baldwin-Woodville Area	2012-2013
Bangor	2015-2016
Baraboo	2012-2013
Barneveld	2015-2016
Barron Area	2011-2012
Bayfield	2012-2013
Beaver Dam	2011-2012
Beecher-Dunbar-Pembine	2015-2016
Belleville	2015-2016
Belmont Community	2011-2012
Beloit	2012-2013
Beloit Turner	2012-2013
Benton	2014-2015
Berlin Area	2011-2012
Big Foot UHS	2015-2016
Birchwood	2014-2015
Black Hawk	2015-2016
Black River Falls	2014-2015
Blair-Taylor	2012-2013
Bloomer	2012-2013
Bonduel	2013-2014
Boscobel Area	2014-2015
Bowler	2011-2012
Boyceville Community	2013-2014
Brighton #1	2012-2013
Brillion	2013-2014

Procedural Compliance Self-Assessment Cycle FYs 2012-16

Bristol #1	2011-2012
Brodhead	2014-2015
Brown Deer	2014-2015
Bruce	2014-2015
Bruce Guadalupe	2011-2012
Burlington Area	2013-2014
Butternut	2015-2016
Cadott Community	2012-2013
Cambria-Friesland	2013-2014
Cambridge	2012-2013
Cameron	2012-2013
Campbellsport	2015-2016
Capitol West Academy	2014-2015
Cashton	2012-2013
Cassville	2011-2012
Cedar Grove-Belgium Area	2013-2014
Cedarburg	2011-2012
Central City Cyberschool	2014-2015
Central/Westosha UHS	2013-2014
CEO Leadership Academy	2012-2013
Chequamegon	2012-2013
Chetek-Weyerhauser Area	2012-2013
Chilton	2012-2013
Chippewa Falls Area Unified	2011-2012
Clayton	2013-2014
Clear Lake	2015-2016
Clinton Community	2015-2016
Clintonville	2013-2014
Cochrane-Fountain City	2015-2016
Colby	2014-2015
Coleman	2015-2016
Colfax	2014-2015
Columbus	2015-2016
Cornell	2012-2013
Crandon	2011-2012
Crivitz	2013-2014
Cuba City	2011-2012
Cudahy	2014-2015
Cumberland	2014-2015
D C Everest Area	2011-2012
Darlington Community	2014-2015
De Forest Area	2015-2016
De Pere	2014-2015
De Soto Area	2014-2015
Deerfield Community	2014-2015
Delavan-Darien	2011-2012
Denmark	2015-2016

Procedural Compliance Self-Assessment Cycle FYs 2012-16

DLH Academy	2015-2016
Dodgeland	2015-2016
Dodgeville	2012-2013
Dover #1	2012-2013
Downtown Montessori	2011-2012
Drummond Area	2014-2015
Durand	2011-2012
East Troy Community	2012-2013
Eau Claire Area	2013-2014
Edgar	2012-2013
Edgerton	2015-2016
Elcho	2013-2014
Eleva-Strum	2015-2016
Elk Mound Area	2015-2016
Elkhart Lake-Glenbeulah	2014-2015
Elkhorn Area	2011-2012
Ellsworth Community	2013-2014
Elmbrook	2015-2016
Elmwood	2013-2014
Erin	2014-2015
Evansville Community	2015-2016
Fall Creek	2015-2016
Fall River	2015-2016
Fennimore Community	2014-2015
Flambeau	2015-2016
Florence County	2013-2014
Fond du Lac	2012-2013
Fontana J8	2013-2014
Fort Atkinson	2014-2015
Fox Point J2	2013-2014
Franklin Public	2014-2015
Frederic	2012-2013
Freedom Area	2013-2014
Friess Lake	2012-2013
Galesville-Ettrick-Trempealeau	2011-2012
Geneva J4	2012-2013
Genoa City J2	2014-2015
Germantown	2011-2012
Gibraltar Area	2013-2014
Gillett	2011-2012
Gilman	2011-2012
Gilmanton	2012-2013
Glendale-River Hills	2012-2013
Glenwood City	2012-2013
Goodman-Armstrong	2013-2014
Grafton	2015-2016
Granton Area	2014-2015

Procedural Compliance Self-Assessment Cycle FYs 2012-16

Grantsburg	2011-2012
Green Bay Area	2014-2015
Green Lake	2011-2012
Greendale	2013-2014
Greenfield	2015-2016
Greenwood	2013-2014
Gresham	2014-2015
Hamilton	2011-2012
Hartford J1	2014-2015
Hartford UHS	2012-2013
Hartland-Lakeside J3	2014-2015
Hayward Community	2011-2012
Herman #22	2012-2013
Highland	2015-2016
Hilbert	2015-2016
Hillsboro	2015-2016
Holmen	2013-2014
Horicon	2013-2014
Hortonville Area	2014-2015
Howards Grove	2011-2012
Howard-Suamico	2013-2014
Hudson	2013-2014
Hurley	2011-2012
Hustisford	2015-2016
Independence	2014-2015
Iola-Scandinavia	2012-2013
Iowa-Grant	2015-2016
Ithaca	2013-2014
Janesville	2013-2014
Jefferson	2012-2013
Johnson Creek	2011-2012
Juda	2014-2015
Kaukauna Area	2015-2016
Kenosha	2012-2013
Kettle Moraine	2015-2016
Kewaskum	2013-2014
Kewaunee	2015-2016
Kickapoo Area	2013-2014
Kiel Area	2015-2016
Kimberly Area	2013-2014
Kings Academy	2011-2012
Kohler	2012-2013
La Crosse	2012-2013
La Farge	2013-2014
Lac du Flambeau #1	2015-2016
Ladysmith	2014-2015
Lake Country	2015-2016

Procedural Compliance Self-Assessment Cycle FYs 2012-16

Lake Geneva J1	2013-2014
Lake Geneva-Genoa City UHS	2013-2014
Lake Holcombe	2011-2012
Lake Mills Area	2011-2012
Lakeland UHS	2014-2015
Lancaster Community	2012-2013
Laona	2013-2014
Lena	2015-2016
Linn J4	2015-2016
Linn J6	2012-2013
Little Chute Area	2012-2013
Lodi	2014-2015
Lomira	2011-2012
Loyal	2013-2014
Luck	2013-2014
Luxemburg-Casco	2013-2014
Madison Metropolitan	2011-2012
Manawa	2015-2016
Manitowoc	2013-2014
Maple	2011-2012
Maple Dale-Indian Hill	2011-2012
Marathon City	2015-2016
Marinette	2011-2012
Marion	2012-2013
Markesan	2012-2013
Marshall	2012-2013
Marshfield Unified	2013-2014
Mauston	2011-2012
Mayville	2013-2014
McFarland	2014-2015
Medford Area Public	2012-2013
Mellen	2014-2015
Melrose-Mindoro	2015-2016
Menasha Joint	2013-2014
Menominee Indian	2012-2013
Menomonee Falls	2012-2013
Menomonie Area	2012-2013
Mequon-Thiensville	2014-2015
Mercer	2011-2012
Merrill Area	2013-2014
Merton Community	2013-2014
Middleton-Cross Plains	2014-2015
Milton	2013-2014
Milwaukee	2011-2016
Milwaukee Academy of Science	2013-2014
Milwaukee College Prep School-Lindsay Hts	2015-2016
Milwaukee College Prep School-Metcalf PA	2013-2014

Procedural Compliance Self-Assessment Cycle FYs 2012-16

Milwaukee Math and Science Academy	2013-2014
Milwaukee Scholars Charter School	2014-2015
Mineral Point Unified	2013-2014
Minocqua J1	2014-2015
Mishicot	2012-2013
Mondovi	2014-2015
Monona Grove	2015-2016
Monroe	2015-2016
Montello	2011-2012
Monticello	2011-2012
Mosinee	2015-2016
Mount Horeb Area	2014-2015
Mukwonago	2013-2014
Muskego-Norway	2012-2013
Necedah Area	2011-2012
Neenah Joint	2012-2013
Neillsville	2012-2013
Nekoosa	2014-2015
Neosho J3	2015-2016
New Auburn	2011-2012
New Berlin	2015-2016
New Glarus	2011-2012
New Holstein	2015-2016
New Lisbon	2012-2013
New London	2012-2013
New Richmond	2012-2013
Niagara	2014-2015
Nicolet UHS	2015-2016
Norris	2012-2013
North Cape	2011-2012
North Crawford	2014-2015
North Fond du Lac	2011-2012
North Lake	2013-2014
North Lakeland	2015-2016
Northern Ozaukee	2011-2012
Northland Pines	2012-2013
Northwood	2012-2013
Norwalk-Ontario-Wilton	2011-2012
Norway J7	2011-2012
Oak Creek-Franklin Joint	2014-2015
Oakfield	2014-2015
Oconomowoc Area	2013-2014
Oconto Falls Public	2013-2014
Oconto Unified	2015-2016
Omro	2011-2012
Onalaska	2015-2016
Oostburg	2012-2013

Procedural Compliance Self-Assessment Cycle FYs 2012-16

Oregon	2014-2015
Osceola	2011-2012
Oshkosh Area	2011-2012
Osseo-Fairchild	2014-2015
Owen-Withee	2013-2014
Palmyra-Eagle Area	2013-2014
Pardeeville Area	2015-2016
Paris J1	2012-2013
Parkview	2011-2012
Pecatonica Area	2015-2016
Pepin Area	2012-2013
Peshtigo	2011-2012
Pewaukee	2013-2014
Phelps	2015-2016
Phillips	2012-2013
Pittsville	2013-2014
Platteville	2012-2013
Plum City	2015-2016
Plymouth Joint	2013-2014
Port Edwards	2011-2012
Port Washington-Saukville	2015-2016
Portage Community	2015-2016
Potosi	2014-2015
Poynette	2015-2016
Prairie du Chien Area	2011-2012
Prairie Farm Public	2013-2014
Prentice	2013-2014
Prescott	2015-2016
Princeton	2012-2013
Pulaski	2015-2016
Racine Unified	2011-2012
Randall J1	2012-2013
Randolph	2014-2015
Random Lake	2011-2012
Raymond #14	2015-2016
Reedsburg	2013-2014
Reedsville	2012-2013
Rhineland	2015-2016
Rib Lake	2011-2012
Rice Lake Area	2011-2012
Richfield J1	2014-2015
Richland	2011-2012
Richmond	2011-2012
Rio Community	2013-2014
Ripon Area	2014-2015
River Falls	2012-2013
River Ridge	2011-2012

Procedural Compliance Self-Assessment Cycle FYs 2012-16

River Valley	2014-2015
Riverdale	2014-2015
Rosendale-Brandon	2014-2015
Rosholt	2012-2013
Royall	2014-2015
Rubicon J6	2015-2016
Saint Croix Central	2014-2015
Saint Croix Falls	2014-2015
Saint Francis	2011-2012
Salem	2015-2016
Sauk Prairie	2013-2014
School for Early Development & Achievement	2014-2015
Seeds of Health Elementary	2015-2016
Seneca	2012-2013
Sevastopol	2011-2012
Seymour Community	2012-2013
Sharon J11	2015-2016
Shawano	2011-2012
Sheboygan Area	2011-2012
Sheboygan Falls	2012-2013
Shell Lake	2015-2016
Shiocton	2013-2014
Shorewood	2014-2015
Shullsburg	2012-2013
Silver Lake J1	2013-2014
Siren	2011-2012
Slinger	2011-2012
Solon Springs	2013-2014
Somerset	2013-2014
South Milwaukee	2015-2016
South Shore	2015-2016
Southern Door County	2015-2016
Southwestern Wisconsin	2012-2013
Sparta Area	2012-2013
Spencer	2011-2012
Spooner Area	2012-2013
Spring Valley	2014-2015
Stanley-Boyd Area	2014-2015
Stevens Point Area Public	2015-2016
Stockbridge	2012-2013
Stone Bank	2013-2014
Stoughton Area	2011-2012
Stratford	2014-2015
Sturgeon Bay	2013-2014
Sun Prairie Area	2012-2013
Superior	2013-2014
Suring	2015-2016

Procedural Compliance Self-Assessment Cycle FYs 2012-16

Swallow	2011-2012
Tenor High School	2015-2016
Thorp	2013-2014
Three Lakes	2012-2013
Tigerton	2015-2016
Tomah Area	2012-2013
Tomahawk	2014-2015
Tomorrow River	2012-2013
Trevor-Wilmot Consolidated	2013-2014
Tri-County Area	2014-2015
Turtle Lake	2013-2014
Twin Lakes #4	2014-2015
Two Rivers Public	2015-2016
Union Grove J1	2015-2016
Union Grove UHS	2014-2015
Unity	2013-2014
Urban Day School	2013-2014
Valders Area	2011-2012
Veritas High	2015-2016
Verona Area	2014-2015
Viroqua Area	2012-2013
Wabeno Area	2015-2016
Walworth J1	2012-2013
Washburn	2011-2012
Washington	2014-2015
Washington-Caldwell	2014-2015
Waterford Graded J1	2011-2012
Waterford UHS	2012-2013
Waterloo	2011-2012
Watertown Unified	2011-2012
Waukesha	2014-2015
Waunakee Community	2011-2012
Waupaca	2014-2015
Waupun	2015-2016
Wausau	2011-2012
Wausaukee	2013-2014
Wautoma Area	2013-2014
Wauwatosa	2014-2015
Wauzeka-Steuben	2011-2012
Webster	2012-2013
West Allis-West Milwaukee	2014-2015
West Bend	2012-2013
West De Pere	2013-2014
West Salem	2012-2013
Westby Area	2014-2015
Westfield	2011-2012
Weston	2012-2013

Procedural Compliance Self-Assessment Cycle FYs 2012-16

Weyauwega-Fremont	2014-2015
Wheatland J1	2013-2014
White Lake	2011-2012
Whitefish Bay	2012-2013
Whitehall	2013-2014
Whitewater Unified	2014-2015
Whitnall	2012-2013
Wild Rose	2015-2016
Williams Bay	2014-2015
Wilmot UHS	2011-2012
Winneconne Community	2013-2014
Winter	2013-2014
Wisconsin Center for the Blind and Visually Impaired	2015-2016
Wisconsin Dells	2012-2013
Wisconsin Department of Corrections	2015-2016
Wisconsin Department of Health Services	2014-2015
Wisconsin Heights	2014-2015
Wisconsin Rapids	2012-2013
Wisconsin School for the Deaf	2012-2013
Wittenberg-Birnamwood	2013-2014
Wonewoc-Union Center	2011-2012
Woodlands School	2012-2013
Woodruff J1	2013-2014
Wrightstown Community	2014-2015
YMCA Young Leaders Academy	2014-2015
Yorkville J2	2013-2014

Appendix C:
Developing Self-Assessment Samples

Sample 1- Evaluation Directions

1. Create the following lists of students found eligible for special education, whose initial evaluations or reevaluations were initiated on or after July 1, 2010, and completed on or before June 30, 2011.
 - Elementary (including early childhood students age 3 through 5)
 - Middle School
 - High School

Do not include the following students:

- Students whose three-year reevaluations were not conducted in accordance with an agreement between the public agency and parents.
- Transfer students whose evaluations or reevaluations have been adopted from their previous local educational agencies.
- Students attending under Full-time Open Enrollment unless the evaluation or reevaluation was completed by your agency.

“Completed” means the date the IEP team made a determination of eligibility or continuing eligibility.

