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|  | Wisconsin Department of Public Instruction  **PROCEDURAL COMPLIANCE**  **SELF-ASSESSMENT IMPLEMENTATION RECORD REVIEW CHECKLIST** | **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. ‘*Documentation of student-level correction’ (last column), include called parent on [date], no new IEP team meeting, etc*. |

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|  | **Student Name** *First and Last* | **Student’s WISE ID** | **Reviewer’s Name** *First and Last* |
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| **Item** | **Compliance Statement** | **Directions and Standards** | **Correction** |
| **IMP-1**  **IMP-1 Cont’d**  **IMP-1 Cont’d** | The LEA ensures the specially designed instruction listed in the IEP is provided as described.  🞏 Yes  🞏 No | ***Directions:***  Locate the student’s *Individualized Education Program: Linking Present Levels, Needs, Goals, and Services Form* (I-4). Review section IV.B.  Gather information relevant to the provision of the specially designed instruction listed in the student’s IEP. Information may be obtained from one or more of the following sources: staff records (calendars, lesson plans, logs, notes, etc.), interviews and observations.  Compare the specially designed instruction listed in the student’s IEP to the information obtained above.  The recommended minimum review period is two weeks and must take place during the current school year. This review period may vary based on how often a service is provided. If specially designed instruction is provided at least weekly, then a review period of at least two weeks is sufficient. If provided less frequently (e.g. monthly, quarterly, etc.), the review period must extend to the most recent time the specially designed instruction was scheduled to be provided.  Mark “Y” if the special education listed in the IEP was provided consistent with the IEP.  Mark “N” if the special education listed in the IEP was not provided consistent with the IEP.  ***Standards:***  The LEA is responsible for ensuring that each student with a disability receives a free appropriate public education (FAPE) by providing the specially designed instruction in conformity with the student’s IEP. The student’s IEP must be accessible to each general education teacher, special education teacher, or service provider who is responsible for its implementation. In addition, the LEA must inform all general education teachers, special education teachers, or other providers of their specific responsibilities related to implementing each student’s IEP. The expectation is that each service should be implemented as written, including the amount, frequency and location of each service. | ***Student-level Correction:***  The LEA must consider compensatory services. The LEA can consider whether compensatory services are required by doing one of the following:   1. Hold an IEP team meeting; or 2. With the agreement of the student's parent, develop a written document to amend or modify the student's current IEP to reflect the compensatory services (complete [Form I-10](https://dpi.wi.gov/sped/laws-procedures-bulletins/procedures/sample/forms) and attach copy of IEP); or 3. Discuss with the student's parent and document agreement that no compensatory services are necessary (see [Sample Letter](http://dpi.wi.gov/sites/default/files/imce/sped/pdf/sa-sample-letter.pdf)).   ***Documentation of Student-level correction:***  ***Current Compliance:***  The district and ad hoc committee will choose actions to improve compliance with future records and then verify current compliance based on a new student record sample. What do you think the team should consider to ensure this error doesn’t occur in a future sample?   * Arrange staff training by non-district personnel (including regular education staff, as appropriate) * Conduct in-service with staff (including regular education staff, as appropriate) * Administrator observes IEP meeting(s) Meet with individual staff members (including regular education staff, as appropriate) * Review procedures, policies, and practices at department meeting(s) * Revise IEP form(s) * Revise staff handbook * Revise written special education procedures and policies * Send memorandum to staff (including regular education staff, as appropriate) * Staff will attend workshops (including regular education staff, as appropriate) * Use peer mentors to train staff (including regular education staff, as appropriate) * Other (provide details):   ***Other Notes:*** |
