

Procedural Compliance Self-Assessment Student-Level 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
E-1	The referral for an initial evaluation is in writing and includes the reasons why the person believes the child is a child with a disability.	No action required to correct individual student records. Districts must, as with all compliance items, take appropriate action to ensure future compliance.
E-2	The child'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.
E-3	A review of existing evaluation data on the child to identify what additional data, if any, were needed to complete the evaluation or reevaluation included: a. not less than 1 regular education teacher of such child (if the child is, or may be, participating in the regular education environment);	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.
E-4	b. not less than 1 special education teacher, or where appropriate, not less than 1 special education provider of such child; 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.
E-5	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.
E-6	The child's parent attended the meeting to determine whether the child is or continues to be a child with a disability or participated by other means.	Offer to parents to conduct a new IEP meeting to determine whether the child is or continues to be a child with a disability.
E-7	At the IEP team meeting to determine whether the child is a child with a disability, the IEP team reviewed- a. evaluations and information provided by the child's parents; and	Conduct a new IEP meeting to determine if omitted information affects the eligibility determination. If yes, then reconsider eligibility.
E-8	b. previous interventions and the effects of those interventions.**	Conduct a new IEP meeting to determine if omitted information affects the eligibility determination. If yes, then reconsider eligibility.
I-1	The child's parent attended the meeting(s) to develop or review the child's IEP or participated by other means.	Offer to parents to conduct a new IEP meeting to develop or review the child's IEP.
I-2	The child's parent attended the meeting to determine the child's placement or participated by other means.	Offer to parents to conduct a new IEP meeting to determine the child's placement.
I-3	The LEA conducted an IEP team meeting to develop or review and revise the IEP that included the following participants:	Conduct a new IEP meeting with appropriate participants.

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	a. not less than 1 regular education teacher of such child (if the child is, or may be, participating in the regular education environment);	
I-4	b. not less than 1 special education teacher, or where appropriate, not less than 1 special education provider of such child; and	Conduct a new IEP meeting with appropriate participants.
I-5	c. a local educational agency representative.	Conduct a new IEP meeting with appropriate participants.
I-6	The child's placement is determined at least annually.	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.
I-7	The IEP team must, in the case of a child whose behavior impedes the child's learning or that of others, consider the use of positive behavioral interventions and supports and other strategies to address that behavior.	Conduct an IEP team meeting to consider the use of positive behavioral interventions and supports and other strategies to address behavior. *
I-8	The IEP contains an explanation of the extent, if any, to which the child will not participate in the general curriculum or for preschool children in appropriate activities.	Conduct a new IEP meeting to revise the IEP to contain an explanation of the extent, if any, to which the child will not participate in the general curriculum or for preschool children in the appropriate activities. *
I-9	The IEP contains a statement of the child's present levels of academic achievement and functional performance.	Conduct a new IEP meeting to revise the IEP to include a statement of the child's present levels of academic achievement and functional performance. *
I-10	The IEP includes how the child's disability affects the child's involvement and progress in the general curriculum or for a preschool child in appropriate activities.	Conduct a new IEP meeting to revise the IEP to include how the child's disability affects the child's involvement and progress in the general curriculum. *
I-11	The child's IEP includes a statement of measurable annual goals for the child.	Conduct a new IEP meeting to revise the IEP to include a statement of measurable annual goals for the child, including academic and functional goals. *
I-12	The IEP includes a statement of how the child's progress toward achieving the annual goals will be measured.	Conduct a new IEP meeting to revise the IEP to include a statement of how the child's progress toward achieving the annual goals will be measured. *
I-13	The IEP describes the extent, if any, to which the child will not participate with non-disabled children in the regular education environment.	Conduct a new IEP meeting to revise the IEP to describe the extent, if any, to which the child will not participate with non-disabled children in the regular education environment. *

*In making changes to a child's IEP after the annual IEP meeting for a school year, the parent of a child with a disability and the local educational agency 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 child's current IEP. 34 CFR 300.324(a)(4)