2. Assign the first student on each list the number one. Number the remaining students on each list consecutively.
3. On the *Evaluation Recording Form*, enter the total number of elementary, junior high/middle school, and high school students evaluated, respectively. The Grand Total is calculated.
4. Take the Grand Total and use the *Table for Determining Sample Size* to determine the number of students to include in Sample 1. Using the “Population” column on the table, find the range within which the Grand Total falls and the corresponding sample size. Record the sample size on the *Evaluation Recording Form*.
5. Include a proportionate number of students from each level in the sample. Enter the name of each student selected and the student’s level (“E” for elementary, “M” for middle school, and “H” for high school) on the *Evaluation Recording Form*. If your public agency is a K-8 school district, designate students in grades 5 to 8 in the middle school level.

To calculate the quota of elementary students needed in the sample, take the total number of elementary students and divide by the Grand Total. Then multiply the resulting decimal by the total number of students needed for the sample. Do the same calculation for each of the other levels.

Example

Number of Elementary (including early childhood) Students	140
Number of Middle School Students	70
Number of High School Students	<u>90</u>
Grand Total	300

Sample Size 27

Quota of Elementary Students

$$\frac{\text{Number of Elementary Students}}{\text{Grand Total}} \times \text{Sample Size} = \frac{140}{300} = .467 \times 27 = 12.609 \quad \text{Rounded to 13}$$

Quota of Middle School Students

$$\frac{\text{Number of Middle School Students}}{\text{Grand Total}} \times \text{Number Required for Sample} = \frac{70}{300} = .233 \times 27 = 6.291 \quad \text{Rounded to 6}$$

Quota of High School Students

$$\frac{\text{Number of High School Students}}{\text{Grand Total}} \times \text{Number Required for Sample} = \frac{90}{300} = .300 \times 27 = 8.100 \quad \text{Rounded to 8}$$

6. Generate a separate randomized sequence of numbers for each level (elementary, middle school, high school) using the generator at Random.Org: <http://www.random.org/sequences>. When using the generator, enter 1 for “smallest value” and the total number of students at the level for the “largest value.” Click “get sequence” to produce a random sequence of numbers. Print the pages generated as they appear, including the URL and the date.
7. Start at the top of the list of randomized numbers for the elementary level. From the elementary list of students, select the student assigned the number appearing at the top of the list of randomized numbers. Select the student assigned the next number appearing on the randomized number list. Continue until you have selected the required number of elementary students. Enter each student’s name and level on the *Evaluation Recording Form*.
8. From the junior high/middle student list, select students using the randomized list of numbers for the junior high/middle school. Record each student’s name and level on the *Evaluation Recording Form*. Repeat for the high school list using another randomized sequence of numbers.
9. Maintain the student lists, the *Evaluation Recording Form*, and sequences of randomized numbers.

Sample 2 - IEP Directions

1. Create the following lists of students who currently have IEPs.
 - Elementary (including early childhood students age 3 through 5)
 - Middle School
 - High School

Do not include the following students:

- Transfer students whose IEPs have been adopted from their previous local educational agencies.
 - Students attending under Full-time Open Enrollment unless the student's current IEP was developed by your agency.
2. Assign the first student on each list the number one. Number the remaining students on each list consecutively.
 3. On the *IEP Recording Form*, enter the number of elementary, junior high/middle, and high school students, respectively. The Grand Total is calculated.
 4. Take the Grand Total and use the *Sample Table* to determine the number of students to include in Sample 2. Using the "Population" column on the table, find the range within which the Grand Total falls and the corresponding sample size. Record the sample size on the *IEP Recording Form*.
 5. Include a proportionate number of students from each level in the sample. Enter the name of each student selected by level (elementary, middle, high school) on the *IEP Recording Form*. Complete a separate page for each level. If your public agency is a K-8 school district, designate students in grades 5 to 8 in the middle school level. To calculate the quota of elementary students needed in the sample, take the total number of elementary students and divide by the Grand Total. Then multiply the resulting decimal by the total number of students needed for the sample. Do the same calculation for each of the other levels. See *Sample 1 – Evaluation* for an example.
 6. Generate a separate randomized sequence of numbers for each level (elementary, middle school, high school) using the generator at random.org: <http://www.random.org/sequences>. When using the generator, enter 1 for "smallest value" and the total number of students at the level for the "largest value." Click "get sequence" to produce a random sequence of numbers. Print the pages generated as they appear, including the URL and the date.
 7. Start at the top of the list of randomized numbers for the elementary level. From the elementary student list, select the student assigned the number appearing at the top of the list of randomized numbers. Select the student assigned the next number appearing on the randomized number list. Continue until you have selected the required number of elementary students. Enter each student's name on the *IEP Recording Form* for that level.
 8. Repeat step 7 for the middle school level and for the high school level using the separate randomized sequences.
 9. Maintain the student lists, the *IEP Recording Form*, and sequences of randomized numbers.

Sample 3 – Discipline Directions

1. Create a list of students with disabilities removed for a violation of a code of student conduct by LEA staff for more than 10 days during the 2010-2011 school year.

Examples of removals include, but are not limited to, out-of-school suspensions, certain in-school suspensions, certain bus suspensions, expulsions, and removals to interim alternative educational settings for weapons or drug offences or for inflicting serious bodily harm, and *de facto* suspensions.

- Include in-school suspensions: (1) the student’s IEP was not implemented; or (2) the student did not participate with nondisabled peers to the extent required by the IEP; or (3) the student did not have the opportunity to appropriately progress in the general curriculum.
- Include a bus suspension if (1) the student was not provided transportation and (2) the student did not attend school.
- Include a removal as a *de facto* suspension if the student is removed from school or class for not following rules without following the procedures related to suspension. LEAs should have procedures to accurately track and count *de facto* suspensions.
- Partial day removals must be included when determining the number of days of removal for a student

See WDPI Information Update Bulletin 06.02 for additional information on discipline requirements at <http://dpi.wi.gov/sped/bul06-02.html>.

2. If there are ten or fewer students, do not proceed with developing a sample in steps 3-7. Enter the names of ALL the students on the *Discipline Recording Form*. If there are 11 or more students on the list proceed to step 3.
3. Assign the number one to the first student on the list. Number the students consecutively from the top.
4. Enter the total number of students on the *Discipline Recording Form* under “Total Students.”
5. Take the total number of students from the list created in step 1. Use the *Table for Determining Sample Size* to determine the number of students to include in Sample 3. Using the “Population” column on the table, find the range within which the total number of students falls and the corresponding sample size. Record the sample size on the *Discipline Recording Form*.
6. Generate a randomized sequence of numbers using the generator at Random.Org <http://www.random.org/sequences>. When using the generator, enter 1 for “smallest value” and the total number of students for the “largest value.” Click “get sequence” to produce a random sequence of numbers. Print the pages generated as they appear, including the URL and the date.

7. Start at the top of the list of randomized numbers. Select the student assigned the number appearing at the top of the list. Select the student assigned the next number appearing on the randomized list. Continue until you have selected the required number of students. Enter each student's name on the *Discipline Recording Form*.
8. Maintain the student list, the *Discipline Recording Form*, and sequence of randomized numbers.

Appendix D:
Determining Self-Assessment Sample Sizes

Table for Determining Sample Size

Population	Sample Size
1-10	all
11-15	10
16-20	12
21-25	14
26-30	15
31-35	16
36-40	17
41-45	18
46-50	19
51-60	20
61-70	21
71-85	22
86-100	23
101-120	24
121-160	25
161-210	26
211-300	27
301-320	35
321-360	43
361-420	51
421-480	59
481-550	60
551-650	61
651-800	62
801-1000	63
1001-1300	64
1301-2000	65
2001-3000	66
3001 and above	67

10/04/06

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Search RANDOM.ORG

Search

True Random Number Service

Random Sequence Generator

This form allows you to generate randomized sequences of integers. The randomness comes from atmospheric noise, which for many purposes is better than the pseudo-random number algorithms typically used in computer programs.

Part 1: Sequence Boundaries

Smallest value (limit -1,000,000,000)

Largest value (limit +1,000,000,000)

The length of the sequence (the largest minus the smallest value plus 1) can be no greater than 10,000.

Part 2: Go!

Be patient! It may take a little while to generate your sequence...

Get Sequence

Reset Form

Switch to Advanced Mode

Note: A randomized sequence does not contain duplicates (the numbers are like raffle tickets drawn from a hat). There is also the [Integer Generator](#) which generates the numbers independently of each other (like rolls of a die) and where each number can occur more than once.

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Web Design by TSDA

Appendix E:
Record Review Checklists
and
Recording Forms



Student Name	School Level <i>Check one</i> <input type="checkbox"/> Elementary <input type="checkbox"/> Middle <input type="checkbox"/> High School	Type of Evaluation <i>Check one</i> <input type="checkbox"/> Initial Evaluation <input type="checkbox"/> Reevaluation
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. *Items not required for independent 2r charter schools authorized under s. 118.40, Wis. Stats.

RECORD REVIEW CHECKLIST

ITEM NO.	ITEM DESCRIPTION	STANDARDS & DIRECTIONS	REQUIRED STUDENT-LEVEL CORRECTIVE ACTION	EVIDENCE OF STUDENT-LEVEL CORRECTIVE ACTION**
EVAL-1 <input type="checkbox"/> Yes <input type="checkbox"/> No	<p>The student's parents were contacted and afforded an opportunity to participate in the review of existing evaluation data.</p> <p>Comments:</p>	<p>Locate the <i>Worksheet for Consideration of Existing Data</i> (EW-1). Documentation of the parent's participation in the review may also be found on forms IE-2, IE-3, RE-4, or RE-5. Look for both the method and the date the parent's input was obtained. The date of the parent's input must be 1) after the <i>Notice of Receipt of Referral</i> (IE-1) or after <i>Notice of Reevaluation</i> (RE-1) was sent and 2) on or before the date on the form requesting parental consent. (IE-2, IE-3, RE-4, or RE-5).</p> <p>If a meeting was held to review existing evaluation data, look for an <i>Evaluation Report and IEP Cover Sheet</i> (I-3) and determine whether the parent attended the meeting to review existing evaluation data. A meeting to review existing data may be held on the same day the parent receives the <i>Notice of Receipt of Referral</i> (IE-1) or <i>Notice of Reevaluation</i> (RE-1), as long as the notice is provided before existing data is reviewed and before consent for additional testing is obtained.</p> <p>The review may be conducted without a parent's participation if the local educational agency (LEA) is unable to convince the parent to participate. If the parent did not participate, the LEA must document at least three reasonable attempts to convince the parent to participate.</p> <p>The record of attempts to involve parents in the review can be found on the LEA's notices, forms IE-2, IE-3, RE-4, or RE-5. In some cases, the record of attempts to involve the parents in the review will be found in section III of form EW-1. Examples of documentation include:</p> <ul style="list-style-type: none"> • detailed records of telephone calls and the results of those calls; • copies of correspondence sent to parent and any response received; and • detailed records of visits made to the parent's home or place of employment and results of the visits. <p>If the parent did not participate, but you find records of at least three reasonable attempts to convince the parent to participate, the requirement is met. Often school personnel will attempt to contact parents by telephone. You should not count a telephone</p>	<p>Review evaluation data with parent and determine whether additional evaluation data is needed. If additional data is needed, conduct an evaluation.</p>	

RECORD REVIEW CHECKLIST				
ITEM NO.	ITEM DESCRIPTION	STANDARDS & DIRECTIONS	REQUIRED STUDENT-LEVEL CORRECTIVE ACTION	EVIDENCE OF STUDENT-LEVEL CORRECTIVE ACTION**
		call where there is no answer as an attempt. A telephone call where the phone is answered and a message is left may be counted. You may count a delivered e-mail message as an attempt.		
EVAL-2 <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA	A review of existing evaluation data on the student 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 student (if the student is, or may be, participating in the regular education environment); and Comments:	Look at the <i>Worksheet for Consideration of Existing Data</i> (EW-1). Determine whether each of the required staff participated. The documentation on form EW-1 must include the name of each individual, a description of the input, and the date the input was given. The date of the required individual's input must be after the <i>Notice of Receipt of Referral</i> (IE-1) or <i>Notice of Reevaluation</i> (RE-1) was sent and before consent for additional testing is obtained (IE-2, IE-3, RE-4, or RE-5). If you do not know the title or position of a person listed on form EW-1, you may find it on form IE-1, <i>Notice of Receipt of Referral and Start of Initial Evaluation</i> or on form RE-1, <i>Notice of Reevaluation</i> . If the student is not in the regular education environment and is not anticipated to be in the regular education environment, enter "NA" for item EVAL-2.	Review evaluation data with required IEP team member and determine whether additional evaluation data is needed. If additional data is needed, conduct a reevaluation.	
EVAL-3 <input type="checkbox"/> Yes <input type="checkbox"/> No	b. not less than 1 special education teacher, or where appropriate, not less than 1 special education provider of such student; and Comments:	If the student is not in the regular education environment and is not anticipated to be in the regular education environment, enter "NA" for item EVAL-2.		
EVAL-4 <input type="checkbox"/> Yes <input type="checkbox"/> No	c. a local educational agency representative.	A common error is failing to obtain the input of the LEA representative. Another common error occurs when the individualized education program (IEP) team participant who fills out the <i>Worksheet for Consideration of Existing Data</i> fails to include his or her own input. Also an error occurs when a case review by a problem-solving team (teacher assistance teams, building consultation teams) prior to referral for special education is documented, instead of the IEP team's review to decide whether additional evaluation data is needed to complete an IEP team evaluation.		
EVAL-5 <input type="checkbox"/> Yes <input type="checkbox"/> No	The student's parent attended the meeting to determine whether the student is or continues to be a child with a disability or participated by other means. Comments:	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. If neither parent can attend, the school must use other methods to ensure parent participation, including individual or conference telephone calls. 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 "evaluation including determination of eligibility" is indicated as a purpose of the meeting. Consider the LEA's practices for documenting meeting attendance. If the LEA's	Offer parents the opportunity to conduct a new IEP team meeting to determine whether the student is or continues to be a child with a disability.	

