

# Standards and Directions for Assessing Compliance

Revised August 2009

## Self-Assessment Content

Item	Sample	Compliance Statement	Indicators	Standards and Directions
E-1	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.**	9	Locate the <i>Referral Form (R-1)</i> or other written request for an initial eligibility determination for special education. Review the document to see if there are reasons why the person submitting the referral or other written request believes the child is a child with a disability. If the evaluation is a reevaluation, not an initial evaluation, enter "NA" (not applicable)
E-2	1	The child's parents were contacted and afforded an opportunity to participate in the review of existing evaluation data.	8	<p>Locate the <i>Worksheet for Consideration of Existing Data (EW-1)</i>. 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 after the notice of referral has been sent and before consent for additional testing is obtained.</p> <p>If a meeting was held to review existing evaluation data, look for an <i>Evaluation Report and IEP Cover Sheet (I-3)</i> 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 notice of referral 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 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. The record of attempts to involve parents in the review can be found on the district'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"> <li>• detailed records of telephone calls and the results of those calls;</li> <li>• copies of correspondence sent to parent and any response received;</li> <li>• and detailed records of visits made to the parent's home or place of employment and results of the visits.</li> </ul> <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 left may be counted. You may count a delivered e-mail message as an attempt.</p>

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E-3  E-4  E-5	1	<p>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:</p> <p>a. not less than 1 regular education teacher of such child (if the child is, or may be, participating in the regular education environment); and</p> <p>b. not less than 1 special education teacher, or where appropriate, not less than 1 special education provider of such child; and</p> <p>c. a local educational agency representative.</p>	3	<p>Look at the <i>Worksheet for Consideration of Existing Data</i> (EW-1). Determine whether each of the required staff participated. If the child is not in the regular education environment and is not anticipated to be in the regular education environment, enter "NA" for item E-3.</p> <p>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 notice of referral was sent and before consent for additional testing is obtained. 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>.</p> <p>A common error is failing to obtain the input of the LEA representative. Another common error occurs when the IEP team participant who fills out the <i>Worksheet for Consideration of Existing Data</i> fails to include his or her own input.</p> <p>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.</p>
E-6	1	<p>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.</p>	8	<p>The school must take steps to ensure that one or both of the parents of the child 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. A meeting may be conducted without parent participation if the school is unable to convince the parents that they should participate. In this case the school must have a record of its good-faith attempts (at least three). Examples include:</p> <ul style="list-style-type: none"> <li>• detailed records of telephone calls made or attempted and the results of those calls;</li> <li>• copies of correspondence sent to the parents and any responses received; and</li> <li>• detailed records of visits made to the parent's home or place of employment and the results of those visits.</li> </ul>

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E-6 contd				<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 requirements met if a parent is listed as a meeting participant and evaluation is established as one purpose of the meeting.</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. Before proceeding with the meeting, it is recommended that the school attempt to contact the parent to determine whether they are still planning on attending. Following the IEP team meeting, it is recommended that the school inform the parents of their right to request an IEP 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-3)</i> for documentation of at least three reasonable attempts to obtain the parent’s participation. Examples include:</p> <ul style="list-style-type: none"> <li>• records of telephone calls and the results of those calls;</li> <li>• correspondence sent to parents and any response received; and</li> <li>• records of visits to the parent’s home or place of employment and the results of the visits.</li> </ul>

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E-7	1	At the IEP team meeting to determine whether the child is a child with a disability, the IEP team reviewed evaluations and information provided by the child's parents.	8	At the IEP team meeting to determine eligibility, the IEP team must review evaluations and information provided by the child'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.
E-8	1	At the IEP team meeting to determine whether the child is a child with a disability, the IEP team reviewed previous interventions and the effects of those interventions.**	10	At the IEP team meeting to determine eligibility, the IEP team must review previous interventions for the child 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 child <u>and</u> the effect of those interventions. Ensure not only the interventions, but <u>also</u> their effects are documented. For example "Child participated in Title I Reading, but has made little progress" or "Moved the child to front of room, which increased his time on task". In some cases there may have been no previous interventions. In such cases the requirement is met if the IEP team documented there were no previous interventions.

