










NEW WISCONSIN PROMISE  
A QUALITY EDUCATION  
FOR EVERY CHILD

## Procedural Compliance Self Assessment Report and Corrective Action Plan

School Year 2007-2008  
XXX School District - #####

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**Procedural Compliance Self Assessment Report and Corrective Action Plan  
for School Year: 2007-2008  
XXXXX School District - #####**

**Self Assessment Report Contact and Completion Information**



*\*Denotes required field.*

**Primary Contact**

\*Name:

\*Phone:  -  -  Ext:

\*Email:

**Please save your Contact information!** **SAVE**

**Assessment Completion Information**

- Our ad hoc self assessment committee included a parent.
- 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:

**Please save your Completion information!** **SAVE**

**Procedural Compliance Self Assessment Report and Corrective Action Plan  
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## Self Assessment Report



Evaluations	Transition	IEPs	Discipline	No Sample Requirements
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### Evaluations

1. Evaluations Sample Size: <input type="text"/>	Number of Student Records NOT in Compliance	Number of records where item is applicable (exclude N/A's)
E-01. 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.** [Do no include records where the item was marked not applicable. Only include records regarding <u>initial evaluations</u> . Do not include reevaluations.]	<input type="text"/>	<input type="text"/>
E-02. The child's parents were contacted and afforded an opportunity to participate in the review of existing evaluation data.	<input type="text"/>	<input type="text"/>
E-03. 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) [Do no include records where the item was marked not applicable. Only include records where a regular education teacher would be a required IEP team participant. A regular education teacher is not required when the child is not, or will not, be participating in the regular education environment]; and	<input type="text"/>	<input type="text"/>
E-04. b. not less than 1 special education teacher, or where appropriate, not less than 1 special education provider of such child; and	<input type="text"/>	<input type="text"/>
E-05. c. a local educational agency representative.	<input type="text"/>	<input type="text"/>
E-06. 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.	<input type="text"/>	<input type="text"/>
E-07. 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	<input type="text"/>	<input type="text"/>
E-08. b. previous interventions and the effects of those interventions.**	<input type="text"/>	<input type="text"/>

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

**Please save your Evaluations information!**  **SAVE**

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**Self Assessment Report**



<b>Evaluations</b>	<b>Transition</b>	<b>IEPs</b>	<b>Discipline</b>	<b>No Sample Requirements</b>
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**Transition**

2. Transition Sample Size: <input type="text"/>	Number of Student Records NOT in Compliance	Number of records where item is applicable (exclude N/A's)
T-01. If the purpose of an IEP team was to consider transition services, the child was invited.	<input type="text"/>	<input type="text"/>
T-02. If the child did not attend an IEP meeting to consider his/her transition service needs, the LEA took other steps to ensure the child's preferences and interests were considered. [Do not include records where the item was marked not applicable. Only include records where the child <u>did not</u> attend an IEP meeting to consider transition service needs.]	<input type="text"/>	<input type="text"/>
T-03. 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.	<input type="text"/>	<input type="text"/>

**Select errors and rank in terms of frequency:**  
(in case of a tie, prioritize based on public agency's professional development needs)

1. (Highest Frequency)	<input type="text"/>
2.	<input type="text"/>
3.	<input type="text"/>
4.	<input type="text"/>
5. (Lowest Frequency):	<input type="text"/>

**Please save your Transition information!** **SAVE**

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**Self Assessment Report**



<b>Evaluations</b>	<b>Transition</b>	<b>IEPs</b>	<b>Discipline</b>	<b>No Sample Requirements</b>
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**IEPs**

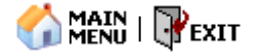
<b>3. IEPs</b> Sample Size: <input style="width:100px;" type="text"/>	<b>Number of Student Records NOT in Compliance</b>	<b>Number of records where item is applicable (exclude N/A's)</b>
I-01. The child's parent attended the meeting(s) to develop or review the child's IEP or participated by other means.	<input style="width:50px;" type="text"/>	<input style="width:50px;" type="text"/>
I-02. The child's parent attended the meeting to determine the child's placement or participated by other means.	<input style="width:50px;" type="text"/>	<input style="width:50px;" type="text"/>
I-03. The LEA conducted an IEP team meeting to develop or review and revise the IEP that included the following participants: a. not less than 1 regular education teacher of such child (if the child is, or may be, participating in the regular education environment) [Do not include records where the item was marked not applicable. A regular education teacher is not required when the child is not, or will not, be participating in the regular education environment.]; and	<input style="width:50px;" type="text"/>	<input style="width:50px;" type="text"/>
I-04. b. not less than 1 special education teacher, or where appropriate, not less than 1 special education provider of such child; and	<input style="width:50px;" type="text"/>	<input style="width:50px;" type="text"/>
I-05. c. a local educational agency representative.	<input style="width:50px;" type="text"/>	<input style="width:50px;" type="text"/>
I-06. The child's placement is determined at least annually. [Do not include records where the item was marked not applicable. Do not include a child whose initial placement in special education occurred during the school year being assessed.]	<input style="width:50px;" type="text"/>	<input style="width:50px;" type="text"/>
I-07. 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. [Do not include records where the item was marked not applicable. Only include records where the IEP team has determined that the child's behavior impedes the child's learning or that of others.]	<input style="width:50px;" type="text"/>	<input style="width:50px;" type="text"/>
I-08. 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.	<input style="width:50px;" type="text"/>	<input style="width:50px;" type="text"/>
I-09. The IEP contains a statement of the child's present levels of academic achievement and functional performance.	<input style="width:50px;" type="text"/>	<input style="width:50px;" type="text"/>
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.	<input style="width:50px;" type="text"/>	<input style="width:50px;" type="text"/>
I-11. The child's IEP includes a statement of measurable annual goals for the child.	<input style="width:50px;" type="text"/>	<input style="width:50px;" type="text"/>