RECORD REVIEW CHECKLIST				
ITEM NO.	ITEM DESCRIPTION	STANDARDS & DIRECTIONS	REQUIRED STUDENT-LEVEL CORRECTIVE ACTION	EVIDENCE OF STUDENT-LEVEL CORRECTIVE ACTION**
		<p>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 LEAs 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 LEAs, consider the requirement met if there is a check mark or initials indicating the parent attended and one purpose of the meeting was evaluation.</p> <p>If determining eligibility 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 for other evidence of the purpose of the meeting. Look at the <i>Invitation to a Meeting of the IEP Team</i> (I-1) sent to the parent. Note whether the invitation to the meeting indicates "determining initial or continuing eligibility" as one purpose of the meeting. Also look at the <i>Evaluation Report: including Determination of Eligibility and Need for Special Education</i> (ER-1) and note whether the date of the eligibility determination is the same as the date of the IEP meeting on the <i>Evaluation Report and IEP Cover Sheet</i> (I-3). The purpose of the meeting is established if the invitation to the meeting (I-1) indicates evaluation as a purpose, and the date of the eligibility determination (ER-1) is the same as the date of the meeting (I-3).</p> <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 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. <p>Often school personnel will attempt to contact parents by telephone. You should not count a telephone call where there is no answer as an attempt. A telephone call where the phone is answered and a message is left may be counted. You may count a delivered e-mail message as an attempt.</p>		

RECORD REVIEW CHECKLIST

ITEM NO.	ITEM DESCRIPTION	STANDARDS & DIRECTIONS	REQUIRED STUDENT-LEVEL CORRECTIVE ACTION	EVIDENCE OF STUDENT-LEVEL CORRECTIVE ACTION**
EVAL-6 <input type="checkbox"/> Yes <input type="checkbox"/> No	At the IEP team meeting to determine whether the student is a child with a disability, the IEP team reviewed evaluations and information provided by the student's parents. Comments:	At the IEP team meeting to determine eligibility, the IEP team must review evaluations and information provided by the student's parents. The relevant information is summarized in <i>Evaluation Report: including Determination of Eligibility and Need for Special Education</i> (form ER-1). Look under "Information from Review of Existing Data and " Information provided by parents" for information supplied by the parents. Also look under "Summary of previous evaluations" for results of evaluations provided by parents, if any.	Offer to parents to conduct a new IEP team meeting to determine whether the student is or continues to be a student with a disability.	
EVAL-7 <input type="checkbox"/> Yes <input type="checkbox"/> No	At the IEP team meeting to determine whether the student is a child with a disability, the IEP team reviewed previous interventions and the effects of those interventions.* Comments:	At the IEP team meeting to determine eligibility, the IEP team must review previous interventions for the student and the effects of those interventions. The relevant information is summarized in the <i>Evaluation Report: including Determination of Eligibility and Need for Special Education</i> (ER-1). Look under "Information from Review of Existing Data" and "Previous interventions and the effects of those interventions" for a description of <u>both</u> the interventions for the student <u>and</u> the effect of those interventions. Ensure not only the interventions, but <u>also</u> their effects are documented. For example "Student participated in Title I Reading, but has made little progress" or "Moved the student to front of room, which increased his time on task." In some cases, there may have been no previous interventions. In such cases, except for initial SLD evaluations, the requirement is met if the IEP team documented there were no previous interventions. For initial SLD evaluations, documentation of an intensive intervention is required.	Conduct a new IEP team meeting to determine if omitted information affects the eligibility determination. If yes, then reconsider eligibility.	



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> (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 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	<p><input type="checkbox"/> Yes <input type="checkbox"/> No</p> <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>	Offer to parent to conduct a new IEP team meeting with the LEA representative present.	
IEP-4	<p><input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>The IEP contains a statement of the student's present levels of academic</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.	Conduct a new IEP team meeting to revise the IEP to include a statement of the student's present levels of	

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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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<p>IEP-6 contd.</p>	<p>the use of positive behavioral interventions and supports and other strategies to address that behavior. Comment:</p>	<p>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.</p> <p>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.</p>	<p>address behavior.*</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>	
<p>IEP-7</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>The student’s IEP includes a statement of measurable annual goals for the student. Comment:</p>	<p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p>	<p>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.*</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>	
<p>IEP-8</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>The IEP includes a statement of how the student’s progress toward achieving the annual goals will be measured. Comment:</p>	<p>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.</p>	<p>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.*</p>	

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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 <p>Following the development or revision of the IEP and prior to its implementation, the student's parent(s) were provided a notice. Comment:</p>	<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.	



INSTRUCTIONS: Enter information for each elementary school student reviewed. 19 available lines. Insert rows as needed between row 11 and row 27. Retain at the district level. If there are any "N" responses, you will be required to upload this file to the Special Education Web Portal as part of the reporting process. Transfer grand totals from the totals tab to self-assessment report.

GENERAL INFORMATION					
LEA Name	Total Number of Students with IEPs (not the number in the sample)				Required Sample Size
	Elementary (E)	Middle (M)	High School (H)	Grand Total	
				0	

ELEMENTARY SCHOOL RECORD REVIEW SUMMARY

Record Review Checklist Items

Enter ELEMENTARY Level Students on this Page		Enter "Y" if requirement is met. Enter "N" if requirement is NOT met. Enter NA if the item is not applicable to the student. No item may be left blank. IEP-6, IEP-11, IEP-12, and IEP-13 are the only items for which NA is an acceptable response.													
STUDENT NAME		IEP-1	IEP-2	IEP-3	IEP-4	IEP-5	IEP-6	IEP-7	IEP-8	IEP-9	IEP-10	IEP-11	IEP-12	IEP-13	IEP-14
Totals	Items = "Y"	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Items = "N"	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Items = "NA"						0					0	0	0	

WORKING COPY - SUBMIT ONLINE



INSTRUCTIONS: Enter information for each middle school student reviewed. 16 available lines. Insert rows as needed between row 11 and row 24. Retain at the district level. If there are any "N" responses, you will be required to upload this file to the Special Education Web Portal as part of the reporting process. Transfer grand totals from the totals tab to self-assessment report.

GENERAL INFORMATION					
LEA Name	Total Number of Students with IEPs (not the number in the sample)				Required Sample Size
	Elementary (E)	Middle (M)	High School (H)	Grand Total	
				0	

ELEMENTARY SCHOOL RECORD REVIEW SUMMARY

		Record Review Checklist Items													
Enter MIDDLE SCHOOL Level Students on this Page		Enter "Y" if requirement is met. Enter "N" if requirement is NOT met. Enter NA if the item is not applicable to the student. No item may be left blank. IEP-6, IEP-11, IEP-12, and IEP-13 are the only items for which NA is an acceptable response.													
STUDENT NAME		IEP-1	IEP-2	IEP-3	IEP-4	IEP-5	IEP-6	IEP-7	IEP-8	IEP-9	IEP-10	IEP-11	IEP-12	IEP-13	IEP-14
Totals	Items = "Y"	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Items = "N"	0	0	0	0	0	0	0	0	0	0	0	0	0	0
							0					0	0	0	



INSTRUCTIONS: Enter information for each high school student reviewed. 16 available lines. Insert rows as needed between row 11 and row 24. Retain at the district level. If there are any "N" responses, you will be required to upload this file to the Special Education Web Portal as part of the reporting process. Transfer grand totals from the totals tab to self-assessment report.

GENERAL INFORMATION

LEA Name	Total Number of Students with IEPs (not the number in the sample)				Required Sample Size
	Elementary (E)	Middle (M)	High School (H)	Grand Total	
					0

ELEMENTARY SCHOOL RECORD REVIEW SUMMARY

Record Review Checklist Items

Enter HIGH SCHOOL Level Students on this Page		Enter "Y" if requirement is met. Enter "N" if requirement is NOT met. Enter NA if the item is not applicable to the student. No item may be left blank. IEP-6, IEP-11, IEP-12, and IEP-13 are the only items for which NA is an acceptable response.													
STUDENT NAME		IEP-1	IEP-2	IEP-3	IEP-4	IEP-5	IEP-6	IEP-7	IEP-8	IEP-9	IEP-10	IEP-11	IEP-12	IEP-13	IEP-14
Totals	Items = "Y"	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Items = "N"	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Items = "NA"						0					0	0	0	



STUDENT NAME		I-1	I-2	I-3	I-4	I-5	I-6	I-7	I-8	I-9	I-10	I-11	I-12	I-13	I-14
Totals ELEM	Items = "Y"	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Items = "N"	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Items = "NA"						0					0	0	0	
Totals MS	Items = "Y"	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Items = "N"	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Items = "NA"						0					0	0	0	
Totals HS	Items = "Y"	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Items = "N"	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Items = "NA"						0					0	0	0	
Grand Total Y		0	0	0	0	0	0	0	0	0	0	0	0	0	0
Grand Total N		0	0	0	0	0	0	0	0	0	0	0	0	0	0
Grand Total NA							0					0	0	0	

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Student Name	School Level <i>Check one</i> <input type="checkbox"/> Elementary <input type="checkbox"/> Middle <input type="checkbox"/> High School	NOTE: When reviewing a record of a student who is an adult, substitute "adult student" for "parent" in all checklist items. <i>*Examples for Evidence of Student-Level Corrective Action (last column), include called parent on [date], no new IEP team meeting, etc.</i>
Student Date of Birth Mo./Day/Yr.	Reviewer's Name	

Discipline requirements may apply to different instances of removal for the same student. For example a student may be suspended for two days, constituting the 11th and 12th cumulative days of removal, and suspended again for three days, constituting the 13th, 14th, and 15th cumulative days of removal. Apply the standards and directions to each instance of removal to determine whether each discipline requirement has been met. Multiple instances of noncompliance for a particular item for a particular student are recorded as one "N". However each instance of noncompliance must be corrected according to the instructions.

RECORD REVIEW CHECKLIST

Item	Item Description	Standards & Directions	Required Student-Level Corrective Action	EVIDENCE OF STUDENT-LEVEL CORRECTIVE ACTION*
DISC-1 <input type="checkbox"/> Yes <input type="checkbox"/> No	After the tenth cumulative day of removal in the same school year, the student received educational services during subsequent periods of removal. Comments:	<p>After a student has been removed for a violation of a code of student conduct for more than 10 cumulative school days in the same school year, during subsequent removals the LEA must provide the student educational services. Examine evidence, such as teacher notes, attendance logs, or teacher time records to determine whether the student was provided educational services during each removal beyond the tenth cumulative day of removal in the school year.</p> <p>Examples of removals include, but are not limited to, out-of-school suspensions, certain in-school suspensions, certain bus suspensions, expulsions, and removals to interim alternative educational settings for weapons or drug offences or for inflicting serious bodily harm, and <i>de facto</i> suspensions.</p> <ul style="list-style-type: none"> • Include in-school suspensions if: (1) the student's IEP was not implemented; or (2) the student did not participate with nondisabled peers to the extent required by the IEP; or (3) the student did not have the opportunity to appropriately progress in the general curriculum. • Include a bus suspension if (1) the student was not provided transportation and (2) the student did not attend school. • Include a removal as a <i>de facto</i> suspension if the student is removed from school or class for not following rules without following the procedures related to suspension. LEAs should have procedures to accurately track and count <i>de facto</i> suspensions. A student is considered removed during periods when: (1) the student's IEP was not implemented; or (2) the student did not participate with nondisabled peers to the extent required by the IEP; or (3) the student did not have the opportunity to appropriately progress in the general curriculum. Partial day removals must be included when determining the number of days of removal for a student. • Partial day removals must be included when determining the number of days of removal for a student. 	<p>The LEA must consider compensatory services by holding an IEP team meeting or with the agreement of the student's parent either:</p> <ol style="list-style-type: none"> 1) Develop a written document to amend or modify the student's current IEP to reflect the compensatory services (see Form I-10) or; 2) Discuss with the student's parent and document agreement that no compensatory services are necessary (see Sample Letter). 	

RECORD REVIEW CHECKLIST

Item	Item Description	Standards & Directions	Required Student-Level Corrective Action	EVIDENCE OF STUDENT-LEVEL CORRECTIVE ACTION*
DISC-1 contd		See WDPI Information Update Bulletin 06.02 for additional information on discipline requirements at http://dpi.wi.gov/sped/bul06-02.html .		
DISC-2 <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	Within 10 school days of any decision to change the placement of a student with a disability because of a violation of school rules, the LEA must conduct a manifestation determination. Comments:	<p>Mark "NA" for this item if a change in placement, as defined below, did not occur.</p> <p>A disciplinary change in educational placement for a student with a disability occurs when a student is removed from his or her current educational placement for more than ten consecutive school days because of a violation of school code. A change of placement also occurs if the student has been subjected to a series of removals that constitute a pattern because:</p> <ul style="list-style-type: none"> • the series of removals total more than ten school days in a school year; • the student's behavior is substantially similar to the student's behavior in previous incidents that resulted in the series of removals; and • of such additional factors as the length of each removal, the total amount of time the student has been removed, and the proximity of the removals to one another. <p>Whether the behavior in the incidents that resulted in the series of removals is "substantially similar" should be decided on a case-by-case basis and include consideration of any relevant information regarding the student's behaviors, including, where appropriate, any information in the student's IEP.</p> <p>Within 10 school days of any decision to change the placement of a student with a disability because of a violation of school code, the LEA, the parent, and relevant members of the student's IEP team must conduct a manifestation determination.</p> <p>Examine the student's <i>Manifestation Determination Review</i> (Form 1-12). Determine whether the manifestation determination was completed within ten school days of the date of the decision to change the student's placement.</p> <p>The date of the decision would be, for example,</p> <ul style="list-style-type: none"> • when the LEA decides to proceed with expulsion and sends the parents notice of that decision and a copy of the procedural safeguards notice, • when the LEA decides to change the student's placement because of a violation of school code, or • when the LEA determines the pattern of removals constitute a change in placement. 	<p>The LEA must conduct a manifestation determination.</p> <p>Except where a student is disciplined for behavior involving weapons, drugs or serious bodily harm, if the behavior is determined to be a manifestation of the student's disability, the IEP team must return the student to the placement from which the student was removed, unless the parent and the LEA agree to a change of placement as part of the modification of the behavioral intervention plan.</p> <p>If the behavior is determined not to be a manifestation of the student's disability, the LEA may remove the student to the same extent it would remove a student who does not have a disability.</p> <p>If the behavior is a manifestation of the student's disability and the student already has a behavioral intervention plan, the IEP team must meet to review the plan and its implementation. The IEP team must modify the plan and its implementation, if necessary, to address the student's behavior. If the student does not have a behavior intervention plan, the IEP team must conduct a functional behavioral assessment and implement a behavioral intervention plan for the student.</p> <p>If the behavior is not a manifestation of the student's disability the student must receive, as appropriate, a functional behavioral assessment, and behavioral intervention services and modifications that are designed to address the behavior violation so that it does not recur.</p>	

RECORD REVIEW CHECKLIST

Item	Item Description	Standards & Directions	Required Student-Level Corrective Action	EVIDENCE OF STUDENT-LEVEL CORRECTIVE ACTION*
DISC-3 <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	If the LEA determines the conduct was a manifestation of the student's disability, the LEA conducted a functional behavioral assessment and implemented a behavioral intervention plan (BIP), or if a BIP had previously been developed, reviews and modifies the BIP as necessary. Comments:	Mark "NA" for this item if a change in placement, as defined in DISC-2 above, did not occur. Examine the student's <i>Manifestation Determination Review</i> (Form 1-12). If the LEA determined the conduct was not a manifestation of the student's disability, mark NA. If the LEA determined the conduct was a manifestation of the student's disability, look for evidence that the LEA conducted a functional behavioral assessment (FBA) and developed and implemented a behavioral intervention plan (BIP). If there is an existing BIP, the IEP team must review and modify the plan, if necessary, to address the student's behavior. For information on conducting FBAs and developing BIPs, see the department's bulletin 07.01 on "Addressing the Behavioral Needs of Students with Disabilities" at http://dpi.wi.gov/sped/bul07-01.html .	If the student already has a behavioral intervention plan, the IEP team must meet to review the plan and its implementation. The IEP team must modify the plan and its implementation, if necessary, to address the student's behavior. If the student does not have a behavior intervention plan, the IEP team must conduct a functional behavioral assessment and implement a behavioral intervention plan for the student.	
DISC-4 <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	On the date on which the decision is made to make a removal that constitutes a change of placement of a student with a disability because of a violation of school rules, the LEA notified the parent and provided the parents a copy of the procedural safeguards notice. Comments:	Mark "NA" for this item if a change in placement, as defined in DISC-2 above, did not occur. Look for evidence the student's parents were notified and provided a copy of the procedural safeguards notice on the date the decision was made to change the student's placement for a violation of school code. The date of the decision would be, for example, <ul style="list-style-type: none"> • when the LEA decides to proceed with expulsion and sends the parents notice of that decision and a copy of the procedural safeguards notice, • when the LEA decides to change the student's placement because of a violation of school code, or • when the LEA determines the pattern of removals constitute a change in placement. A copy of the procedural safeguards notice must be given to parents only one time a school year, except that a copy must also be given to the parents upon initial referral or parent request for evaluation, upon receipt of the first state IDEA complaint, upon receipt of the first due process complaint, on the date on which the LEA is made to make a disciplinary removal that constitute a change of placement. The procedural safeguards notice must include a full explanation of all of the available procedural safeguards available under IDEA and U.S. Department of Education regulations, written in language understandable to the general public, and provided in the native language of the parent or other mode of communication used by the parent, unless it is clearly not feasible to do so. A copy of the department's model procedural safeguard notice may be found at http://dpi.wi.gov/sped/pcrights.html .	If not already provided, the LEA must notify the parents of the decision to make a removal that constitutes a disciplinary change of placement. If not already provided, the LEA must also provide the parents a copy of the procedural safeguards notice.	