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I-1	2	The child's parent attended the meeting(s) to develop or review the child's IEP or participated by other means.	8	<p>The school must take steps to ensure that one or both of the parents of the child 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.</p> <p>A meeting may be conducted without parent participation if the school is unable to convince the parents that they should participate. In this case the school must have a record of its good-faith attempts (at least three). Examples include:</p> <ul style="list-style-type: none"> <li>• records of telephone calls and the results of those calls;</li> <li>• correspondence sent to parents and any response received; and</li> <li>• records of visits to the parent's home or place of employment and the results of the visits.</li> </ul> <p>Look at the <i>Evaluation Report and IEP Cover Sheet</i> (I-3) under "IEP Team Participants Attending or Participating by Alternate Means in the Meeting" for the name of a parent. Also look on the I-3 under "Purpose of Meeting" to see that one indicated purpose of the meeting is developing or revising the IEP. Consider the agency's practices for documenting meeting attendance. If the agency'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> as a meeting purpose, 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 an intended 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 (I-1). The purpose of the meeting is established if-</p> <ul style="list-style-type: none"> <li>• the invitation to the meeting (I-1) indicates IEP review or development as a purpose of the meeting; and</li> </ul>

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I-1 contd				<ul style="list-style-type: none"> <li>• 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.</li> </ul> <p>If no parent participated in the meeting, the requirement may still be met. If there is documentation that 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. Before proceeding with the meeting, it is recommended that the school attempt to contact the parent to determine whether they are still planning on attending. Following the IEP team meeting, it is recommended that the school inform the parents of their right to request an IEP meeting.</p> <p>If the LEA was unable to convince the parents to participate in the meeting, look at the bottom of the <i>Evaluation Report and IEP Cover Sheet</i> for documentation of at least three reasonable attempts to convince the parents to participate. Examples include records of telephone calls and the results of those calls; correspondence sent to parents and any response received; and records of visits and the results of the visits. Consider the requirements met if a parent is listed as a meeting participant and IEP review or development is one purpose of the meeting. If no parent participated in the meeting, the parent participation requirement may still be met. Look at the bottom of the <i>Evaluation Report and IEP Cover Sheet</i> for documentation of at least three reasonable attempts to convince the parents to participate.</p>
I-2	2	The child's parent attended the meeting to determine the child's placement or participated by other means.	8	<p>The school must take steps to ensure that one or both of the parents of the child 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.</p> <p>A meeting may be conducted without parent participation if the school is unable to convince the parents that they should participate. In this case the school must have a record of its good-faith attempts (at least three). Examples include:</p> <ul style="list-style-type: none"> <li>• detailed records of telephone calls made or attempted and the results of those calls;</li> <li>• copies of correspondence sent to the parents and any responses received;</li> <li>• and detailed records of visits to the parent's home or place of employment and the results of those visits.</li> </ul> <p>Look at the <i>Evaluation Report and IEP Cover Sheet</i> (I-3) under "IEP Team</p>

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I-2 contd				<p>Participants Attending or Participating by Alternate Means in the Meeting” for the name of a parent. Also look on the <i>Cover Sheet</i> to see that one indicated purpose of the meeting is determining placement. Consider the agency’s practices for documenting meeting attendance. If the agency’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 determining placement is not indicated on the <i>Evaluation Report and IEP Cover Sheet</i> as a purpose, 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> to see if determining placement is an intended purpose of the meeting. Next, look at the meeting date on the <i>Determination and Notice of Placement (P-1 or P-2)</i>, the <i>Cover Sheet (I-3)</i>, and the invitation to the meeting (I-1). The purpose of the meeting is established if both the invitation to the meeting indicates placement as a purpose of the meeting; and the date of the placement determination on the <i>Determination and Notice of Placement</i>, is the same as the date of the meeting on the meeting invitation and on the <i>Cover Sheet</i>.</p> <p>If no parent participated in the meeting, the requirement may still be met. If there is documentation that 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. Before proceeding with the meeting, it is recommended that the school attempt to contact the parent to determine whether they are still planning on attending. Following the IEP team meeting, it is recommended the school inform the parents of their right to request an IEP meeting.</p> <p>If the LEA was unable to convince the parents participate, look at the bottom of the <i>Cover Sheet</i> for documentation of at least three reasonable attempts to convince the parents to participate. Examples include records of telephone calls and the results of those calls; correspondence sent to parents and any response received; and records of visits and the results of the visits. Consider the requirements met if a parent is listed as a meeting participant and IEP review or development is one purpose of the meeting. If no parent participated in the meeting, the parent participation requirement may still be met. Look at the bottom of the <i>Cover Sheet</i> for documentation of at least three reasonable attempts to convince the parents to participate.</p>