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

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I-14	The statement of special education in the IEP includes anticipated frequency including the amount.	Conduct a new IEP meeting to revise the IEP to include anticipated frequency, including the amount, of special education. *
I-15	The statement of supplementary aids and services, if any, includes anticipated frequency including the amount.	Conduct a new IEP meeting to revise the IEP to include anticipated frequency, including the amount, of supplementary aids and services. *
I-16	The statement of program modifications or supports for school personnel, if any, includes anticipated frequency including the amount.	Conduct a new IEP meeting to revise the IEP to include anticipated frequency, including the amount, of program modifications or supports for school personnel. *
I-17	Following the development or revision of the individualized education program and prior to its implementation, the child's parent(s) were provided a notice.	If no notice was provided, then send a notice.
I-18	The child received the services required by the IEP.	The agency must consider compensatory services by holding an IEP team meeting or with the agreement of the child's parent either: 1) Develop a written document to amend or modify the child's current IEP to reflect the compensatory services (see Form I-10) or; 2) Discuss with the child's parent and document agreement that no compensatory services are necessary (see Sample Letter).
I-19	The child's parents were informed of their child's progress toward meeting the annual goals, consistent with the child's IEP.	Complete, if necessary, and send to the parents the latest progress report.
I-20	The IEP includes a statement of any individual appropriate accommodations that are necessary to measure the achievement and functional performance of the child on state and district-wide assessments.	Conduct a new IEP meeting to revise the IEP to include a statement of any individual appropriate accommodations that are necessary to measure the achievement and functional performance of the child on state and district-wide assessments. *
I-21	The IEP team determines whether the child will participate in state and district-wide regular assessments or in an alternate assessment.	Prior to the administration of state or district-wide assessments, the IEP team must determine whether the child will participate in state and district-wide general assessments or in an alternate assessment. *
T-1	If the purpose of an IEP team was to consider transition services, the student was invited.	Offer to parents to invite the child and to conduct a new IEP meeting to consider transition services.
T-2	There is a measurable postsecondary goal that covers education or training, employment, and, as needed, independent living	Conduct an IEP team meeting to include in the IEP measurable postsecondary goals that cover education or training, employment, and,

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		as needed, independent living. *
T-3	The post-secondary goal(s) are based on age-appropriate transition assessment.	Conduct an age-appropriate transition assessment and conduct an IEP team meeting to develop post-secondary goals based upon the assessment results. *
T-4	There are transition services in the IEP that will reasonable enable the student to meet his or her postsecondary goals.	Conduct an IEP team meeting to include in the IEP transition services that focus on improving the academic and functional achievement of the child to facilitate their movement from school to post-school. *
T-5	For transition services that are likely to be provided or paid for by other agencies, with parent (or student once the age of majority is reached) consent, representatives of the agencies were invited to the IEP team meeting.	Contact the parent and request consent for the LEA to invite an agency representative to an IEP team meeting. If consent is provided, conduct an IEP team meeting with an agency representative.
T-6	The transition services include a course of study that aligns with the student's postsecondary goals.	Conduct an IEP team meeting to include in the IEP a course of study needed to assist the student in reaching post-secondary goals. *
T-7	There is an annual goal that will reasonably enable the student to meet the postsecondary goals.	Conduct an IEP meeting to include in the IEP an annual goal that will reasonably enable the child to meet the postsecondary goals. *
T-8	This is the Indicator 13 data collection summary. Beginning not later than age 16, the IEP includes coordinated, measurable annual IEP goals and transition services that will reasonably enable the student to meet the student's post-secondary goals.	This item collects data for Indicator 13. There is no student level noncompliance corrective action for this item.
T-9	If the student did not attend an IEP meeting to consider his/her transition service needs, the LEA took other steps to ensure the student's preferences and interests were considered.	Determine child's preferences and interests and revise, if necessary, IEP to be consistent with child's preferences and interests. *
D-1	After the tenth cumulative day of removal in the same school year, the child received educational services during subsequent periods of removal.	The agency must consider compensatory services by holding an IEP team meeting or with the agreement of the child's parent either: 1) Develop a written document to amend or modify the child's current IEP to reflect the compensatory services (see Form I-10) or; 2) Discuss with the child's parent and document agreement that no compensatory services are necessary (see Sample Letter).

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	Compliance Statement	Required action
N-4	The LEA conducted an initial evaluation within 60 days of receiving parental consent for the evaluation.	The agency must consider compensatory services by holding an IEP team meeting or with the agreement of the child's parent either: 1) Develop a written document to amend or modify the child's current IEP to reflect the compensatory services (see Form I-10) or; 2) Discuss with the child's parent and document agreement that no compensatory services are necessary (see Sample Letter).