INSTRUCTIONS: This is a sample format for the N3 data report. Enter information for each student record reviewed. 11 available lines. Insert rows as needed between row 8 and row 16. Retain at the district level. Transfer data summary information to self-assessment report. If the district is selected for validation, the entire list of initial evaluations must be submitted. Information for any students reported under "D" must be submitted for the verification process.

General Information

LEA Name	Exceptions: 1) Transfer student from another district, must complete with specific time agreed to by parent and district; 2) parent repeatedly fails or refuses to make child available, 3 reasonable attempts documented; 3) SLD evaluation extended by mutual written agreement with parent.
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Initial Evaluation Data Report

Student Name	Date Consent Received	Date of Eligibility Determination	Calculate No. of Days Elapsed	Eligible? Yes / No	If over 60 days, does exception (see above) apply	Considered w/in 60
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Data Summary - Transfer to Self-Assessment Report

A	B	C	D-Calculated	D	E
No. for whom consent to evaluate was received (Count of entries in rows 7 - 17+)	Enter the Number in A determined Not Eligible w/in 60 days . Include any where one of the exceptions apply.	Enter the Number in A determined Eligible w/in 60 days. Include any where one of the exceptions apply.	No. beyond 60 days (A - B - C)	Report the Range of Days from Consent to Determination of Eligibility for those identified in "D".	Reasons if not within 60 days
0			0	61 - 0	



GENERAL INFORMATION

LEA Name

CHECKLIST SUMMARY

<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA	NO SAMPLE-1. After consulting with representatives of private schools, the LEA obtained a written affirmation signed by private school representatives. Select NA if there are no private schools within the school district boundaries. This item is not required for independent charter schools authorized under s. 118.40, Wis. Stats.
<input type="checkbox"/> Yes <input type="checkbox"/> No	NO SAMPLE-2. Each parentally placed private school student with a disability who has been designated by the LEA to receive services has a current services plan that describes the special education and related services the LEA will provide for the student. This item is not required for independent charter schools authorized under s. 118.40, Wis. Stats.

NO SAMPLE-3. The LEA conducted an initial evaluation within 60 days of receiving parental consent for the evaluation. Report data only for initial evaluations. Only include students for whom consent was received from July 1, 2010, through June 30, 2011.

A. The number of children for whom parental consent to evaluate was received.	
B1. The number of children in item A. determined not eligible whose evaluations and eligibility determinations were <u>completed within 60 days</u> .	Add B1 and B2 and report the total in the software:
B2. The number of children in item A. determined not eligible whose evaluations and eligibility determinations were completed after 60 days, but one of the exceptions to the timeline applied [see the explanation of exceptions below.]	
C1. The number of children in item A. determined eligible whose evaluations and eligibility determinations were <u>completed within 60 days</u> .	Add C1 and C2 and report the total in the software:
C2. The number of children in item A. determined eligible whose evaluations and eligibility determinations were completed after 60 days, but one of the exceptions to the timeline applied [see the explanation of exceptions below.]	
D. Number of students whose evaluations were completed beyond the 60-day timeline and none of the exceptions applied. Formula: A – (B Total + C Total)	SOFTWARE CALCULATES VALUE
For the students identified in D. above, the range of days (minimum and maximum) from consent to determination of eligibility. Report the actual days. Do not subtract the 60-day timeline.	From (min.) To (max.)

E. For students identified in D. above, the reasons eligibility determinations were not completed within 60 days. It is not necessary to report each case and a reason. *List the reasons delays occurred.*

Staff Unavailable
 Parent Unavailable
 Evaluation data from other agency or from parent unavailable
 Other *Specify:*

EXCEPTIONS:

- 1) Student transfers from one LEA to another after 60-day timeline begins but before determination of eligibility by the previous LEA. The LEA must have completed the evaluation within the specific time agreed to by the parent and the LEA.
- 2) The parent repeatedly fails or refuses to make the student available for the evaluation.
- 3) If the student is being evaluated for specific learning disability and the timeline is extended by mutual written agreement with the parent.

Appendix F:
Standards and Directions for Assessing Requirements

Standards and Directions for Assessing Compliance

Revised July 28, 2011

Evaluation Sample

Item	Compliance Statement	Standards and Directions	Correction
EVAL-1	<p>The student's parents were contacted and afforded an opportunity to participate in the review of existing evaluation data.</p> <p>34 CFR §300.305(a), 300.321(a)(1) Wis. Stats., §115.782(2)(b)1</p> <p>Indicator 8</p>	<p>Locate the <i>Worksheet for Consideration of Existing Data</i> (EW-1). Documentation of the parent's participation in the review may also be found on forms IE-2, IE-3, RE-4, or RE-5. Look for both the method and the date the parent's input was obtained. The date of the parent's input must be 1) after the <i>Notice of Receipt of Referral</i> (IE-1) or after <i>Notice of Reevaluation</i> (RE-1) was sent and 2) on or before the date on the form requesting parental consent. (IE-2, IE-3, RE-4, or RE-5).</p> <p>If a meeting was held to review existing evaluation data, look for an <i>Evaluation Report and IEP Cover Sheet</i> (I-3) and determine whether the parent attended the meeting to review existing evaluation data. A meeting to review existing data may be held on the same day the parent receives the <i>Notice of Receipt of Referral</i> (IE-1) or <i>Notice of Reevaluation</i> (RE-1), as long as the notice is provided before existing data is reviewed and before consent for additional testing is obtained.</p> <p>The review may be conducted without a parent's participation if the local educational agency (LEA) is unable to convince the parent to participate. If the parent did not participate, the LEA must document at least three reasonable attempts to convince the parent to participate.</p> <p>The record of attempts to involve parents in the review can be found on the LEA's notices, forms IE-2, IE-3, RE-4, or RE-5. In some cases, the record of attempts to involve the parents in the review will be found in section III of form EW-1. Examples of documentation include:</p> <ul style="list-style-type: none"> • detailed records of telephone calls and the results of those calls; • copies of correspondence sent to parent and any response received; and • detailed records of visits made to the parent's home or place of employment and results of the visits. <p>If the parent did not participate, but you find records of at least three reasonable attempts to convince the parent to participate, the requirement is met. Often school personnel will attempt to contact parents by telephone. You should not count a telephone call where there is no answer as an attempt. A telephone call where the phone is answered and a message is</p>	<p><i>Student Level Noncompliance:</i> Review evaluation data with parent and determine whether additional evaluation data is needed. If additional data is needed, conduct an evaluation.</p> <p><i>Current Compliance:</i> The local educational agency (LEA) must take action to ensure future compliance including implementing a system of internal controls. The department will verify current compliance on a new student record sample.</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)

**Not required for independent 2r charter schools authorized under Wis. Stats., §118.40.

Standards and Directions for Assessing Compliance

Revised July 28, 2011

Item	Compliance Statement	Standards and Directions	Correction
EVAL 1 Contd.		left may be counted. You may count a delivered e-mail message as an attempt.	
EVAL-2	A review of existing evaluation data on the student to identify what additional data, if any, were needed to complete the evaluation or reevaluation included:	Look at the <i>Worksheet for Consideration of Existing Data</i> (EW-1). Determine whether each of the required staff participated. The documentation on form EW-1 must include the name of each individual, a description of the input, and the date the input was given. The date of the required individual's input must be after the <i>Notice of Receipt of Referral</i> (IE-1) or <i>Notice of Reevaluation</i> (RE-1) was sent and before consent for additional testing is obtained (IE-2, IE-3, RE-4, or RE-5). If you do not know the title or position of a person listed on form EW-1, you may find it on form IE-1, <i>Notice of Receipt of Referral and Start of Initial Evaluation</i> or on form RE-1, <i>Notice of Reevaluation</i> .	<i>Student Level Noncompliance:</i> Review evaluation data with required IEP team member and determine whether additional evaluation data is needed. If additional data is needed, conduct a reevaluation.
EVAL-3	a. not less than 1 regular education teacher of such student (if the student is, or may be, participating in the regular education environment); and	If the student is not in the regular education environment and is not anticipated to be in the regular education environment, enter "NA" for item EVAL-2.	<i>Current Compliance:</i> LEA must take action to ensure future compliance including implementing a system of internal controls. The department will verify current compliance on a new student record sample.
EVAL-4	b. not less than 1 special education teacher of the student, or where appropriate, not less than 1 special education provider of such student; and	A common error is failing to obtain the input of the LEA representative. Another common error occurs when the individualized education program (IEP) team participant who fills out the <i>Worksheet for Consideration of Existing Data</i> fails to include his or her own input.	
EVAL-4	c. a local educational agency representative. 34 CFR § 300.305(a), 300.321(a)(2-4) Wis. Stats, § 115.782(2)(b)1 Indicator 3	Also an error occurs when a case review by a problem-solving team (teacher assistance teams, building consultation teams) prior to referral for special education is documented, instead of the IEP team's review to decide whether additional evaluation data is needed to complete an IEP team evaluation.	
EVAL-5	The student's parent attended the meeting to determine whether the student is or continues to be a child with a disability or participated by other means.	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.	<i>Student Level Noncompliance:</i> Offer parents the opportunity to conduct a new IEP team meeting to determine whether the student is or continues to be a child with a disability.

*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)

**Not required for independent 2r charter schools authorized under Wis. Stats., §118.40.

Standards and Directions for Assessing Compliance

Revised July 28, 2011

Item	Compliance Statement	Standards and Directions	Correction
EVAL-5 contd	34 CFR § 300.306, 300.501(b) Wis. Stats §115.78(2)(a) Indicator 8	<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-3)</i> for the name of the parent listed as a participant. Also look on the I-3 to see that “evaluation including determination of eligibility” 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 LEAs 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 LEAs, consider the requirement met if there is a check mark or initials indicating the parent attended and one purpose of the meeting was evaluation.</p> <p>If determining eligibility is not indicated on the <i>Evaluation Report and IEP Cover Sheet (I-3)</i> as one purpose of the meeting, you may still be able to establish the purpose of the meeting. Look for other evidence of the purpose of the meeting. Look at the <i>Invitation to a Meeting of the IEP Team (I-1)</i> sent to the parent. Note whether the invitation to the meeting indicates “determining initial or continuing eligibility” as one purpose of the meeting. Also look at the <i>Evaluation Report: including Determination of Eligibility and Need for Special Education (ER-1)</i> and note whether the date of the eligibility determination is the same as the date of the IEP meeting on the <i>Evaluation Report and IEP Cover Sheet (I-3)</i>. The purpose of the meeting is established if the invitation to the meeting (I-1) indicates evaluation as a purpose, and the date of the eligibility determination (ER-1) is the same as the date of the meeting (I-3).</p> <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 place of the meeting.</p>	<p><i>Current Compliance:</i> LEA must take action to ensure future compliance including implementing a system of internal controls. The department will verify current compliance on a new student record sample.</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)

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Standards and Directions for Assessing Compliance

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Item	Compliance Statement	Standards and Directions	Correction
EVAL 5 contd		<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. <p>Often school personnel will attempt to contact parents by telephone. You should not count a telephone call where there is no answer as an attempt. A telephone call where the phone is answered and a message is left may be counted. You may count a delivered e-mail message as an attempt.</p>	
EVAL-6	<p>At the IEP team meeting to determine whether the student is a child with a disability, the IEP team reviewed evaluations and information provided by the student's parents.</p> <p>34 CFR§300.305(a)(1) Wis. Stats.§115.782(2)(b)1</p> <p>Indicator 8</p>	<p>At the IEP team meeting to determine eligibility, the IEP team must review evaluations and information provided by the student's parents. The relevant information is summarized in <i>Evaluation Report: including Determination of Eligibility and Need for Special Education</i> (form ER-1). Look under "Information from Review of Existing Data and "Information provided by parents" for information supplied by the parents. Also look under "Summary of previous evaluations" for results of evaluations provided by parents, if any.</p>	<p><i>Student Level Noncompliance:</i> Offer to parents to conduct a new IEP team meeting to determine whether the student is or continues to be a student with a disability.</p> <p><i>Current Compliance:</i> LEA must take action to ensure future compliance including implementing a system of internal controls. The department will verify current compliance on a new student record sample.</p>
EVAL-7	<p>At the IEP team meeting to determine whether the student is a child with a disability, the IEP team reviewed previous interventions and the effects of those interventions.**</p>	<p>At the IEP team meeting to determine eligibility, the IEP team must review previous interventions for the student and the effects of those interventions. The relevant information is summarized in the <i>Evaluation Report: including Determination of Eligibility and Need for Special Education</i>(ER-1). Look under "Information from Review of Existing Data" and "Previous interventions and the effects of those interventions" for a description of <u>both</u> the interventions for the student <u>and</u> the effect of those interventions. Ensure not only the interventions, but <u>also</u> their effects are documented.</p>	<p><i>Student Level Noncompliance:</i> Conduct a new IEP team meeting to determine if omitted information affects the eligibility determination. If yes, then reconsider eligibility.</p> <p><i>Current Compliance:</i></p>

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	Wis. Stats. §115.782(2)(b)1 Indicator 10	For example “Student participated in Title I Reading, but has made little progress” or “Moved the student to front of room, which increased his time on task.” In some cases, there may have been no previous interventions. In such cases, except for initial SLD evaluations, the requirement is met if the IEP team documented there were no previous interventions. For initial SLD evaluations, documentation of an intensive intervention is required.	LEA must take action to ensure future compliance including implementing a system of internal controls. The department will verify current compliance on a new student record sample.

IEP Sample

Item	Compliance Statement	Standards and Directions	Correction
IEP-1	The student’s parent attended the meeting(s) to develop or review the student’s IEP or participated by other means. 34 CFR §300.322, Wis. Stats. §115.78(2)(b) Indicator 8	<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-3)</i> 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-3)</i> as one purpose of the meeting,</p>	<p><i>Student Level Noncompliance:</i> Offer parents the opportunity to conduct a new IEP team meeting to develop or review the student’s IEP.</p> <p><i>Current Compliance:</i> LEA must take action to ensure future compliance including implementing a system of internal controls. The department will verify current compliance on a new student record sample.</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)

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IEP-1 contd		<p>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 Invitation to the meeting (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 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	The student's parent attended the meeting to determine the student's placement or participated by other means.	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.	<i>Student Level Noncompliance:</i> Offer parents the opportunity to conduct a new IEP team meeting to determine the student's placement.