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I-6	2	The child's placement is determined at least annually.	5	<p>If the child'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</i> (P-2). 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 and the previous date the child's placement was 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 placements.</p>
I-7	2	The IEP teams must, in the case of a child whose behavior impedes the child's learning or that of others, consider the use of positive behavioral interventions and supports and other strategies to address that behavior.	4	<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 intervention, strategies, and supports to address the behavior impeding learning. Look for positive measures such as social skills instruction, self-awareness training, anger management training, or sessions with a guidance counselor, social worker, or psychologist. If there are such positive measures, the requirement is met. An IEP that includes only negative measures, such as suspension, detention, or punishment does <u>not</u> meet the standard.</p>
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.	1	<p>The IEP team must describe the extent to which a school-age child with a disability will <u>not</u> participate in the general education curriculum. This requirement is about <u>what</u> the child will be taught, <u>not where</u> (environment) the child will be taught.</p> <p>Determine whether the IEP correctly describes whether the child is, or is not, participating in the general education curriculum. The term "general education curriculum" refers to the same curriculum as for nondisabled children. It is the common core of subjects and curriculum areas adopted by each LEA or schools within the LEA that applies to all children within each general age grouping from preschool through secondary school. The student is in the general education curriculum as long as the student is expected to meet the general curriculum standards for the child's general age grouping— even if the student is using different texts or other materials. A child with a disability may be taught the general education</p>

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I-8 contd				<p>curriculum with modifications or supports. A student may be full time in the general education curriculum if he is pulled out of class to an LD resource room or for speech therapy or other services, but still expected to meet the same general education curriculum standards as other students. If a child's instruction addresses alternate achievement standards i.e., <i>Extended Grade Band Standards</i>, in one or more area(s) of curriculum, the child is not full time in the general curriculum.</p> <p>For preschoolers the IEP team must decide the extent to which the child will <u>not</u> participate in appropriate activities. "Appropriate activities" means activities that children 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>Look at form I-4, <i>Individualized Education Program: Present Level of Academic Achievement and Functional Performance</i>. Look at the question about the child's involvement in the general curriculum or for preschoolers in age appropriate activities. If the form correctly indicates the student will be full-time in the general curriculum or in age-appropriate activities, no explanation is required.</p> <p>If the form correctly indicates that the child will <u>not</u> be involved full-time in the general curriculum or for preschoolers in age appropriate activities, the extent to which the student will not be taught the general curriculum, or in the case of a preschooler involved in age-appropriate activities, must be identified. A simple statement such as "Steven will not be expected to master the content standards in math" is sufficient.</p>
I-9	2	The IEP contains a statement of the child's present levels of academic achievement and functional performance.	3	<p>Look at form I-4, <i>Individualized Education Program: Present Level of Academic Achievement and Functional Performance</i>. The form must contain a statement identifying the student's present levels of academic achievement and functional performance related to his or her educational needs. The statement should be written in language understandable to all, including the parent. The statement must address <b>both</b> academic achievement <b>and</b> functional performance. Functional performance includes:</p> <ul style="list-style-type: none"> <li>• Activities and skills not considered academic or directly related to a child's academic achievement. Academic achievement generally refers to a child's performance in academic content areas (e.g., reading or language arts, math, science, history).</li> <li>• Routine activities of daily living.</li> <li>• 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.</li> </ul>

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I-9 contd				<ul style="list-style-type: none"> <li>• Motor skills, personal care, time and money, school/work habits, home/community orientation.</li> <li>• Behavior and interpersonal relationships.</li> </ul> <p>If after conducting a review, the IEP team determines the child does not have deficits in functional performance, it is sufficient to document this in the child's IEP.</p>
I-10	2	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.	3	<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 child's disability on the child's progress and involvement in the general curriculum.</p> <p>The present level of educational performance must include <u>how</u> the child's disability affects the child's involvement and progress in the general curriculum. The term "general curriculum," refers to the same curriculum as for nondisabled children. It is the common core of subjects and curriculum areas adopted by each LEA or schools within the LEA that applies to all children within each general age grouping from preschool through secondary school.</p> <p>For a preschool child, the present level must address <u>how</u> the child's disability affects the child's participation in age-appropriate activities. "Appropriate activities" means activities that children 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 a student's disability impacts his/her performance is <u>not</u> sufficient. Look for statements that tell how the child's progress is impacted by the disability.</p>
I-11	2	The child's IEP includes a statement of measurable annual goals for the child.	3	<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 child. 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 child's specific disability-related needs.</p> <p>If a student is taking an alternate assessment, during the year the IEP is in effect, aligned to alternate achievement standards, the IEP must include benchmarks or short-term objectives for all IEP annual goals. Benchmarks describe the amount of progress the child is expected to make within specific segments of the year. Short-term objectives break the skills described in the annual goal into discrete measurable</p>

