Wisconsin Department of Public Instruction **PROCEDURAL COMPLIANCE SELF-ASSESSMENT EVALUATION RECORD REVIEW CHECKLIST**

(Rev. 05-21)

**INSTRUCTIONS:** For Local Use Only. Provided for documentation purposes. Except for state schools, use by the LEA is optional. NOTE: When reviewing a record of a student who is an adult, substitute “adult student” for “parent” in all checklist items. *\*Examples for Evidence of Student-Level Corrective Action (last column), include called parent on [date], no new IEP team meeting, etc*.

|  |  |  |
| --- | --- | --- |
|  | GENERAL INFORMATION |  |
| **Student Name** *First and Last* | **Student WISEid** | **Reviewer’s Name** *First and Last* |

|  | | | | RECORD REVIEW CHECKLIST |  | |
| --- | --- | --- | --- | --- | --- | --- |
| Item No. | | Compliance Statement | Directions & Standards | | Required Student-Level Corrective Action | Required District-Wide Corrective Action |
| **EVAL-1** | 🞏 Yes  🞏 No  🞏 NA | At the IEP team meeting to determine whether the student is a student with a disability, the IEP team reviewed information provided by the student’s parents.  34 CFR §300.305(a)(1)(i); Wis. Stat.§115.782(2)(b)1  Comment: | ***Directions:***  Locate the *Evaluation Report Including: Determination of Eligibility and Need for Special Education* (ER-1), and *Existing Data Review to Determine if Additional Assessments or Evaluation Data are needed* (ED-1). Or, locate the *Notice of Agreement that a Three-year Reevaluation is not Needed* (RE-3).   * Mark “NA” If the student’s reevaluation was waived within the last 12 months.   Review the ED-1 and section I.A. of the ER-1.   * Mark “Y” if there is documentation the IEP team reviewed information provided by the parents at the IEP team meeting. * Mark “N” if there is no documentation the IEP team reviewed information provided by the parents at the IEP team meeting.   ***Standards***:  “Information” provided by parents may include previous evaluations, observations, concerns, or any other knowledge or information about the student.  Parents of the student must be afforded the opportunity to attend the IEP team meeting. At the meeting, the IEP team must document and consider information provided by the parent. If the parents will not be at the IEP team meeting, efforts should be made to obtain information prior to the meeting and this information should be considered and documented. If the parents do not provide any information this should also be documented in the IEP.  The decision not to conduct a three-year reevaluation must be given careful consideration. The parent and the designated school staff should discuss the advantages and disadvantages of conducting a reevaluation, as well as what effect a reevaluation might have on the student’s educational program. A reevaluation may be necessary to obtain current data to determine the educational needs of the student; the present levels of academic achievement and functional performance; the content of the student’s IEP including information related to enabling the student to be involved in and progress in the general education curriculum; and whether any additions or modifications to the special education and related services are needed to enable the student to meet the IEP annual goals. | | By January 15, offer to parents to conduct a new IEP team meeting to determine whether the student is or continues to be a student with a disability. Document the results of the discussion with the parents and the decision reached. The department will verify correction of student-level noncompliance. | Selected by the ad hoc committee based on a root cause analysis. Choose the activity or create one that is most likely to improve internal systems of control and eliminate future non-compliance and implement it by January 15. |
| **EVAL-2** | 🞏 Yes  🞏 No  🞏 NA | At the IEP team meeting to determine whether the student is a student with a disability, the IEP team reviewed previous interventions and the effects of those interventions.  Wis. Stat. § 115.782(2)(b)1  *Independent charter schools, authorized under Wis. Stat. 118.40(2)(r and (x)), are not required to complete this item.*  Comment: | ***Directions:***  Locate the *Evaluation Report Including: Determination of Eligibility and Need for Special Education* (ER-1), and *Existing Data Review to Determine if Additional Assessments or Evaluation Data are Needed* (ED-1). Or, locate the *Notice of Agreement that a Three-year Reevaluation is not Needed* (RE-3).   * Mark “NA” if the student’s reevaluation was waived within the last 12 months.   Review the ED-1 and section I.F. of the ER-1.   * Mark “Y” if there is documentation of previous interventions and the effects of those interventions in the IEP. * Mark “Y” if the “Not Applicable” box is checked indicating there have been no previous interventions (except for initial SLD evaluations). * Mark “N” if there is no documentation the IEP team reviewed previous interventions **and** the effects of interventions at the IEP team meeting.   ***Standards:***  Both the interventions and the effects of those interventions must be documented. There does not need to be a separate effect for each identified intervention. For instance, multiple interventions may result in the same effect.  For example: The student receives 30 minutes of specially designed instruction in decoding words, reading fluency and reading comprehension. As a result, the student has increased reading skills to grade level expectations.  