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IEP-2 contd	34 CFR § 300.327, 300.501(c) Wis. Stats. §115.78(2)(c) Indicator 8	<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-3)</i> 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-3)</i> 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-1)</i> 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 (P-1 or P-2)</i>, the <i>Evaluation Report and IEP Cover Sheet (I-3)</i>, and the <i>Invitation to the meeting (I-1)</i>. 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</p>	<p><i>Current Compliance:</i> LEA must take action to ensure future compliance including implementing a system of internal controls. The department will verify current compliance on a new student record sample.</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)

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IEP 2 contd		<p>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-3	<p>The LEA conducted an IEP team meeting to develop or review and revise the IEP that included a LEA representative.</p> <p>34 CFR §300.321(a)(4) Wis. Stats. §115.78(1m)(d)</p> <p>Indicator 1</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</p>	<p><i>Student Level Noncompliance:</i> Offer to parent to conduct a new IEP team meeting with the LEA representative present.</p> <p><i>Current Compliance:</i> LEA must take action to ensure future compliance including implementing a system of internal controls. The department will verify current compliance on a new student record sample.</p>

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IEP-3 Cont'd.		<p>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>	
IEP-4	<p>The IEP contains a statement of the student's present levels of academic achievement and functional performance.</p> <p>34 CFR §300.320(a)(1) Wis. Stats. §115.787(2)(a)</p> <p>Indicator 3</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>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 	<p><i>Student Level Noncompliance:</i> Conduct a new IEP team meeting to revise the IEP to include a statement of the student's present levels of academic achievement and functional performance.*</p> <p><i>Current Compliance:</i> LEA must take action to ensure future compliance including implementing a system of internal controls. The department will verify current compliance on a new student record sample.</p>

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IEP-4 Contd		<p>post-secondary and life-long learning.</p> <ul style="list-style-type: none"> • 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>	
IEP-5	<p>The IEP includes how the student's disability affects his or her involvement and progress in the general curriculum or for a preschool student in age-appropriate activities.</p> <p>34 CFR §300.320(a)(1)(i) Wis. Stats. §115.787(2)(a)</p> <p>Indicator 3</p>	<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><i>Student Level Noncompliance:</i> 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><i>Current Compliance:</i> LEA must take action to ensure future compliance including implementing a system of internal controls. The department will verify current compliance on a new student record sample.</p>

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IEP-6	<p>The IEP teams must, in the case of a student whose behavior impedes his or her learning, or that of others, consider the use of positive behavioral interventions and supports and other strategies to address that behavior.</p> <p>34 CFR §300.324(a)(2)(i) Wis. Stats. §115.787(3)(b)1</p> <p>Indicator 4</p>	<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, 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.</p> <p>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.</p>	<p><i>Student Level Noncompliance:</i> Conduct a new IEP team meeting to consider the use of positive behavioral interventions and supports and other strategies to address behavior.*</p> <p><i>Current Compliance:</i> LEA must take action to ensure future compliance including implementing a system of internal controls. The department will verify current compliance on a new student record sample.</p>
IEP-7	<p>The student's IEP includes a statement of measurable annual goals for the student.</p> <p>34 CFR §300.320(a)(2) Wis. Stats. §115.787(2)(b)</p> <p>Indicator 3</p>	<p>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.</p> <p>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.</p> <p>Review the <i>Individualized Education Program: Annual Goal</i> pages (form I-6). Look at form I-7, <i>Individualized Education Program:</i></p>	<p><i>Student Level Noncompliance:</i> 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.*</p> <p><i>Current Compliance:</i> LEA must take action to ensure future compliance including implementing a system of internal controls. The department will verify current compliance on a new student record sample.</p>

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IEP-7 contd		<p><i>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.</p> <p>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.</p>	
IEP-8	<p>The IEP includes a statement of how the student's progress toward achieving the annual goals will be measured.</p> <p>34 CFR §300.320(a)(3)(i) Wis. Stats. §115.787(2)(h)</p> <p>Indicator 3</p>	<p>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.</p>	<p><i>Student Level Noncompliance:</i> 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.*</p> <p><i>Current Compliance:</i> LEA must take action to ensure future compliance including implementing a system of internal controls. The department will verify current compliance on a new student record sample.</p>
IEP-9	<p>The IEP describes the extent, if any, to which the student will not participate with non-disabled students in the regular education environment.</p> <p>34 CFR §300.320(a)(5) Wis. Stats. §115.787(2)(d)</p> <p>Indicator 5</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><i>Student Level Noncompliance:</i> 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><i>Current Compliance:</i> LEA must take action to ensure future compliance including implementing a system</p>

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IEP-9 contd		<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>	of internal controls. The department will verify current compliance on a new student record sample.
IEP-10	<p>The statement of special education in the IEP includes anticipated frequency including the amount.</p> <p>34 CFR §300.320(a)(4)&(7) Wis. Stats. §115.787(2)(c)&(f)</p> <p>Indicator 3</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>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</p>	<p><i>Student Level Noncompliance:</i> Conduct a new IEP team meeting to revise the IEP to include anticipated frequency, including the amount, of special education.*</p> <p><i>Current Compliance:</i> LEA must take action to ensure future compliance including implementing a system of internal controls. The department will verify current compliance on a new student record sample.</p>

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IEP-10 contd		<p>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>	
IEP-11	<p>The statement of related services, if any, includes anticipated frequency including the amount.</p> <p>34 CFR §300.320(a)(4)&(7) Wis. Stats. §115.787(2)(c)&(f)</p> <p>Indicator 3</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.,</p>	<p><i>Student Level Noncompliance:</i> Conduct a new IEP team meeting to revise the IEP to include anticipated frequency, including the amount, of related services.*</p> <p><i>Current Compliance:</i> LEA must take action to ensure future compliance including implementing a system of internal controls. The department will verify current compliance on a new student record sample.</p>

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IEP 11 Contd		<p>“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 (generally not more than 15 minutes), because this does not provide a clear commitment of resources.</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>	
IEP-12	<p>The statement of supplementary aids and services, if any, includes anticipated frequency including the amount.</p> <p>34 CFR §300.320(a)(4)&(7) Wis. Stats. §115.787(2)(c)&(f)</p> <p>Indicator 3</p>	<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><i>Student Level Noncompliance:</i> Conduct a new IEP team meeting to revise the IEP to include anticipated frequency, including the amount, of supplementary aids and services.*</p> <p><i>Current Compliance:</i> LEA must take action to ensure future compliance including implementing a system of internal controls. The department will verify current compliance on a new student record sample.</p>

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IEP 12 Cont'd.		<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>	
IEP-13	<p>The student's placement is determined at least annually.</p> <p>34 CFR §300.116(b)(1) Wis. Stats. §115.79(1)(b)</p> <p>Indicator 5</p>	<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 determined.</p>	<p><i>Student Level Noncompliance:</i> If the IEP team has not determined placement within the last twelve months, then the IEP team must meet to determine placement.</p> <p><i>Current Compliance:</i> LEA must take action to ensure future compliance including implementing a system</p>

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		<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>	<p>of internal controls. The department will verify current compliance on a new student record sample.</p>
IEP-14	<p>Following the development or revision of the individualized education program and prior to its implementation, the student's parent(s) were provided a notice.</p> <p>34 CFR §300.503(a) Wis. Stats. §115.792(1)(b)</p> <p>Indicator 8</p>	<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</p>	<p><i>Student Level Noncompliance:</i> If no notice was provided, then send a notice.</p> <p><i>Current Compliance:</i> LEA must take action to ensure future compliance including implementing a system of internal controls. The department will verify current compliance on a new student record sample.</p>

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IEP-14 Contd.		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.	

Discipline Sample

Discipline requirements may apply to different instances of removal for the same student. For example a student may be suspended for two days, constituting the 11th and 12th cumulative days of removal, and suspended again for three days, constituting the 13th, 14th, and 15th cumulative days of removal. Apply the standards and directions to each instance of removal to determine whether each discipline requirement has been met. Multiple instances of noncompliance for a particular item for a particular student are recorded as one “N”. However each instance of noncompliance must be corrected according to the instructions.

Item	Compliance Statement	Standards and Directions	Correction
DISC-1	<p>After the tenth cumulative day of removal in the same school year, the student received educational services during subsequent periods of removal.</p> <p>34 CFR §300.530(d)(4)&(5)</p> <p>Indicator 4</p>	<p>After a student has been removed for a violation of a code of student conduct for more than 10 cumulative school days in the same school year, during subsequent removals the LEA must provide the student educational services. Examine evidence, such as teacher notes, attendance logs, or teacher time records to determine whether the student was provided educational services during each removal beyond the tenth cumulative day of removal in the school year.</p> <p>Examples of removals include, but are not limited to, out-of-school suspensions, certain in-school suspensions, certain bus suspensions, expulsions, and removals to interim alternative educational settings for weapons or drug offences or for inflicting serious bodily harm, and <i>de facto</i> suspensions.</p> <ul style="list-style-type: none"> • Include in-school suspensions if: (1) the student's IEP was not 	<p><i>Student Level Noncompliance:</i> The LEA must consider compensatory services by holding an IEP team meeting or with the agreement of the student's parent either:</p> <ol style="list-style-type: none"> (1) Develop a written document to amend or modify the student's current IEP to reflect the compensatory services (see Form I-10) or; (2) Discuss with the student's parent and document agreement that no compensatory services are necessary (see Sample Letter).

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DISC-1 contd.		<p>implemented; or (2) the student did not participate with nondisabled peers to the extent required by the IEP; or (3) the student did not have the opportunity to appropriately progress in the general curriculum.</p> <ul style="list-style-type: none"> • Include a bus suspension if (1) the student was not provided transportation and (2) the student did not attend school. • Include a removal as a <i>de facto</i> suspension if the student is removed from school or class for not following rules without following the procedures related to suspension. LEAs should have procedures to accurately track and count <i>de facto</i> suspensions. A student is considered removed during periods when: (1) the student's IEP was not implemented; or (2) the student did not participate with nondisabled peers to the extent required by the IEP; or (3) the student did not have the opportunity to appropriately progress in the general curriculum. Partial day removals must be included when determining the number of days of removal for a student. • Partial day removals must be included when determining the number of days of removal for a student. <p>See WDPI Information Update Bulletin 06.02 for additional information on discipline requirements at http://dpi.wi.gov/sped/bul06-02.html.</p>	<p><i>Current Compliance:</i> LEA must take action to ensure future compliance including implementing a system of internal controls. The department will verify current compliance on a new student record sample.</p>
DISC-2	<p>Within 10 school days of any decision to change the placement of a student with a disability because of a violation of school code, the LEA must conduct a manifestation determination.</p> <p>34 CFR §300.530(e)</p> <p>Indicator No. 4</p>	<p>Mark "NA" for this item if a change in placement, as defined below, did not occur.</p> <p>A disciplinary change in educational placement for a student with a disability occurs when a student is removed from his or her current educational placement for more than ten consecutive school days because of a violation of school code. A change of placement also occurs if the student has been subjected to a series of removals that constitute a pattern because:</p> <ul style="list-style-type: none"> • the series of removals total more than ten school days in a school year; • the student's behavior is substantially similar to the student's behavior in previous incidents that resulted in the series of 	<p><i>Student Level Noncompliance:</i> The LEA must conduct a manifestation determination.</p> <p>Except where a student is disciplined for behavior involving weapons, drugs or serious bodily harm, if the behavior is determined to be a manifestation of the student's disability, the IEP team must return the student to the placement from which the student was removed, unless the parent and the LEA agree to a change of placement as part of the modification of the behavioral</p>

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DISC-2 Cont'd.		<p>removals; and</p> <ul style="list-style-type: none"> • of such additional factors as the length of each removal, the total amount of time the student has been removed, and the proximity of the removals to one another. <p>Whether the behavior in the incidents that resulted in the series of removals is "substantially similar" should be decided on a case-by-case basis and include consideration of any relevant information regarding the student's behaviors, including, where appropriate, any information in the student's IEP.</p> <p>Within 10 school days of any decision to change the placement of a student with a disability because of a violation of school code, the LEA, the parent, and relevant members of the student's IEP team must conduct a manifestation determination.</p> <p>Examine the student's <i>Manifestation Determination Review</i> (Form 1-12). Determine whether the manifestation determination was completed within ten school days of the date of the decision to change the student's placement.</p> <p>The date of the decision would be, for example,</p> <ul style="list-style-type: none"> • when the LEA decides to proceed with expulsion and sends the parents notice of that decision and a copy of the procedural safeguards notice, • when the LEA decides to change the student's placement because of a violation of school code, or • when the LEA determines the pattern of removals constitute a change in placement. 	<p>intervention plan.</p> <p>If the behavior is determined not to be a manifestation of the student's disability, the LEA may remove the student to the same extent it would remove a student who does not have a disability.</p> <p>If the behavior is a manifestation of the student's disability and the student already has a behavioral intervention plan, the IEP team must meet to review the plan and its implementation. The IEP team must modify the plan and its implementation, if necessary, to address the student's behavior. If the student does not have a behavior intervention plan, the IEP team must conduct a functional behavioral assessment and implement a behavioral intervention plan for the student.</p> <p>If the behavior is not a manifestation of the student's disability the student must receive, as appropriate, a functional behavioral assessment, and behavioral intervention services and modifications that are designed to address the behavior violation so that it does not recur.</p> <p><i>Current Compliance:</i> LEA must take action to ensure future compliance including implementing a system of internal controls. The department will verify current compliance on a new student record sample.</p>
DISC-3	If the LEA determines the conduct was a manifestation	Mark "NA" for this item if a change in placement, as defined in item DISC- 2, did not occur.	<i>Student Level Noncompliance:</i> If the student already has a behavioral

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DISC-3 contd.	<p>of the student's disability, the LEA conducted a functional behavioral assessment and implemented a behavioral intervention plan (BIP), or if a BIP had previously been developed, reviews and modifies the BIP as necessary.</p> <p>34 CFR §300.530(f)</p> <p>Indicator No. 4</p>	<p>Examine the student's <i>Manifestation Determination Review</i> (Form 1-12). If the LEA determined the conduct was not a manifestation of the student's disability, mark NA. If the LEA determined the conduct was a manifestation of the student's disability, look for evidence that the LEA conducted a functional behavioral assessment (FBA) and developed and implemented a behavioral intervention plan (BIP). If there is an existing BIP, the IEP team must review and modify the plan, if necessary, to address the student's behavior.</p> <p>For information on conducting FBAs and developing BIPs, see the department's bulletin 07.01 on "Addressing the Behavioral Needs of Students with Disabilities" at http://dpi.wi.gov/sped/bul07-01.html.</p>	<p>intervention plan, the IEP team must meet to review the plan and its implementation. The IEP team must modify the plan and its implementation, if necessary, to address the student's behavior. If the student does not have a behavior intervention plan, the IEP team must conduct a functional behavioral assessment and implement a behavioral intervention plan for the student.</p> <p><i>Current Compliance:</i> LEA must take action to ensure future compliance including implementing a system of internal controls. The department will verify current compliance on a new student record sample.</p>
DISC-4	<p>On the date on which the decision is made to make a removal that constitutes a change of placement of a student with a disability because of a violation of school code, the LEA notified the parent and provided the parents a copy of the procedural safeguards notice.</p> <p>34 CFR §300.530(h)</p> <p>Indicator No. 4</p>	<p>Mark "NA" for this item if a change in placement, as defined in item DISC- 2, did not occur.</p> <p>Look for evidence the student's parents were notified and provided a copy of the procedural safeguards notice on the date the decision was made to change the student's placement for a violation of school code.</p> <p>The date of the decision would be, for example,</p> <ul style="list-style-type: none"> • when the LEA decides to proceed with expulsion and sends the parents notice of that decision and a copy of the procedural safeguards notice, • when the LEA decides to change the student's placement because of a violation of school code, or • when the LEA determines the pattern of removals constitute a change in placement. <p>A copy of the procedural safeguards notice must be given to parents only one time a school year, except that a copy must also be given to the parents upon initial referral or parent request for evaluation, upon receipt of the first state IDEA complaint, upon receipt of the first due process complaint, on the date on which the</p>	<p><i>Student Level Noncompliance:</i> If not already provided, the LEA must notify the parents of the decision to make a removal that constitutes a disciplinary change of placement. If not already provided, the LEA must also provide the parents a copy of the procedural safeguards notice.</p> <p><i>Current Compliance:</i> LEA must take action to ensure future compliance including implementing a system of internal controls. The department will verify current compliance on a new student record sample.</p>