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I-11 contd				<p>intermediate steps. There is no requirement to develop a benchmark or short-term objective 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 in one or more areas. 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 objective 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>
I-12	2	The IEP includes a statement of how the child's progress toward achieving the annual goals will be measured.	3	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 child's progress is to be measured. Such methods may include keeping a log, work samples, classroom exams, attendance records, or point sheets.
I-13	2	The IEP describes the extent, if any, to which the child will not participate with non-disabled children in the regular education environment.	5	<p>Each child 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 child will be taught, <u>not what</u> he will be taught. Removal from the regular education environment must only occur when the child cannot be satisfactorily educated in that environment with the use of supplementary aids and services. The IEP team must decide whether the child 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</p>

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I-13 contd				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."
I-14	2	The statement of special education in the IEP includes anticipated frequency including the amount.	3	<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 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 in a range, but only if the child's IEP team determines use of a range is appropriate based on the child's unique needs, e.g., "three times per week for 30-45 minutes per session, depending on the student's ability to attend to the instruction." 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. For example, "When the student refuses to initiate an assigned activity for more than 5 minutes in the regular classroom, the student will meet with a special education teacher for the rest of the period."</p>
I-15	2	The statement of supplementary aids and services, if any, includes anticipated frequency including the amount.	3	<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 children 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>

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I-15 contd				<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>Stating the amount of service as a minimum or maximum is not acceptable because it is 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"> <li>• "use a computer for writing assignments longer than one page"; or</li> <li>• "give multiple choice tests in place of fill-in-the-blank tests in biology."</li> </ul> <p>Sometimes the IEP team decides a student's self-advocacy skills need to be developed. They want to encourage the student to realize when he/she needs help and to ask for it. In this case, it is appropriate to include an annual goal to develop the behavior. However, in such a case it is not appropriate to state the amount and frequency of the service as "upon student request." The IEP team must still decide the needed amount and frequency or the specific circumstances when the service is needed and include it in the IEP. Including this information in the IEP will make clear to those implementing the IEP what the student needs, even if the student doesn't recognize the need and ask for the service.</p>
I-16	2	The statement of program modifications or supports for school personnel, if any, includes anticipated frequency including the amount.	3	<p>The team should identify the program modifications or support needed by the staff to carry out the IEP on the <i>Individualized Education Program: Program Summary</i>, (form I-9), section IV. Examples might include consultation between regular and special education teachers, in-service training, or assistance for a teacher modifying an assignment or highlighting a textbook.</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 modifications and/or supports 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</p>

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Item	Sample	Compliance Statement	Indicators	Standards and Directions
I-16 contd				<p>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 “the physical therapist will consult 20 minutes once weekly with the special education teacher.”</p> <p>If the modifications or supports for school personnel are to be provided under certain circumstances, the IEP needs to clearly specify the circumstances. Statements such as, “as needed”, or “upon teacher request” do not make clear the LEA’s level of commitment of resources. Stating the amount of service as a minimum is not a clear commitment of resources, e.g., “a minimum of 20 minutes per week.”</p>
I-17	2	Following the development or revision of the individualized education program and prior to its implementation, the child’s parent(s) were provided a notice.	8	<p>Annually, an IEP team must meet to review the IEP. Parents must receive written notice, including a copy of their child’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"> <li>• 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.</li> <li>• 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 child’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.</li> </ul> <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</p>