When the student is being evaluated under specific learning disability criteria for the first time, there must be evidence the team considered previous interventions and the effects of those interventions. See *Required Documentation for Specific Learning Disability (SLD) – Initial Evaluation* (ER-2A).  The decision not to conduct a three-year reevaluation must be given careful consideration. The parent and the designated school staff should discuss the advantages and disadvantages of conducting a reevaluation, as well as what effect a reevaluation might have on the student’s educational program. A reevaluation may be necessary to obtain current data to determine the educational needs of the student; the present levels of academic achievement and functional performance; the content of the student’s IEP including information related to enabling the student to be involved in and progress in the general education curriculum; and whether any additions or modifications to the special education and related services are needed to enable the student to meet the IEP annual goals. | | By January 15, offer to parents to conduct a new IEP team meeting to determine whether the student is or continues to be a student with a disability. Document the results of the discussion with the parents and the decision reached. The department will verify correction of student-level noncompliance. | Selected by the ad hoc committee based on a root cause analysis. Choose the activity or create one that is most likely to improve internal systems of control and eliminate future non-compliance and implement it by January 15. |
| **EVAL-3** | 🞏 Yes  🞏 No  🞏 NA | The IEP team documented information about the student’s current reading achievement.  34 CFR §300.305(a)(2), §300.306(c), §300.311[if SLD]; Wis. Stats §115.782(2)(b)2, §115.782(3)(b); Wis. Admin. Code PI 11.35 (1-2)  Comment: | ***Directions***:  Locate the *Evaluation Report Including: Determination of Eligibility and Need for Special Education* (ER-1), and *Existing Data Review to Determine if Additional Assessments or Evaluation Data are needed* (ED-1). Or, locate the *Notice of Agreement that a Three-year Reevaluation is not Needed* (RE-3).   * Mark “NA” if the student’s reevaluation was waived within the last 12 months.   Review the ED-1 and sections I. and II. of the ER-1.   * Mark “Y” if there is documentation of the student’s current reading achievement. * Mark “N” if there is no documentation of the student’s current reading achievement.   ***Standards***:  The IEP team must review and consider information about the student’s current reading achievement to determine whether the student has educational needs related to reading. “Current” generally refers to information gathered within the preceding 12 months preceding the evaluation.  Information about the student’s current reading achievement may be obtained from a variety of sources including:   * Parents * Classroom-based assessment (formative) * Local or state assessment results * District screening/progress monitoring data * Other data collected as part of school’s MLSS/RtI * Individually administered standardized tests * Classroom based measurements * Related behavior information/attendance as appropriate   Reading achievement for preschool children may include information about participation in age-appropriate activities, including language development, communication and/or early literacy.  This assessment item focuses on evaluations that address the student’s current reading achievement. The IEP team must also consider and document information about the student’s performance in other academic and functional areas.  In determining eligibility and educational needs (considering both academic and functional), the IEP team must draw upon information from a variety of sources, including aptitude and achievement tests, parent input, and teacher recommendations, as well as information about the student’s physical condition, social or cultural background, and adaptive behavior. Simply listing raw test scores is not sufficient. The IEP team must also ensure that information obtained from all of these sources is documented and carefully considered.  The decision not to conduct a three-year reevaluation must be given careful consideration. The parent and the designated school staff should discuss the advantages and disadvantages of conducting a reevaluation, as well as what effect a reevaluation might have on the student’s educational program. A reevaluation may be necessary to obtain current data to determine the educational needs of the student; the present levels of academic achievement and functional performance; the content of the student’s IEP including information related to enabling the student to be involved in and progress in the general education curriculum; and whether any additions or modifications to the special education and related services are needed to enable the student to meet the IEP annual goals. | | By January 15, offer to parents to conduct a new IEP team meeting to determine whether the student is or continues to be a student with a disability. Document the results of the discussion with the parents and the decision reached. The department will verify correction of student-level noncompliance. | Selected by the ad hoc committee based on a root cause analysis. Choose the activity or create one that is most likely to improve internal systems of control and eliminate future non-compliance and implement it by January 15. |