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DISC-4 contd		<p>LEA is made to make a disciplinary removal that constitute a change of placement.</p> <p>The procedural safeguards notice must include a full explanation of all of the available procedural safeguards available under IDEA and U.S. Department of Education regulations, written in language understandable to the general public, and provided in the native language of the parent or other mode of communication used by the parent, unless it is clearly not feasible to do so.</p> <p>A copy of the department's model procedural safeguard notice may be found at http://dpi.wi.gov/sped/pcrights.html.</p>	

No Sample Items

Item	Compliance Statement	Standards and Directions	Correction
NO SAMPLE -1	<p>After consulting with representatives of private schools, the LEA obtained a written affirmation signed by private school representatives.**</p> <p>34 CFR §300.135</p> <p>Indicator: Other</p>	<p>During the design and development of special education and related services for parentally placed private school students with disabilities, an LEA must engage in timely and meaningful consultation with representatives of private schools located in the LEA and the parents of such students. After consulting, the LEA must obtain written affirmations signed by private school representatives who were consulted. The DPI has developed an affirmation form for LEA use. It may be accessed at http://dpi.wi.gov/sped/doc/prischaff.doc.</p> <p>A private school is an institution with a private educational program that meets all of the criteria under Wis. Stats. s. 118.165(1), or is determined to be a private school by the state superintendent under s. 118.167. A home-based private educational program is not a private school.</p> <p>If representatives of private elementary and secondary schools located in the LEA were consulted, and there is a signed affirmation from each private school representative who was consulted, the requirement is met. If a representative did not provide a signed affirmation within a reasonable amount of time but the LEA forwarded documentation of the consultation process to the DPI,</p>	<p>The LEA must consult with representatives of private schools and obtain a written affirmation signed by private school representatives. The department will verify current compliance with this requirement.</p>

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		<p>the requirement is met. If there are no private schools within the boundaries of the LEA, mark "NA."</p>	
<p>NO SAMPLE -2</p>	<p>Each parentally placed private school student with a disability who has been designated by the LEA to receive services has a current services plan that describes the special education and related services the LEA will provide for the student.**</p> <p>34 CFR §300.138(b)</p> <p>Indicator: Other</p>	<p>A parentally placed private school student with a disability is a student with a disability enrolled by his or her parent in a private, including religious, schools.</p> <p>A private school is an institution with a private educational program that meets all of the criteria under Wis. Stats. s. 118.165(1) or is determined to be a private school by the state superintendent under s. 118.167. A home-based private educational program is not a private school.</p> <p>A services plan for a parentally placed private school student must, to the extent appropriate, be developed, reviewed, and revised consistent with 34 CFR §§ 300.321 through 300.324.</p> <p>Create a list of all parentally placed private school students with disabilities who have currently been designated by the LEA to receive services. Exclude students found eligible for a service plan after a district has already met the equitable services requirement.</p> <p>The requirement is met if all students on the list have a services plan revised within the last 12 months. The requirement is not met if one or more students on the list have a services plan not revised within the last 12 months.</p>	<p><i>Student Level Noncompliance:</i> The agency must conduct a meeting to develop a current services plan consistent with 34 CFR 300.138(b).</p> <p><i>Current Compliance:</i> LEA must take action to ensure future compliance including implementing a system of internal controls. The department will verify current compliance with this requirement.</p>
<p>NO SAMPLE - 3</p>	<p>The LEA conducted an initial evaluation within 60 days of receiving parental consent for the evaluation.</p> <p>34 CFR §300.301(c)(1)(i) Wis. Stats. §115.78(3)</p> <p>Indicator 11</p>	<p>An LEA must determine if a student is a child with a disability within 60 days after the LEA receives parental consent for administering tests or other evaluation materials as part of an IEP team evaluation. There are three exceptions to the 60-day timeline. The first involves a student who transfers from one LEA to another after the 60-day timeline has begun and prior to a determination of eligibility by the previous LEA. For the exception to apply, the LEA must have completed the evaluation within a specific time agreed to by the parent and LEA.</p> <p>The second exception is if the parent repeatedly fails or refuses to make the student available for the evaluation. This is determined on a case-by-case basis, and what constitutes "repeatedly failed" or</p>	<p><i>Student Level Noncompliance:</i> The LEA must complete the evaluation if it has not been finished. The LEA must also consider compensatory services because of the delay in the evaluation by holding an IEP teaming or with the agreement of the student's parent either:</p> <ol style="list-style-type: none"> 1) Develop a written document to amend or modify the student's current IEP to reflect the compensatory services (see Form I-10) or; 2) Discuss with the student's parent and document agreement that no compensatory services are necessary (see Sample Letter).

*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)

**Not required for independent 2r charter schools authorized under Wis. Stats., s118.40.

Standards and Directions for Assessing Compliance

Revised July 28, 2011

<p>NO SAMPLE -3 contd</p>	<p>"refuses to make the student available" will vary depending on the specific circumstances in each case.</p> <p>The third exception is if the student is being evaluated for a specific learning disability and the timeline is extended by mutual written agreement with the parent.</p> <p>Report data only for <u>initial</u> evaluations. Only include students for whom consent was received from July 1, 2010, through June 30, 2011. Report-</p> <ul style="list-style-type: none"> A. The number of students for whom parental consent to evaluate was received. B. The number of students in A. determined <u>not eligible</u> whose evaluations and eligibility determinations were <u>completed within 60 days</u>. Include students for whom one of the exceptions to the 60-day timeline applies. C. The number of students in A. determined <u>eligible</u> whose evaluations and eligibility determinations were <u>completed within 60 days</u>. Include students for whom one of the exceptions to the 60-day timeline applies. D. For students whose evaluations were completed beyond the 60-day timeline, and one of the exceptions did not apply, the range of days (minimum/maximum) from consent to determination of eligibility. Report the actual days. Do not subtract the 60-day timeline. E. The reasons eligibility determinations were not completed within 60 days. It is not necessary to report each case and a reason. List the reasons delays occurred. 	<p><i>Current Compliance:</i> LEA must take action to ensure future compliance including implementing a system of internal controls. The department will verify current compliance on a new student record sample.</p>
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*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)

**Not required for independent 2r charter schools authorized under Wis. Stats., s118.40.

Appendix G:
Directions for Self-Assessment Reporting



**Wisconsin Department of Public Instruction
Special Education Web Portal Main Menu
XXXX-Xxxxx School District**

Help	LEA Data (Click on link below to see data)	Required Action	Required Action Due Date
?	Indicator 12: Part C to Part B Transition Improvement Plan	None	N/A
?	Additional Data Reporting	Data Locked	08/01/2011
?	Procedural Compliance Self-Assessment Report	Enter Data	11/15/2011
?	Indicators 9 and 10: Under-representation	None	N/A
?	CEIS Data Collection	None	N/A
Help Application			
?	IDEA Flow-through and Preschool Entitlement Budgets		
?	IDEA Flow-through and Preschool Entitlement Budgets - Recovery Funds		
?	Special Education High Cost Claims		
?	IDEA Maintenance of Effort		
Help Report			
?	Indicator 12 - District Wide Results by Student		
?	Indicator 12 - View List of Un-Reviewed Referrals		
?	Indicator 12 - View List of Incomplete Referrals		
?	Indicator 12 - View List of Complete Referrals		

Information on Data Collection

[Cycle for Indicators 8 and 14 and the Procedural Compliance Self-Assessment](#) [Sources of Data](#)

User Functions

[Change Your Password](#)

[Change District](#)









[Maintain User Information / Reset Password](#)

[Exit Special Education Portal](#)








Procedural Compliance Self-Assessment Report and Corrective Action Plan XXXX-Xxxxx School District for School Year: 2011-2012

Main Menu

-  [ENTER Contact and Completion Information](#)
-  [ENTER Self-Assessment Results](#)
-  [ENTER Corrective Actions to Ensure Current Compliance](#)
-  [UPLOAD procedural compliance self-assessment recording forms](#)
-  [Submit to DPI](#)
-  [READ Final Report and Corrective Action Plan Summary](#)
-  [Assurances](#)
-  [Exit Application](#)

Administrator Main Menu

-  [Status Report](#)
-  [District Status History Report](#)
-  [N04 Summary Report](#)
-  [Excel Report Download](#)
-  [Uploaded Recording Forms](#)

Procedural Compliance Workgroup:

Janice Duff, School Administration Consultant, 414-227-1845 or janice.duff@dpi.wi.gov
Teresa Goodier, School Administration Consultant, 608-267-2947 or teresa.goodier@dpi.wi.gov
Courtney Reed Jenkins, School Administration Consultant, 608-267-9183 or courtney.jenkins@dpi.wi.gov
Allison Luczak, School Administration Consultant, 608-266-3126 or allison.luczak@dpi.wi.gov
Marge Resan, School Administration Consultant, 608-267-9158 or marge.resan@dpi.wi.gov
Paul Sherman, School Administration Consultant, 608-267-9157 or paul.sherman@dpi.wi.gov
Christina Spector, School Administration Consultant, 608-267-3747 or christina.spector@dpi.wi.gov
Paula Volpiansky, School Administration Consultant, 608-267-3725 or Paula.Volpiansky@dpi.wi.gov
Patricia Williams, School Administration Consultant, 608-267-3720 or patricia.williams@dpi.wi.gov



Procedural Compliance Self-Assessment Report and Corrective Action Plan XXXX-Xxxxx School District for School Year: 2011-2012

Self Assessment Report Contact and Completion Information




 Denotes Required Field


Primary Contact

Name: 

Phone: () -  Ext:

Email: 

Assessment Completion Information

- Our ad hoc self assessment committee included parent(s). 
- Parent(s) involved in the planning of the self-assessment.
 - Parent(s) involved in reviewing results and developing agency-wide corrective action.
- Our public agency completed the student records review per DPI protocols.
- Our public agency **DID NOT** complete the student records review per DPI protocols (*i.e.*, revised sample size, a team did not review the records).

Explanation:

**Procedural Compliance Self-Assessment Report and Corrective Action Plan
XXXX-Xxxxx School District
for School Year: 2011-2012**

Self Assessment Report



Evaluations

IEPs

Discipline

No Sample Requirements

Evaluations

Sample Size: <input type="text"/>		Number of Student Records NOT in Compliance
EVAL-1	The student's parents were contacted and afforded an opportunity to participate in the review of existing evaluation data. 34 CFR §300.305(a), 300.321(a)(1) Wis. Stats., §115.782(2)(b)1	<input type="text"/>
EVAL-2	A review of existing evaluation data on the student 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 student (if the student is, or may be, participating in the regular education environment); and	<input type="text"/>
EVAL-3	b. not less than 1 special education teacher of the student, or where appropriate, not less than 1 special education provider of such student; and	<input type="text"/>
EVAL-4	c. a local educational agency representative. 34 CFR § 300.305(a), 300.321(a)(2-4) Wis. Stats, § 115.782(2)(b)1	<input type="text"/>
EVAL-5	The student's parent attended the meeting to determine whether the student is or continues to be a child with a disability or participated by other means. 34 CFR § 300.306, 300.501(b) Wis. Stats §115.78(2)(a)	<input type="text"/>
EVAL-6	At the IEP team meeting to determine whether the student is a child with a disability, the IEP team reviewed evaluations and information provided by the student's parents. 34 CFR§300.305(a)(1) Wis. Stats. §115.782(2)(b)1	<input type="text"/>
EVAL-7	At the IEP team meeting to determine whether the student is a child with a disability, the IEP team reviewed previous interventions and the effects of those interventions. ** Wis. Stats. §115.782(2)(b)1	<input type="text"/>

***Not required for independent 2r charter schools authorized under Wis. Stats., s118.40.*

**Procedural Compliance Self-Assessment Report and Corrective Action Plan
XXXX-Xxxxx School District
for School Year: 2011-2012**

Self Assessment Report



Evaluations

IEPs

Discipline

No Sample Requirements

IEPs

Sample Size: <input type="text"/>		Number of Student Records NOT in Compliance
IEP-1	The student's parent attended the meeting(s) to develop or review the student's IEP or participated by other means. 34 CFR §300.322, Wis. Stats. §115.78(2)(b)	<input type="text"/>
IEP-2	The student's parent attended the meeting to determine the student's placement or participated by other means. 34 CFR § 300.327, 300.501(c) Wis. Stats. §115.78(2)(c)	<input type="text"/>
IEP-3	The LEA conducted an IEP team meeting to develop or review and revise the IEP that included a LEA representative. 34 CFR §300.321(a)(4) Wis. Stats. §115.78(1m)(d)	<input type="text"/>
IEP-4	The IEP contains a statement of the student's present levels of academic achievement and functional performance. 34 CFR §300.320(a)(1) Wis. Stats. §115.787(2)(a)	<input type="text"/>
IEP-5	The IEP includes how the student's disability affects his or her involvement and progress in the general curriculum or for a preschool student in age-appropriate activities. 34 CFR §300.320(a)(1)(i) Wis. Stats. §115.787(2)(a)	<input type="text"/>
IEP-6	The IEP teams must, in the case of a student whose behavior impedes his or her learning, or that of others, consider the use of positive behavioral interventions and supports and other strategies to address that behavior. 34 CFR §300.324(a)(2)(i) Wis. Stats. §115.787(3)(b)1	<input type="text"/>
IEP-7	The student's IEP includes a statement of measurable annual goals for the student. 34 CFR §300.320(a)(2) Wis. Stats. §115.787(2)(b)	<input type="text"/>
IEP-8	The IEP includes a statement of how the student's progress toward achieving the annual goals will be measured.	<input type="text"/>

	34 CFR §300.320(a)(3)(i) Wis. Stats. §115.787(2)(h)	
IEP-9	The IEP describes the extent, if any, to which the student will not participate with non-disabled students in the regular education environment. 34 CFR §300.320(a)(5) Wis. Stats. §115.787(2)(d)	<input type="text"/>
IEP-10	The statement of special education in the IEP includes anticipated frequency including the amount. 34 CFR §300.320(a)(4)&(7) Wis. Stats. §115.787(2)(c)&(f)	<input type="text"/>
IEP-11	The statement of related services, if any, includes anticipated frequency including the amount. 34 CFR §300.320(a)(4)&(7) Wis. Stats. §115.787(2)(c)&(f)	<input type="text"/>
IEP-12	The statement of supplementary aids and services, if any, includes anticipated frequency including the amount. 34 CFR §300.320(a)(4)&(7) Wis. Stats. §115.787(2)(c)&(f)	<input type="text"/>
IEP-13	The student's placement is determined at least annually. 34 CFR §300.116(b)(1) Wis. Stats. §115.79(1)(b)	<input type="text"/>
IEP-14	Following the development or revision of the individualized education program and prior to its implementation, the student's parent(s) were provided a notice. 34 CFR §300.503(a) Wis. Stats. §115.792(1)(b)	<input type="text"/>

**Procedural Compliance Self-Assessment Report and Corrective Action Plan
XXXX-Xxxxx School District
for School Year: 2011-2012**