| **IMP-2**    **IMP-2 Cont’d**  **IMP-2 Cont’d** | The LEA ensures the supplementary aids and services listed in the IEP are provided as described.  🞏 Yes  🞏 No  🞏 NA | ***Directions:***  Locate the student’s *Individualized Education Program: Linking Present Levels, Needs, Goals, and Services Form* (I-4). Review section IV.A.  Mark” NA” if “None needed” is marked in IV.A. of the student’s program summary.  Gather information relevant to the provision of the supplementary aids and services listed in the student’s IEP. The sources of information will vary depending on the particular supplementary aids and services, but may include staff schedules, other staff records (calendars, lesson plans, logs, notes, etc.), purchase orders, modifications to assignments or tests, interviews and observations.  Compare the supplementary aids and services listed in the student’s IEP to the information obtained above.  The recommended minimum review period is two weeks and must take place during the current school year. This review period may vary based on how often a service is provided. If a service is provided at least weekly, then a review period of at least two weeks is sufficient. If the service is provided less frequently (e.g. monthly, quarterly, etc.), the review period must extend to the most recent time the service was scheduled to be provided.  Mark “Y” if the supplementary aids and services listed in the IEP were provided as described in the IEP.  Mark “N” if the supplementary aids and services listed in the IEP were not provided as described in the IEP.  ***Standards:***  The LEA is responsible for ensuring that each student with a disability receives a free appropriate public education by providing the supplementary aids and services in conformity with the student’s IEP. The student’s IEP must be accessible to each general education teacher, special education teacher, and any other service provider who is responsible for its implementation. In addition, the LEA must inform all general education teachers, special education teachers, and any other service providers of their specific responsibilities related to implementing each student’s IEP. The expectation is each supplementary aid and service should be implemented as written, including the amount, frequency and location of each service. | ***Student-level Correction:***  The LEA must consider compensatory services. The LEA can consider whether compensatory services are required by doing one of the following:   1. Hold an IEP team meeting; or 2. With the agreement of the student's parent, develop a written document to amend or modify the student's current IEP to reflect the compensatory services (complete [Form I-10](https://dpi.wi.gov/sped/laws-procedures-bulletins/procedures/sample/forms) and attach copy of IEP); or 3. Discuss with the student's parent and document agreement that no compensatory services are necessary (see [Sample Letter](http://dpi.wi.gov/sites/default/files/imce/sped/pdf/sa-sample-letter.pdf)).   ***Documentation of Student-level correction:***  ***Current Compliance:***  The district and ad hoc committee will choose actions to improve compliance with future records and then verify current compliance based on a new student record sample. What do you think the team should consider to ensure this error doesn’t occur in a future sample?   * Arrange staff training by non-district personnel (including regular education staff, as appropriate) * Conduct in-service with staff (including regular education staff, as appropriate) * Administrator observes IEP meeting(s) Meet with individual staff members (including regular education staff, as appropriate) * Review procedures, policies, and practices at department meeting(s) * Revise IEP form(s) * Revise staff handbook * Revise written special education procedures and policies * Send memorandum to staff (including regular education staff, as appropriate) * Staff will attend workshops (including regular education staff, as appropriate) * Use peer mentors to train staff (including regular education staff, as appropriate) * Other (provide details):   ***Other Notes:*** |
| **IMP-3**  **IMP-3 Cont’d**  **IMP-3 Cont’d** | Periodic reports are provided to the parents as specified in the student’s IEP on the progress the student is making toward meeting each annual goal.  🞏 Yes  🞏 No | ***Directions:***  Locate the student’s *Individualized Education Program: Linking Form* (I-4) and review section III. “Measurable Annual Goals.”  Locate the last student progress report scheduled to be provided. This may be on the *Interim Review of IEP Goals Form* (I-6).  The review period for this item begins on the implementation date of the student’s current IEP.  Mark “Y” if:   * a progress report was provided as specified in the IEP; * progress was reported on all of the IEP goals; **and** * the reported progress matches the measurement provided in the annual goal. For example, if the annual goal is to sequence events from 6th grade narrative text with 80% accuracy, and baseline is 40% accuracy, then the progress reported should include the student’s current percentage of accuracy.   Mark “N” if:   * a progress report was not provided as specified in the IEP; * progress was not reported on all of the IEP goals; **or** * the reported progress does not match the measurement provided in the annual goal.   ***Standards:***  Progress reports are provided on the schedule specified in the IEP statement indicating when progress reports will be provided to the parents. The report must address progress toward each stated measurable goal (i.e. are aligned with/directly related to the goal statement). The reports must also provide data or other information consistent with the measurement for each corresponding goal.  In other words, the reports must provide sufficient information so the parent can determine the degree to which the student has made progress toward meeting each goal. The data in the report is appropriate to measuring the goal as stated and should include information that matches the stated method of how progress will be measured. | ***Student-level Correction***  If the progress reports were not provided to the parents, provide them.  