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Item	Sample	Compliance Statement	Indicators	Standards and Directions
I-17 contd				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.
I-18	2	The child received the services required by the IEP.	Other	<p>Educational services must be provided to each child with a disability consistent with the child's IEP. These services include special education, related services, supplementary aids and services, and program modifications and supports for school personnel. For each IEP in the IEP sample, interview parent(s)/guardian and relevant staff to determine whether required services are provided using the <a href="#">interview protocol</a> provided by DPI. Based upon interview results and other relevant information, e.g., attendance records, service logs, conclude whether the child received the services required by the IEP.</p> <p>You may divide the list of interviewees among several staff members. You may use several methods to communicate the questions: face-to-face, over the telephone, e-mail, or other written correspondence. You must make a reasonable attempt to communicate with each parent. Generally, this means documenting at least three attempts. However, if you are not able to communicate with the parent, document attempts on the interview protocols and use other information to determine whether the requirement is met. If a parent does not speak English, you need to communicate the questions in the parent's language.</p>
I-19	2	The child's parents were informed of their child's progress toward meeting the annual goals, consistent with the child's IEP.	8	<p>Parents must be informed of their child's progress on IEP annual goals with the frequency required by the child's IEP (form I-6, <i>Annual Goals</i>). Examine the child's records for evidence the parents were provided annual goal progress reports with the frequency required by the IEP. Interview the child's parents, using the <a href="#">interview protocol</a> provided by DPI. Based upon interview results and other relevant information, e.g., written progress reports, contact logs, conclude whether parents were provided periodic reports of their child's progress.</p> <p>You may divide the list of interviewees among several staff members. You may use several methods to communicate the questions: face-to-face, over the telephone, e-mail, or other written correspondence. You must make a reasonable attempt to communicate with each parent. Generally, this means documenting at least three attempts. However, if you are not able to communicate with the parent, document attempts on the interview protocols and use other information to determine whether the requirement is met. If a parent does not speak English, you need to communicate the questions in the parent's language.</p>

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Item	Sample	Compliance Statement	Indicators	Standards and Directions
I-20	2	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.	3	<p>Individual accommodations necessary for a child to participate in a state-wide or district-wide assessment must be in place at the time the assessment is administered. If accommodations necessary for a child to participate are not known at the time of the IEP team meeting, a subsequent meeting must be conducted early enough to ensure any needed accommodations are in place.</p> <p>Accommodations must not invalidate the test, i.e., change the skills or content tested. If the necessary accommodations would invalidate the test results, the student's knowledge and skills should be assessed through an alternate assessment. For example, an accommodation that included reading passages and/or items aloud to students would not be an acceptable accommodation if the purpose of the assessment is to measure reading skills. A listing of approved accommodations for children with disabilities is available at <a href="http://dpi.wi.gov/oea/pdf/accom08.pdf">http://dpi.wi.gov/oea/pdf/accom08.pdf</a>. An accommodation not listed may be used only if a non-standard accommodation request was made to DPI and approved.</p> <p>Locate <i>Individualized Education Program: Participation in Statewide Assessments</i> (form I-7). Determine whether the child will be in 3<sup>rd</sup>, 4<sup>th</sup>, 5<sup>th</sup>, 6<sup>th</sup>, 7<sup>th</sup>, 8<sup>th</sup>, or 10<sup>th</sup> grade or in a grade when a district-wide assessment is administered. If the child is not in a grade when a state-wide or district-wide assessment is administered, enter "NA" (not applicable). If the child is in a grade when such tests are administered, look to see whether testing accommodations are included in the IEP. If a test accommodation is included in the IEP, ensure it is on the list of approved accommodations or was approved by the DPI. If it is on the list or was approved by the DPI, the requirement is met. If no accommodations are included in the IEP, look to see whether form I-7 indicates the student will take the tests without accommodations or will take an alternate assessment. Determine whether the IEP team addressed the need for testing accommodations prior to the administration of the test.</p>

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Item	Sample	Compliance Statement	Indicators	Standards and Directions
I-21	2	The IEP team determined whether the child will participate in state and district-wide regular assessments or in an alternate assessment.	3	<p>IEP teams must determine whether children will participate in state and district-wide general assessments, with or without accommodations, or in an alternate assessment. Locate <i>Participation in Statewide Assessments</i> (form I-7). Determine whether the child will be in 3<sup>rd</sup>, 4<sup>th</sup>, 5<sup>th</sup>, 6<sup>th</sup>, 7<sup>th</sup>, 8<sup>th</sup>, or 10<sup>th</sup> grade or in a grade when a district-wide assessment is administered. If the child is not in a grade when a state-wide or district-wide assessment is administered, enter "NA" (not applicable).</p> <p>For a child in a grade when testing is conducted, the requirement is met if the IEP states the child will participate in the standard assessment in all areas either with or without accommodations. If the IEP states the child will participate in an alternate assessment in one or more areas, locate the <i>Wisconsin Alternate Assessment Participation Checklist</i> (form I-7-A). This form is used for both state-wide and district-wide assessments. The requirement is met if the <i>WAA Participation Checklist</i> is completed, documenting the reasons the child will not take the standard assessment.</p>