Self Assessment Report



Evaluations

IEPs

Discipline

No Sample Requirements

Discipline

Sample Size: <input type="text"/>		Number of Student Records NOT in Compliance
DISC-1	After the tenth cumulative day of removal in the same school year, the student received educational services during subsequent periods of removal. 34 CFR §300.530(d)(4)&(5)	<input type="text"/>
DISC-2	Within 10 school days of any decision to change the placement of a student with a disability because of a violation of school code, the LEA must conduct a manifestation determination. 34 CFR §300.530(e)	<input type="text"/>
DISC-3	If the LEA determines the conduct was a manifestation of the student's disability, the LEA conducted a functional behavioral assessment and implemented a behavioral intervention plan (BIP), or if a BIP had previously been developed, reviews and modifies the BIP as necessary. 34 CFR §300.530(f)	<input type="text"/>
DISC-4	On the date on which the decision is made to make a removal that constitutes a change of placement of a student with a disability because of a violation of school code, the LEA notified the parent and provided the parents a copy of the procedural safeguards notice. 34 CFR §300.530(h)	<input type="text"/>

Procedural Compliance Self-Assessment Report and Corrective Action Plan XXXX-Xxxxx School District for School Year: 2011-2012

Self Assessment Report



Evaluations	IEPs	Discipline	No Sample Requirements
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No Sample Requirements

NO SAMPLE-1	After consulting with representatives of private schools, the LEA obtained a written affirmation signed by private school representatives. ** 34 CFR §300.135	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> N/A
NO SAMPLE-2	Each parentally placed private school student with a disability who has been designated by the LEA to receive services has a current services plan that describes the special education and related services the LEA will provide for the student. ** 34 CFR §300.138(b)	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> N/A
NO SAMPLE-3	The LEA conducted an initial evaluation within 60 days of receiving parental consent for the evaluation. 34 CFR §300.301(c)(1)(i) Wis. Stats. §115.78(3)			
	A. The number of students for whom parental consent to evaluate was received.	<input style="width: 100px;" type="text"/>		
	B. The number of students in A. determined not eligible whose evaluations and eligibility determinations were completed within 60 days . Include students for whom one of the exceptions to the 60-day timeline applies.	<input style="width: 100px;" type="text"/>		
	C. The number of students in A. determined eligible whose evaluations and eligibility determinations were completed within 60 days . Include students for whom one of the exceptions to the 60-day timeline applies.	<input style="width: 100px;" type="text"/>		
	D. For students whose evaluations were completed beyond the 60-day timeline, and one of the exceptions did not apply, the range of days (minimum/maximum) from consent to determination of eligibility. Report the actual days. Do not subtract the 60-day timeline.	0 <input style="width: 50px;" type="text"/> to <input style="width: 50px;" type="text"/> (Min) (Max)		
	E. The reasons eligibility determinations were not completed within 60 days. It is not necessary to report each case and a reason. List the reasons delays occurred. <ul style="list-style-type: none"> <input type="checkbox"/> Staff unavailable <input type="checkbox"/> Parent unavailable <input type="checkbox"/> Evaluation data from other agency or from parent unavailable <input type="checkbox"/> Other Specify: <input style="width: 500px;" type="text"/> 			

***Not required for independent 2r charter schools authorized under Wis. Stats., s118.40.*

**Procedural Compliance Self-Assessment Report and Corrective Action Plan
 LLLL-LIIII GWcc` District
 for School Year: 2011-2012**

Corrective Actions to Ensure Current Compliance



Evaluations	IEPs	Discipline	No Sample Requirements
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Evaluations

You must select at least one Corrective Action for EACH Compliance Statement.

Select all that apply.

For each Corrective Action Section: To select more than one Correction Action or to deselect a Correction Action, **HOLD** down the **Ctrl** key while clicking on each item.

Public agencies must identify all student-level noncompliance and correct as soon as possible and demonstrate current compliance not later than one year after notification of findings.

Select the Corrective Action(s) you wish to use...Select all that apply.

Compliance Statement

EVAL-1 The student's parents were contacted and afforded an opportunity to participate in the review of existing evaluation data. 34 CFR §300.305 (a), 300.321(a) (1) Wis. Stats., §115.782(2) (b)1	Use peer mentors to train staff (including regular education staff, as appropriate) Staff will attend workshops (including regular education staff, as appropriate) Send memorandum to staff (including regular education staff, as appropriate) Revise written special education procedures Revise staff handbook Revise IEP form(s) Review procedures at department meeting(s) Meet with individual staff members (including regular education staff, as appropriate) Administrator observes IEP meeting(s) Conduct in-service with staff (including regular education staff, as appropriate) Arrange staff training by non-district personnel (including regular education staff, as appropriate) Other (specify)
	Other <i>Specify</i> <input type="text"/>

EVAL-5. The student's parent attended the meeting to determine whether the student is or continues to be a child with a disability or participated	Use peer mentors to train staff (including regular education staff, as appropriate) Staff will attend workshops (including regular education staff, as appropriate) Send memorandum to staff (including regular education staff, as appropriate) Revise written special education procedures Revise staff handbook Revise IEP form(s) Review procedures at department meeting(s) Meet with individual staff members (including regular education staff, as appropriate) Administrator observes IEP meeting(s) Conduct in-service with staff (including regular education staff, as appropriate) Arrange staff training by non-district personnel (including regular education staff, as appropriate) Other (specify)
	Other <i>Specify</i> <input type="text"/>

by other means.

34 CFR §
300.306,
300.501(b)
Wis. Stats
§115.78(2)
(a)

Please save your Evaluations Information!  **SAVE**



**Procedural Compliance Self-Assessment Report and Corrective Action Plan
 XXXX-Xxxxx School District
 for School Year: 2011-2012**

Upload Procedural Compliance Self-Assessment Recording Forms



Upload completed excel spreadsheets (Blank spreadsheets can be found [HERE](#), scroll down to Appendix E)

File Type:

Find File:



Select the File Type, Find the File on Your Computer and Click the Red Arrow to Upload the Document

You must delete a form before you can upload a modified version.

File Type	View	Delete
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**Procedural Compliance Self-Assessment Report and Corrective Action Plan
XXXX-Xxxxx School District
for School Year: 2011-2012**

Self Assessment Report



Submit And Lock Self Assessment

-  [**Primary Contact**](#) information has not been completed for the current year.
-  [**District Level Corrective Action to Ensure Current Compliance - Evaluations**](#) section has not been completed.
-  [**District Level Corrective Action to Ensure Current Compliance - IEPs**](#) section has not been completed.
-  [**District Level Corrective Action to Ensure Current Compliance - No Sample Requirements**](#) section has not been completed.

**Procedural Compliance Self-Assessment Report and Corrective Action Plan
XXXX-Xxxxx School District
for School Year: 2011-2012**

Self Assessment Report



[Submit And Lock Self Assessment](#)

All sections have been completed

You may now submit your *Procedural Compliance Self Assessment Report and Corrective Action Plan* to DPI by


clicking  [Submit](#)

**Procedural Compliance Self-Assessment Report and Corrective Action Plan
XXXX-Xxxxx School District
for School Year: 2011-2012
Locked Date: 08/22/2011**

Self Assessment Report



[Submit And Lock Self Assessment](#)

 **Your *Procedural Compliance Self Assessment Report and Corrective Action Plan* has been submitted to DPI**

To print a copy of your *Procedural Compliance Self Assessment Report and Corrective Action Plan*, return to the main menu. Click on 'READ Final Report and Corrective Action Plan Summary' and print.

**Procedural Compliance Self-Assessment Report and Corrective Action Plan
XXXX-Xxxxx School District
Locked Date: 08/22/2011**



Note: For student-level corrective action you may review a student's **CURRENT** IEP. If IEP and related documentation correct non-compliance then no additional action is required.

Primary Contact:

Name: test district

Phone: (999) 999 - 9999

Ext:

E-mail: xxx.xxx@xxxx.x.x.xx

Assessment Completion Information:

- **Our ad hoc self assessment committee included a parent.**
 - **Parent(s) involved in the planning of the self-assessment.**
 - **Parent(s) involved in reviewing results and developing agency-wide corrective action.**
- **Our public agency completed the student records review per DPI protocols.**

Notes:

* 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)

** Not required for independent 2r charter schools authorized under Wis. Stats., s118.40.

Evaluations:		Records NOT in Compliance
Sample Size: 21		
EVAL-1 The student's parents were contacted and afforded an opportunity to participate in the review of existing evaluation data. 34 CFR §300.305(a), 300.321(a)(1) Wis. Stats., §115.782(2)(b)1		1
<p><i>Student-Specific Corrective Action Required:</i> Review evaluation data with parent and determine whether additional evaluation data is needed. If additional data is needed, conduct an evaluation. DPI will verify each individual case of identified noncompliance has been corrected.</p> <p><i>Action to ensure current compliance:</i></p> <ul style="list-style-type: none"> • Meet with individual staff members (including regular education staff, as appropriate) <p>The local educational agency (LEA) must take action to ensure future compliance including implementing a system of internal controls. The department will verify current compliance on a new student record sample.</p>		
EVAL-2 A review of existing evaluation data on the student 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 student (if the		0

	student is, or may be, participating in the regular education environment); and	
	Student-Specific Corrective Action Required:	
	<ul style="list-style-type: none"> None Required 	
	Action to ensure current compliance:	
	<ul style="list-style-type: none"> None Required 	
EVAL-3	b. not less than 1 special education teacher of the student, or where appropriate, not less than 1 special education provider of such student; and	0
	Student-Specific Corrective Action Required:	
	<ul style="list-style-type: none"> None Required 	
	Action to ensure current compliance:	
	<ul style="list-style-type: none"> None Required 	
EVAL-4	c. a local educational agency representative. 34 CFR § 300.305(a), 300.321(a)(2-4) Wis. Stats, § 115.782(2)(b)1	0
	Student-Specific Corrective Action Required:	
	<ul style="list-style-type: none"> None Required 	
	Action to ensure current compliance:	
	<ul style="list-style-type: none"> None Required 	
EVAL-5	The student's parent attended the meeting to determine whether the student is or continues to be a child with a disability or participated by other means. 34 CFR § 300.306, 300.501(b) Wis. Stats §115.78(2)(a)	1
	Student-Specific Corrective Action Required:	
	Offer parents the opportunity to conduct a new IEP team meeting to determine whether the student is or continues to be a child with a disability. DPI will verify each individual case of identified noncompliance has been corrected.	
	Action to ensure current compliance:	
	<ul style="list-style-type: none"> Send memorandum to staff (including regular education staff, as appropriate) <p>LEA must take action to ensure future compliance including implementing a system of internal controls. The department will verify current compliance on a new student record sample.</p>	
EVAL-6	At the IEP team meeting to determine whether the student is a child with a disability, the IEP team reviewed evaluations and information provided by the student's parents. 34 CFR §300.305(a)(1) Wis. Stats. §115.782(2)(b)1	0

<p>Student-Specific Corrective Action Required:</p> <ul style="list-style-type: none"> • None Required 		
<p>Action to ensure current compliance:</p> <ul style="list-style-type: none"> • None Required 		
EVAL-7	<p>At the IEP team meeting to determine whether the student is a child with a disability, the IEP team reviewed previous interventions and the effects of those interventions.**</p> <p>Wis. Stats. §115.782(2)(b)1</p>	0
<p>Student-Specific Corrective Action Required:</p> <ul style="list-style-type: none"> • None Required 		
<p>Action to ensure current compliance:</p> <ul style="list-style-type: none"> • None Required 		

IEPs:		Records NOT in Compliance
Sample Size: 21		
IEP-1	<p>The student's parent attended the meeting(s) to develop or review the student's IEP or participated by other means.</p> <p>34 CFR §300.322, Wis. Stats. §115.78(2)(b)</p>	0
<p>Student-Specific Corrective Action Required:</p> <ul style="list-style-type: none"> • None Required 		
<p>Action to ensure current compliance:</p> <ul style="list-style-type: none"> • None Required 		
IEP-2	<p>The student's parent attended the meeting to determine the student's placement or participated by other means.</p> <p>34 CFR § 300.327, 300.501(c) Wis. Stats. §115.78(2)(c)</p>	0
<p>Student-Specific Corrective Action Required:</p> <ul style="list-style-type: none"> • None Required 		
<p>Action to ensure current compliance:</p> <ul style="list-style-type: none"> • None Required 		
IEP-3	<p>The LEA conducted an IEP team meeting to develop or review and revise the IEP that included a LEA representative.</p> <p>34 CFR §300.321(a)(4) Wis. Stats. §115.78(1m)(d)</p>	0

	<p>Student-Specific Corrective Action Required:</p> <ul style="list-style-type: none"> • None Required 	
	<p>Action to ensure current compliance:</p> <ul style="list-style-type: none"> • None Required 	
IEP-4	<p>The IEP contains a statement of the student’s present levels of academic achievement and functional performance.</p> <p>34 CFR §300.320(a)(1) Wis. Stats. §115.787(2)(a)</p>	1
	<p>Student-Specific Corrective Action Required: Conduct a new IEP team meeting to revise the IEP to include a statement of the student’s present levels of academic achievement and functional performance.* DPI will verify each individual case of identified noncompliance has been corrected.</p> <p>Action to ensure current compliance:</p> <ul style="list-style-type: none"> • Administrator observes IEP meeting(s) <p>LEA must take action to ensure future compliance including implementing a system of internal controls. The department will verify current compliance on a new student record sample.</p>	
IEP-5	<p>The IEP includes how the student’s disability affects his or her involvement and progress in the general curriculum or for a preschool student in age-appropriate activities.</p> <p>34 CFR §300.320(a)(1)(i) Wis. Stats. §115.787(2)(a)</p>	3
	<p>Student-Specific Corrective Action Required: 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.* DPI will verify each individual case of identified noncompliance has been corrected.</p> <p>Action to ensure current compliance:</p> <ul style="list-style-type: none"> • Meet with individual staff members (including regular education staff, as appropriate) <p>LEA must take action to ensure future compliance including implementing a system of internal controls. The department will verify current compliance on a new student record sample.</p>	
IEP-6	<p>The IEP teams must, in the case of a student whose behavior impedes his or her learning, or that of others, consider the use of positive behavioral interventions and supports and other strategies to address that behavior.</p> <p>34 CFR §300.324(a)(2)(i) Wis. Stats. §115.787(3)(b)1</p>	0
	<p>Student-Specific Corrective Action Required:</p> <ul style="list-style-type: none"> • None Required 	

	<p>Action to ensure current compliance:</p> <ul style="list-style-type: none"> • None Required 	
IEP-7	<p>The student's IEP includes a statement of measurable annual goals for the student.</p> <p>34 CFR §300.320(a)(2) Wis. Stats. §115.787(2)(b)</p>	1
	<p>Student-Specific Corrective Action Required: 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.* DPI will verify each individual case of identified noncompliance has been corrected.</p> <p>Action to ensure current compliance:</p> <ul style="list-style-type: none"> • Send memorandum to staff (including regular education staff, as appropriate) <p>LEA must take action to ensure future compliance including implementing a system of internal controls. The department will verify current compliance on a new student record sample.</p>	
IEP-8	<p>The IEP includes a statement of how the student's progress toward achieving the annual goals will be measured.</p> <p>34 CFR §300.320(a)(3)(i) Wis. Stats. §115.787(2)(h)</p>	0
	<p>Student-Specific Corrective Action Required:</p> <ul style="list-style-type: none"> • None Required <p>Action to ensure current compliance:</p> <ul style="list-style-type: none"> • None Required 	
IEP-9	<p>The IEP describes the extent, if any, to which the student will not participate with non-disabled students in the regular education environment.</p> <p>34 CFR §300.320(a)(5) Wis. Stats. §115.787(2)(d)</p>	0
	<p>Student-Specific Corrective Action Required:</p> <ul style="list-style-type: none"> • None Required <p>Action to ensure current compliance:</p> <ul style="list-style-type: none"> • None Required 	
IEP-10	<p>The statement of special education in the IEP includes anticipated frequency including the amount.</p> <p>34 CFR §300.320(a)(4)&(7) Wis. Stats. §115.787(2)(c)&(f)</p>	0
	<p>Student-Specific Corrective Action Required:</p> <ul style="list-style-type: none"> • None Required 	