I-12. The IEP includes a statement of how the child's progress toward achieving the annual goals will be measured.	<input type="text"/>	
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.	<input type="text"/>	
I-14. The statement of special education in the IEP includes anticipated frequency including the amount.	<input type="text"/>	
I-15. The statement of supplementary aids and services, if any, includes anticipated frequency including the amount. [Do no include records where the item was marked not applicable. Only include records where the IEP team has determined the student needs supplementary aids and services.]	<input type="text"/>	<input type="text"/>
I-16. The statement of program modifications or supports for school personnel, if any, includes anticipated frequency including the amount. [Do no include records where the item was marked not applicable. Only include records where the IEP team has determined the child needs program modifications or supports for school personnel.]	<input type="text"/>	<input type="text"/>
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.	<input type="text"/>	
I-18. The child received the services required by the IEP.	<input type="text"/>	
I-19. The child's parents were informed of their child's progress toward meeting the annual goals, consistent with the child's IEP. [Do no include records where the item was marked not applicable. Only include records where at least one progress report was required.]	<input type="text"/>	<input type="text"/>
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. [Do no include records where the item was marked not applicable. Only include records where the child is in a grade when a state-wide or district-wide assessment is administered.]	<input type="text"/>	<input type="text"/>
I-21. The IEP team determines whether the child will participate in state and district-wide regular assessments or in an alternate assessment. [Do no include records where the item was marked not applicable. Only include records where the child is in a grade when a state-wide or district-wide assessment is administered.]	<input type="text"/>	<input type="text"/>

**Please save your IEPs information!**  **SAVE**

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## Self Assessment Report



<b>Evaluations</b>	<b>Transition</b>	<b>IEPs</b>	<b>Discipline</b>	<b>No Sample Requirements</b>
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### Discipline

4. Students removed more than ten days in the school year. Sample Size: <input type="text"/>	Number of Student Records NOT in Compliance	Number of records where item is applicable (exclude N/A's)
D-01. After the tenth cumulative day of removal in the same school year, the child received educational services during subsequent periods of removal.	<input type="text"/>	

**Please save your Discipline information!**  **SAVE**

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### Self Assessment Report



Evaluations	Transition	IEPs	Discipline	<b>No Sample Requirements</b>
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### No Sample Requirements

<b>5. Procedural requirements that do not require samples.</b>	
N-01. After consulting with representatives of private schools, the LEA obtained a written affirmation signed by private school representatives.**	<input type="radio"/> Yes <input checked="" type="radio"/> No <input type="radio"/> NA
N-02. The LEA at least annually informs parents and individuals required to make referrals about the LEA's referral and evaluation procedures.**	<input type="radio"/> Yes <input checked="" type="radio"/> No <input type="radio"/> NA
N-03. The LEA gives notice to fully inform parents of the requirements relating to the confidentiality of personally-identifiable information before any major child find activity.	<input type="radio"/> Yes <input checked="" type="radio"/> No
N-04. The LEA conducted an initial evaluation within 60 days of receiving parental consent for the evaluation.	
A. The number of children for whom parental consent to evaluate was received.	<input style="width: 50px;" type="text" value="0"/>
B. The number of children in A. determined <b>NOT ELIGIBLE</b> whose evaluations and eligibility determinations were <b>completed within 60 days</b> (include children for whom one of the exceptions to the 60 day timeline apply).	<input style="width: 50px;" type="text" value="0"/>
C. The number of children in A. determined <b>ELIGIBLE</b> whose evaluations and eligibility determinations were <b>completed within 60 days</b> (include children for whom one of the exceptions to the 60-day timeline apply).	<input style="width: 50px;" type="text" value="0"/>
D. Number of students whose evaluations were completed beyond the sixty-day timeline (does NOT include children 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)	<div style="text-align: center;">0</div> <div style="display: flex; justify-content: space-around; align-items: center;"> <input style="width: 50px;" type="text" value="0"/> to <input style="width: 50px;" type="text" value="0"/>                  (Min)                      (Max)             </div>
E. For students in D above, the reasons eligibility determinations were not completed within 60 days.	
<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 charter schools authorized under s.118.40, Stats.*

**Please save your No Sample Requirements information!** SAVE | RESET