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Item	Sample	Compliance Statement	Indicators	Standards and Directions
T-1	3	If the purpose of an IEP team was to consider transition services, the student was invited.	14	If one purpose of the IEP team meeting is to consider the student's transition needs, the student must be invited. Look to see if the student is listed on the <i>Evaluation Report and IEP Cover Sheet</i> (I-3) as a participant. If the student is listed, consider the requirement met. If the student is not listed, look at <i>Individualized Education Program: Transition Services</i> (form I-8) for the date and method used to invite the student. If form I-8 includes how the student was invited and the date of the invitation, the requirement is met. If not, look to see if an <i>Invitation to a Meeting of the IEP Team</i> (I-1) is addressed to the student. If a written invitation is addressed to the student, the requirement is met.
T-2	3	There are measurable postsecondary goals that cover education or training, employment, and, as needed, independent living.	14	<ul style="list-style-type: none"> <li>• Find the postsecondary goal(s) in the IEP.</li> <li>• If there is a goal (or goals) that is <i>measurable</i>, occurs <i>after</i> high school, and address <i>education or training</i>, <u>and</u> <i>employment</i>, and (if needed) independent living, the requirement is met.</li> <li>• If one or more goals are not <i>measurable</i>, the requirement is not met.</li> <li>• If one or more goals do not occur <i>after</i> high school, the requirement is not met.</li> <li>• If the goals do not address <i>education or training</i>, <u>and</u> <i>employment</i>, the requirement is not met.</li> </ul> <p>A measurable goal is one that can be counted. Goals are measurable even though they contain words like "intends," "plans", or "wants". Goals do not need to contain the words, "after graduation" or "after high school." However the language of the goal must clearly indicate the activity will take place after high school.</p> <p>When no independent living goal is listed assume the IEP team correctly determined an independent living goal was not needed. However, if an independent living goal is present it must be measurable and occur after high school.</p>
T-3	3	There is evidence the measurable postsecondary goals were based on age-appropriate transition assessment(s).	14	<ul style="list-style-type: none"> <li>• Find information related to transition assessment in the student's IEP or file.</li> <li>• If there is <i>evidence</i> age-appropriate transition assessment provided information on the student's needs, <i>taking into account strengths, preferences, and interests</i> regarding <i>each</i> stated postsecondary goal, the requirement is met.</li> <li>• If there is no <i>evidence</i> age-appropriate transition assessment provided information on the student's needs, <i>taking into account strengths, preferences, and interest</i> regarding <i>each</i> stated postsecondary goal, the requirement is not met.</li> </ul>

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Item	Sample	Compliance Statement	Indicators	Standards and Directions
T3 contd				<p>If the “Age-Appropriate Transition Assessment” box (see DPI Sample Special Education Forms, I-8) is checked “yes” the evidence is sufficient. If the box is not checked look for other documentation in the student’s IEP or file.</p> <p>Age-appropriate transition assessments range from formal aptitude tests and interest inventories, to observations of the student, to discussions with the student.</p> <p>Assessments must be reasonably linked to the student’s strengths, preferences, and interests regarding postsecondary goals.</p>
T-4	3	There are transition services in the IEP that will reasonably enable the student to meet his or her postsecondary goals.	14	<ul style="list-style-type: none"> <li>• Find where transition services/activities are listed on the IEP.</li> <li>• If there is <i>at least one</i> transition service/activity that will reasonably enable the student to meet <i>each</i> stated postsecondary goal, the requirement is met.</li> <li>• If there is not <i>at least one</i> transition service/activity that will reasonably enable the student to meet <i>each</i> stated postsecondary goal, the requirement is not met.</li> <li>• Transition services/activities may include: (a) instruction, (b) related service(s), (c) community experience, (d) development of employment and other post-school adult living objectives, (e) if appropriate, acquisition of daily living skills, or (f) if appropriate, provision of a functional vocational evaluation.</li> </ul> <p>A single transition service associated with meeting all postsecondary goals may satisfy the requirement.</p>
T-5	3	After obtaining parent consent (or the student’s consent once the age of majority is reached), representatives of other agencies likely to provide or pay for transition services were invited to the IEP meeting.	14	<ul style="list-style-type: none"> <li>• Find where persons responsible and/or agencies are listed on the IEP</li> <li>• <b>Guiding Question 1)</b> Are there transition services listed on the IEP that are <i>likely to be provided or paid for by outside agencies</i>? If yes, continue with guiding question 2. If no, enter NA on the recording form and move on to item T-6.</li> <li>• <b>Guiding Question 2)</b> Was parent or child (once the age of majority) <i>consent</i> to invite the outside agencies obtained? If yes, continue with guiding question 3. If the parent or child (once the age of majority) refused consent; or there is documentation of three good faith, but unsuccessful, attempts to get the parent or child (once the age of majority) to provide consent, enter NA on the recording form and move on to item T-6.</li> <li>• <b>Guiding Question 3)</b> Were outside agencies <i>invited</i> to the student’s IEP</li> </ul>