	<p>Action to ensure current compliance:</p> <ul style="list-style-type: none"> • None Required 	
IEP-11	<p>The statement of related services, if any, includes anticipated frequency including the amount.</p> <p>34 CFR §300.320(a)(4)&(7) Wis. Stats. §115.787(2)(c)&(f)</p>	1
	<p>Student-Specific Corrective Action Required: Conduct a new IEP team meeting to revise the IEP to include anticipated frequency, including the amount, of related services.* DPI will verify each individual case of identified noncompliance has been corrected.</p> <p>Action to ensure current compliance:</p> <ul style="list-style-type: none"> • Staff will attend workshops (including regular education staff, as appropriate) <p>LEA must take action to ensure future compliance including implementing a system of internal controls. The department will verify current compliance on a new student record sample.</p>	
IEP-12	<p>The statement of supplementary aids and services, if any, includes anticipated frequency including the amount.</p> <p>34 CFR §300.320(a)(4)&(7) Wis. Stats. §115.787(2)(c)&(f)</p>	0
	<p>Student-Specific Corrective Action Required:</p> <ul style="list-style-type: none"> • None Required <p>Action to ensure current compliance:</p> <ul style="list-style-type: none"> • None Required 	
IEP-13	<p>The student's placement is determined at least annually.</p> <p>34 CFR §300.116(b)(1) Wis. Stats. §115.79(1)(b)</p>	0
	<p>Student-Specific Corrective Action Required:</p> <ul style="list-style-type: none"> • None Required <p>Action to ensure current compliance:</p> <ul style="list-style-type: none"> • None Required 	
IEP-14	<p>Following the development or revision of the individualized education program and prior to its implementation, the student's parent(s) were provided a notice.</p> <p>34 CFR §300.503(a) Wis. Stats. §115.792(1)(b)</p>	2
	<p>Student-Specific Corrective Action Required: If no notice was provided, then send a notice. DPI will verify each individual case of identified noncompliance has been corrected.</p> <p>Action to ensure current compliance:</p>	

- Meet with individual staff members (including regular education staff, as appropriate)

LEA must take action to ensure future compliance including implementing a system of internal controls. The department will verify current compliance on a new student record sample.

Discipline		Records NOT in Compliance
Sample Size: 4		
DISC-1	<p>After the tenth cumulative day of removal in the same school year, the student received educational services during subsequent periods of removal.</p> <p>34 CFR §300.530(d)(4)&(5)</p>	0
	<p><i>Student-Specific Corrective Action Required:</i></p> <ul style="list-style-type: none"> • None Required 	
	<p><i>Action to ensure current compliance:</i></p> <ul style="list-style-type: none"> • None Required 	
DISC-2	<p>Within 10 school days of any decision to change the placement of a student with a disability because of a violation of school code, the LEA must conduct a manifestation determination.</p> <p>34 CFR §300.530(e)</p>	0
	<p><i>Student-Specific Corrective Action Required:</i></p> <ul style="list-style-type: none"> • None Required 	
	<p><i>Action to ensure current compliance:</i></p> <ul style="list-style-type: none"> • None Required 	
DISC-3	<p>If the LEA determines the conduct was a manifestation of the student's disability, the LEA conducted a functional behavioral assessment and implemented a behavioral intervention plan (BIP), or if a BIP had previously been developed, reviews and modifies the BIP as necessary.</p> <p>34 CFR §300.530(f)</p>	0
	<p><i>Student-Specific Corrective Action Required:</i></p> <ul style="list-style-type: none"> • None Required 	
	<p><i>Action to ensure current compliance:</i></p> <ul style="list-style-type: none"> • None Required 	
DISC-4	<p>On the date on which the decision is made to make a removal that constitutes a change of placement of a student with a disability because of a violation of school code, the LEA notified the parent and provided the parents a copy of the procedural safeguards notice.</p>	0

	34 CFR §300.530(h)	
<i>Student-Specific Corrective Action Required:</i>		
<ul style="list-style-type: none"> • None Required 		
<i>Action to ensure current compliance:</i>		
<ul style="list-style-type: none"> • None Required 		

No Sample Requirements:

NO SAMPLE-1	After consulting with representatives of private schools, the LEA obtained a written affirmation signed by private school representatives.** 34 CFR §300.135	Yes
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<i>Student-Specific Corrective Action Required:</i>	
<ul style="list-style-type: none"> • None Required 	
<i>Action to ensure current compliance:</i>	
<ul style="list-style-type: none"> • None Required 	

NO SAMPLE-2	Each parentally placed private school student with a disability who has been designated by the LEA to receive services has a current services plan that describes the special education and related services the LEA will provide for the student.** 34 CFR §300.138(b)	Yes
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<i>Student-Specific Corrective Action Required:</i>	
<ul style="list-style-type: none"> • None Required 	
<i>Action to ensure current compliance:</i>	
<ul style="list-style-type: none"> • None Required 	

NO SAMPLE-3	The LEA conducted an initial evaluation within 60 days of receiving parental consent for the evaluation. 34 CFR §300.301(c)(1)(i) Wis. Stats. §115.78(3)
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A.	The number of students for whom parental consent to evaluate was received.	14
B.	The number of students in A. determined NOT ELIGIBLE whose evaluations and eligibility determinations were completed within 60 days (include students for whom one of the exceptions to the 60-day timeline apply).	10
C.	The number of students in A. determined	3

	ELIGIBLE whose evaluations and eligibility determinations were completed within 60 days (include students for whom one of the exceptions to the 60-day timeline apply).	
D.	Number of students whose evaluations were completed beyond the 60-day timeline (does NOT include students for whom one of exceptions apply) For these students, the range of days (minimum/maximum) from consent to determination of eligibility. (report the actual days. Do not subtract the 60-day timeline)	1 61 to 65
E.	For students in D. above, the reasons eligibility determinations were not completed within 60 days.	<ul style="list-style-type: none"> • Other Specify: child ill

Student-Specific Corrective Action Required:
 The LEA must complete the evaluation if it has not been finished. The LEA must also consider compensatory services because of the delay in the evaluation by holding an IEP teaming or with the agreement of the student’s parent either:
 1) Develop a written document to amend or modify the student’s current IEP to reflect the compensatory services (see Form I-10) or;
 2) Discuss with the student’s parent and document agreement that no compensatory services are necessary (see Sample [letter](#)).
 DPI will verify each individual case of identified noncompliance has been corrected.

Action to ensure current compliance:

- Conduct in-service with staff (including regular education staff, as appropriate)

LEA must take action to ensure future compliance including implementing a system of internal controls. The department will verify current compliance on a new student record sample.

**Procedural Compliance Self-Assessment
Student-Specific Noncompliance
Required Corrective Actions**

The public agency must correct noncompliance as soon as possible and take and maintain documentation of appropriate action to ensure future compliance. The following chart shows the required corrective action if an individual student record is found to be in noncompliance. The software automatically generates this list.

	Compliance Statement	Required action
EVAL-1	The student's parents were contacted and afforded an opportunity to participate in the review of existing evaluation data.	Review evaluation data with the parents and determine whether additional evaluation data is needed. If additional data is needed, conduct a reevaluation.
EVAL-2	A review of existing evaluation data on the student 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 student (if the student is, or may be, participating in the regular education environment);	Review evaluation data with not less than 1 regular education teacher and determine whether additional evaluation data is needed. If additional data is needed, conduct a reevaluation.
EVAL-3	b. not less than 1 special education teacher, or where appropriate, not less than 1 special education provider of such student; and	Review evaluation data with not less than 1 special education teacher, or where appropriate, not less than 1 special education provider and determine whether additional evaluation data is needed. If additional data is needed, conduct a reevaluation.
EVAL-4	c. a local educational agency representative.	Review evaluation data with a local educational agency representative and determine whether additional evaluation data is needed. If additional data is needed, conduct a reevaluation.
EVAL-5	The student's parent attended the meeting to determine whether the student is or continues to be a student with a disability or participated by other means.	Offer to parents to conduct a new IEP team meeting to determine whether the student is or continues to be a student with a disability.
EVAL-6	At the IEP team meeting to determine whether the student is a student with a disability, the IEP team reviewed- a. evaluations and information provided by the student's parents; and	Offer to parents to conduct a new IEP team meeting to determine whether the student is or continues to be a student with a disability.
EVAL-7	b. previous interventions and the effects of those interventions.**	Conduct a new IEP team meeting to determine if omitted information affects the eligibility determination. If yes, then reconsider eligibility.
IEP-1	The student's parent attended the meeting(s) to develop or review the student's IEP or participated by other means.	Offer to parents to conduct a new IEP team meeting to develop or review the student's IEP.

	Compliance Statement	Required action
IEP-2	The student's parent attended the meeting to determine the student's placement or participated by other means.	Offer to parents to conduct a new IEP team meeting to determine the student's placement.
IEP-3	The LEA conducted an IEP team meeting to develop or review and revise the IEP that included a local educational agency representative.	Offer to parents to conduct a new IEP team meeting with the LEA rep present.
IEP-4	The IEP contains a statement of the student's present levels of academic achievement and functional performance.	Conduct a new IEP team meeting to revise the IEP to include a statement of the student's present levels of academic achievement and functional performance.*
IEP-5	The IEP includes how the student's disability affects the student's involvement and progress in the general curriculum or for a preschool student in appropriate activities.	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.*
IEP-6	The IEP team must, in the case of a student whose behavior impedes the student's learning or that of others, consider the use of positive behavioral interventions and supports and other strategies to address that behavior.	Conduct an IEP team meeting to consider the use of positive behavioral interventions and supports and other strategies to address behavior.*
IEP-7	The student's IEP includes a statement of measurable annual goals for the student.	Conduct a new IEP team meeting to revise the IEP to include a statement of measurable annual goals for the student, including academic and functional goals.*
IEP-8	The IEP includes a statement of how the student's progress toward achieving the annual goals will be measured.	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.*
IEP-9	The IEP describes the extent, if any, to which the student will not participate with non-disabled students in the regular education environment.	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.*
IEP-10	The statement of special education in the IEP includes anticipated frequency including the amount.	Conduct a new IEP team meeting to revise the IEP to include anticipated frequency, including the amount, of special education.*
IEP-11	The statement of related services, if any, includes anticipated frequency and amount.	Conduct a new IEP team meeting to revise the IEP to include anticipated frequency, including the amount, of related services.*
IEP-12	The statement of supplementary aids and services, if any, includes anticipated frequency including the amount.	Conduct a new IEP team meeting to revise the IEP to include anticipated frequency, including the amount, of supplementary aids and services.*
IEP-13	The student's placement is determined at least annually.	If the IEP team has not determined placement within the last twelve months, then the IEP team must meet to determine placement.
IEP-14	Following the development or revision of the individualized education program and prior to its implementation, the student's parent(s) were provided a notice.	If no notice was provided, then send a notice.

	Compliance Statement	Required action
DISC-1	After the tenth cumulative day of removal in the same school year, the student received educational services during subsequent periods of removal.	The LEA must consider compensatory services by holding an IEP team meeting or with the agreement of the student's parent either: 1) Develop a written document to amend or modify the student's current IEP to reflect the compensatory services (see Form I-10) or; 2) Discuss with the student's parent and document agreement that no compensatory services are necessary (see Sample Letter).
DISC-2	Within 10 school days of any decision to change the placement of a student with a disability because of a violation of a school code of conduct, the LEA must conduct a manifestation determination.	The LEA must conduct a manifestation determination. Except where a student is disciplined for behavior involving weapons, drugs or serious bodily harm, if the behavior is determined to be a manifestation of the student's disability, the IEP team must return the student to the placement from which the student was removed, unless the parent and the LEA agree to a change of placement as part of the modification of the behavioral intervention plan. If the behavior is determined not to be a manifestation of the student's disability, the LEA may remove the student to the same extent it would remove a student who does not have a disability. If the behavior is a manifestation of the student's disability and the student already has a behavioral intervention plan, the IEP team must meet to review the plan and its implementation. The IEP team must modify the plan and its implementation, if necessary, to address the student's behavior. If the student does not have a behavior intervention plan, the IEP team must conduct a functional behavioral assessment and implement a behavioral intervention plan for the student. If the behavior is not a manifestation of the student's disability the student must receive, as appropriate, a functional behavioral assessment, and behavioral intervention services and modifications that are designed to address the behavior violation so that it does not recur.
DISC-3	If the IEP team determines the conduct was a manifestation of the student's disability, the IEP team conducted a functional behavioral assessment and implemented a behavioral intervention plan (BIP), or if a BIP had previously been developed, reviews and modifies the BIP as necessary.	If the student already has a behavioral intervention plan, the IEP team must meet to review the plan and its implementation. The IEP team must modify the plan and its implementation, if necessary, to address the student's behavior. If the student does not have a behavior intervention plan, the IEP team must conduct a functional behavioral assessment and implement a behavioral intervention plan for the student.

	Compliance Statement	Required action
DISC-4	On the date on which the decision is made to make a removal that constitutes a change of placement of a student with a disability because of a violation of a school code of conduct, the LEA notified the parents and provided the parents a copy of the procedural safeguards notice.	If not already provided, the LEA must notify the parents of the decision to make a removal that constitutes a disciplinary change of placement. If not already provided, the LEA must also provide the parents a copy of the procedural safeguards notice.
NO SAMPLE-1	After consulting with representatives of private schools, the LEA obtained a written affirmation signed by private school representatives.**	The LEA must consult with representatives of private schools and obtain a written affirmation signed by private school representatives. The department will verify current compliance with this requirement.
NO SAMPLE-2	Each parentally placed private school student with a disability who has been designated by the LEA to receive equitable services has a current services plan that describes the special education and related services the LEA will provide for the student.**	The agency must conduct a meeting to develop a current services plan consistent with 34 CFR 300.138(b).
NO SAMPLE-3	The LEA conducted an initial evaluation within 60 days of receiving parental consent for the evaluation.	The agency must complete the evaluation if it has not been finished. The agency must consider compensatory services by holding an IEP team meeting or with the agreement of the student's parent either: 1) Develop a written document to amend or modify the student's current IEP to reflect the compensatory services (see Form I-10) or; 2) Discuss with the student's parent and document agreement that no compensatory services are necessary (see Sample Letter).

*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 LEA may agree not to convene an IEP 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 300.342(a)(4)

**Not required for independent 2r charter schools authorized under s.118.40, Stats.

**Procedural Compliance Self-Assessment
Correct Implementation – Current Compliance
Suggested Corrective Actions to Ensure Current Compliance**

For each item found to be in noncompliance the public agency must take steps to ensure correction and current compliance. WDPI will verify all noncompliance has been corrected and the district is currently correctly implementing all requirements.

The software drop-down box includes the following options for ensuring current compliance. Public agencies must select at least one option for each item in error:

- 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 (requires text inserted in field)

Agency Letterhead

Dear (parent's name),

I am writing to confirm our conversation on (date). We discussed whether your child, (student's name), needs compensatory services due to _____.

We agreed that we would not conduct an individualized education program (IEP) team meeting and no compensatory services are necessary.

If this does not accurately reflect your understanding of our conversation, please contact me at (phone number) by (date).

Sincerely,

Director of Special Education