If the progress reports did not adequately reflect the student’s progress towards each of the stated goals designed to address reading, provide updated progress reports to the parents.  ***Documentation of Student-level correction:***  ***Current Compliance:***  The district and ad hoc committee will choose actions to improve compliance with future records and then verify current compliance based on a new student record sample. What do you think the team should consider to ensure this error doesn’t occur in a future sample?   * Arrange staff training by non-district personnel (including regular education staff, as appropriate) * Conduct in-service with staff (including regular education staff, as appropriate) * Administrator observes IEP meeting(s) Meet with individual staff members (including regular education staff, as appropriate) * Review procedures, policies, and practices at department meeting(s) * Revise IEP form(s) * Revise staff handbook * Revise written special education procedures and policies * Send memorandum to staff (including regular education staff, as appropriate) * Staff will attend workshops (including regular education staff, as appropriate) * Use peer mentors to train staff (including regular education staff, as appropriate) * Other (provide details):   ***Other Notes:*** |
| **IMP-4**  **IMP-4 Cont’d**  **IMP-4 Cont’d** | The LEA ensures the individual appropriate accommodations that are necessary to measure the academic achievement and functional performance on statewide assessments are made available as described in the IEP.  🞏 Yes  🞏 No  🞏 NA | ***Directions:***  Locate the student’s *Individualized Education Program:* *Participation in Statewide Assessments* (Forms I-7) for the previous school year.  Mark “NA” if the student was not in a grade last school year in which a statewide assessment will be given, or the IEP team has documented that no accommodations are required on the particular assessment(s) that were given last school year.  If accommodations were required on a statewide assessment then gather information to determine if the accommodations on the most recent statewide assessment were made available as specified in the IEP. Review accommodations request documentation and interview staff and students as necessary to determine whether the specified accommodations were made available. Only review the most recent statewide assessment.  Mark “Y” if the accommodations were made available as specified in the student’s IEP.  Mark “N” if the accommodations were not made available as specified in the student’s IEP.  ***Standards:***  In reviewing **and/or** developing the student’s IEP, the IEP team must consider whether the student will be participating in districtwide or statewide assessments and whether the student requires any individual appropriate accommodations that are necessary to measure the academic achievement and functional performance of the student on the particular assessment. This must be done for each assessment that will be given.  Any accommodation documented in the student’s IEP must be provided as specified.  Staff members who will be responsible for implementing the student’s IEP during district and statewide assessments must be informed of and familiar with the required accommodations prior to the assessment date.  When possible, the accommodation should be used consistently for both instruction and when participating in assessments. Some accommodations may not be usable during instruction. To help students gain experience with the specific accommodations selected for them, educators should work with students to complete practice activities so that the student is comfortable using the selected accommodation. | ***Student-level Correction:***  If accommodations were not provided, the LEA must ensure that for any future assessment they are provided as specified in the IEP. If accommodations were not provided for the ACT as a college reportable score, the student must be given the option of retaking the assessment under a national testing day.  ***Documentation of Student-level correction:***  ***Current Compliance:***  The district and ad hoc committee will choose actions to improve compliance with future records and then verify current compliance based on a new student record sample. What do you think the team should consider to ensure this error doesn’t occur in a future sample?   * Arrange staff training by non-district personnel (including regular education staff, as appropriate) * Conduct in-service with staff (including regular education staff, as appropriate) * Administrator observes IEP meeting(s) Meet with individual staff members (including regular education staff, as appropriate) * Review procedures, policies, and practices at department meeting(s) * Revise IEP form(s) * Revise staff handbook * Revise written special education procedures and policies * Send memorandum to staff (including regular education staff, as appropriate) * Staff will attend workshops (including regular education staff, as appropriate) * Use peer mentors to train staff (including regular education staff, as appropriate) * Other (provide details):   ***Other Notes:*** |