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Item	Sample	Compliance Statement	Indicators	Standards and Directions
T5 contd				<p style="text-align: center;">meeting to discuss transition? If yes, the requirement is met. If no, the requirement is not met.</p> <p>When no outside agencies are listed, assume the IEP team correctly determined that there are no transition services likely to be provided or paid for by outside agencies. Consent, or attempts to gain consent, must be documented in writing in the student's IEP or file.</p> <p>T-5 requires agencies be invited to the meeting, it does not require agencies attend the meeting. Invitations, or agency attendance at the meeting, must be documented in the students IEP or file.</p>
T-6	3	The transition services include a course of study that aligns with the student's postsecondary goals.	14	<ul style="list-style-type: none"> <li>• Find the course of study in the student's IEP.</li> <li>• If the course of study <i>aligns</i> with the stated postsecondary goal(s), the requirement is met.</li> <li>• If the course of study does not <i>align</i> with the stated postsecondary goal(s), the requirement is not met.</li> </ul> <p>A direct one-to-one relationship between particular classes and each postsecondary goal is not required. The course of study may be limited to the term of the student's current IEP. "Pass all classes" is not a course of study.</p>
T-7	3	There are annual IEP goals that will reasonably enable the student to meet the postsecondary goals.	14	<ul style="list-style-type: none"> <li>• Find the annual goals in the IEP.</li> <li>• If there is <i>at least one</i> annual goal or short-term objective included in the IEP that will reasonably help the student <i>make progress</i> towards <i>each</i> of the stated postsecondary goals, the requirement is met.</li> <li>• If there is not <i>at least one</i> annual goal or short-term objective included in the IEP that will reasonably help the student <i>make progress</i> towards <i>each</i> of the stated postsecondary goals, the requirement is not met.</li> </ul> <p>T-7 requires you only to find a reasonable link between annual goals and postsecondary goals. Do not apply the compliance standards for annual goals (Item I-11) when assessing this item.</p> <p>A single annual goal or short-term objective that helps the student make progress in all of the postsecondary goals may satisfy the requirement.</p> <p>Assess whether there is a reasonable link between annual goals and postsecondary goals.</p>

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Item	Sample	Compliance Statement	Indicators	Standards and Directions
T-8	3	Indicator 13 Data Collection Item	13	<ul style="list-style-type: none"> <li>• Complete items T-1 through T-7 for each student.</li> <li>• For each student, note whether the requirement is met (“Yes” or “NA”) for items T-1 through T-7. If all seven requirements are met, the T-8 requirement is met.</li> <li>• If one or more of the seven requirements is not met (“No”), the T-8 requirement is not met.</li> </ul>
T-9	3	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.	14	<p>If a student does not attend an IEP team meeting to consider his/her transition needs, steps must be taken to ensure the student’s preferences and interests are considered at the meeting. Look to see if the student is listed on the <i>Evaluation Report and IEP Cover Sheet (I-3)</i> as a participant.</p> <p><b>If the student is listed as a participant in the meeting, enter “NA” (not applicable).</b> If the student is not listed as a participant, locate <i>Individualized Education Program: Transition Services (form I-8)</i>. Look for the steps taken to ensure the student’s preference and interests were considered. The steps will vary depending upon the needs of the student. Enter “Y” if steps are documented.</p>

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Item	Sample	Compliance Statement	Indicators	Standards and Directions
D-1	4	After the tenth cumulative day of removal in the same school year, the child received educational services during subsequent periods of removal.	4	After a student has been removed 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.

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Item	Sample	Compliance Statement	Indicators	Standards and Directions
N-1	No sample	After consulting with representatives of private schools, the LEA obtained a written affirmation signed by private school representatives.**	Other	<p>During the design and development of special education and related services for parentally placed private school children 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 children. 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 <a href="http://dpi.wi.gov/sped/doc/prischaff.doc">http://dpi.wi.gov/sped/doc/prischaff.doc</a>.</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, the requirement is met. If there are no private schools within the boundaries of the LEA, mark "NA."</p>
N-2	No sample	The public agency at least annually informs parents and individuals required to make referrals about the LEA's referral and evaluation procedures.**	Other	<p>At least annually, the LEA must inform parents and persons required to make referrals under state law about the agency's referral and evaluation procedures.</p> <p>The Department of Public Instruction's model notice may be used to meet the requirement. It may be found at <a href="http://dpi.wi.gov/sped/referral-english.html">http://dpi.wi.gov/sped/referral-english.html</a>. The notice must contain the required information and be disseminated in a manner that will reach all parents and individuals required to make referrals throughout the LEA. The notice may be placed in a newspaper with LEA-wide circulation, or placed in an LEA publication mailed to all postal addresses within the LEA. Placing the notice on the LEA's website is not sufficient.</p>
N-3	No sample	The public agency gives notice to fully inform parents of the requirements relating to the confidentiality of personally-identifiable information before any major child find activity.	8	<p>Before any major child find activity, the public agency must give notice to parents of its procedures to protect the confidentiality of personally-identifiable information used to meet special education requirements. The notice must include-</p> <ul style="list-style-type: none"> <li>• A description of the extent the notice is given in the native languages of the various population groups in the local educational agency;</li> <li>• A description of the children on whom personally-identifiable information is maintained, the types of information sought, the methods used to gather the information (including the sources from whom information is gathered), and the uses to be made of the information;</li> <li>• A summary of the policies and procedures followed regarding storage, disclosure to third parties, retention, and destruction of personally-identifiable information; and</li> </ul>

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Item	Sample	Compliance Statement	Indicators	Standards and Directions
N-3 contd				<ul style="list-style-type: none"> <li>• A description of all the rights of parents and children regarding this information under the Family Educational Rights and Privacy Act (FERPA) of 1974 and its implementing regulations.</li> </ul> <p>The notice of confidentiality procedures must be published in newspapers or announced in other media, with circulation adequate to notify parents throughout the public agency of the activity. Placing the notice on the public agency's website is sufficient. Except for charter schools authorized under s. 118.40, a school newsletter sent only to households with enrolled students is not sufficient. The Department of Public Instruction's model notice may be used to meet these requirements. It may be found at <a href="http://dpi.wi.gov/sped/cf-english.html">http://dpi.wi.gov/sped/cf-english.html</a>. Hmong and Spanish versions are also available on the website at <a href="http://dpi.wi.gov/sped/form_int.html">http://dpi.wi.gov/sped/form_int.html</a>.</p>

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Item	Sample	Compliance Statement	Indicators	Standards and Directions
N-4	No sample	The LEA conducted an initial evaluation within 60 days of receiving parental consent for the evaluation.	11	<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 child who transfers from one LEA to another after the 60-day time frame has begun and prior to a determination of eligibility by the previous local educational agency. For the exception to apply, the district must have completed the evaluation within a specific time agreed to by the parent and district.</p> <p>The second exception is if the parent repeatedly fails or refuses to make the child available for the evaluation. If the parent repeatedly failed or refused to make the child available for the evaluation, look for documentation of repeated attempts to conduct the assessments required to complete the evaluation. If there are at least three reasonable attempts documented to conduct the evaluation, the requirement is met, even though the evaluation was not completed within the 60 days.</p> <p>The third exception is if the child is being evaluated for a specific learning disability and the timeframe 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, 2008, through June 30, 2009. Report-</p> <p>A. The number of children for whom parental consent to evaluate was received.            B. The number of children in A. determined <u>not eligible</u> whose evaluations and eligibility determinations were <u>completed within 60 days</u>. Include children for whom one of the exceptions to the 60-day timeline applies.            C. The number of children in A. determined <u>eligible</u> whose evaluations and eligibility determinations were <u>completed within 60 days</u>. Include children for whom one of the exceptions to the 60-day timeline applies.            D. For children whose evaluations were completed beyond the 60-day timeline, 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>

\*\*Not required for charter schools authorized under s.118.40, Stats.  
 Sample Groups: 1) Evaluation; 2) IEPs; 3) Transition; 4) Discipline