

Directions and Standards for Assessing Compliance
2022-2026
Revised July 15, 2024

Item	Compliance Statement	Directions and Standards	Correction
EVAL-1	<p>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.</p> <p>34 CFR §300.305(a)(1)(i); Wis. Stat. §115.782(2)(b)1</p>	<p>Directions:</p> <p>Locate the <i>Evaluation Report Including: Determination of Eligibility and Need for Special Education</i> (ER-1). Or, locate the <i>Notice of Agreement that a Three-year Reevaluation is not Needed</i> (RE-3)</p> <p>Mark "NA" If the student's reevaluation was waived within the last 12 months.</p> <p>Review section I.A. of the ER-1</p> <p>Mark "Y" if there is documentation the IEP team reviewed information provided by the parents at the IEP team meeting.</p> <p>Mark "N" if there is no documentation the IEP team reviewed information provided by the parents at the IEP team meeting.</p> <p>Standards:</p> <p>"Information" provided by parents may include previous evaluations, observations, concerns, or any other knowledge or information about the student.</p> <p>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,</p>	<p>Student-level Correction:</p> <p>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, during which information provided by the parent will be considered. Document the results of the discussion with the parents and the decision reached. The department will verify correction of student-level noncompliance.</p> <p>Current Compliance:</p> <p>The local education agency (LEA) must take action to ensure current compliance. The department will verify current compliance based on a new student record sample.</p>

*In making changes to a student's IEP after the annual IEP meeting for a school year, the parent of a student with a disability and the local educational agency may agree not to convene an IEP team meeting for the purposes of making such changes, and instead may develop a written document to amend or modify the student's current IEP. 34 CFR §300.324(a)(4). Changes to a student's placement must be made through an IEP team meeting.

EVAL-1 Cont'd		<p>efforts must be made to obtain information prior to the meeting and this information must be considered and documented. If the parents do not provide any information this should also be documented in the IEP.</p> <p>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.</p>	
EVAL-2	<p>The IEP team documented information about the student's current reading achievement or for preschool children, language and early literacy.</p> <p>34 CFR § 300.305(a)(2), § 300.306(c), § 300.311[if SLD]; Wis. Stats § 115.782(2)(b)2, §</p>	<p>Directions: Locate the <i>Evaluation Report Including: Determination of Eligibility and Need for Special Education</i> (ER-1). Or, locate the <i>Notice of Agreement that a Three-year Reevaluation is not Needed</i> (RE-3)</p> <p>Mark "NA" if the student's reevaluation was waived within the last 12 months.</p> <p>Review sections I. and II. of the ER-1. Mark "Y" if the student's Evaluation Report:</p> <ul style="list-style-type: none"> includes information on the student's reading achievement compared to grade-level standards; 	<p>Student-level Correction: 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, during which information about the student's current reading achievement or for preschool children, language and early literacy, will be reviewed, considered and documented. Document the results of the discussion with the</p>

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EVAL-2 Cont'd	115.782(3)(b); Wis. Admin. Code PI 11.35 (1-2)	<ul style="list-style-type: none"> explains data / test scores; and includes multiple sources of data. <p>Mark “N” if the student’s Evaluation Report does not:</p> <ul style="list-style-type: none"> include information on the student’s reading achievement compared to grade-level standards; explain data/ test scores; or include multiple sources of data. <p>Standards: The IEP team must review and consider information about the student’s current reading achievement as compared to grade-level standards 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.</p> <p>Information about the student’s current reading achievement may be obtained from a variety of sources including:</p> <ul style="list-style-type: none"> Parents Classroom-based assessment (formative) Local or state assessment results District screening/progress monitoring data Other data collected as part of school’s equitable Multi-Level System of Supports (MLSS)/Response to Intervention (RtI) Individually administered standardized tests Classroom based measurements Related behavior information/attendance as appropriate 	<p>parents and the decision reached. The department will verify correction of student-level noncompliance.</p> <p>Current Compliance: The local education agency (LEA) must take action to ensure current compliance. The department will verify current compliance based on a new student record sample.</p>
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<p>EVAL-2 Cont'd</p>		<p>Reading achievement for preschool children may include information about participation in age-appropriate activities, including language development, communication and/or early literacy.</p> <p>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.</p> <p>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.</p> <p>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</p>	
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		modifications to the special education and related services are needed to enable the student to meet the IEP annual goals.	
EVAL-3	<p>The evaluation was sufficiently comprehensive to identify all of the student's disability-related needs, whether or not commonly linked to the disability category in which the student has been classified.</p> <p>34 CFR § 300.304(c)(4)</p> <p>34 CFR 300.304(c)(6)</p>	<p>Directions: Locate the <i>Referral for Special Education Evaluation (R-1)</i> or <i>Notice of Reevaluation (RE-1)</i>, <i>Existing Data Review (ED-1)</i> and <i>Evaluation Report: Including Determination of Disability Category and Need for Specially Designed Instruction (ER-1)</i>, or <i>Notice of Agreement that a Three-year Reevaluation Not Needed (RE-3)</i>.</p> <p>Mark "NA" If the student's reevaluation was waived within the 12 months.</p> <p>Review the R-1 or RE-1 (in the case of a reevaluation) and ED-1 or other documentation initiating the referral or reevaluation to locate areas of concern. Review the ER-1 to determine if the areas of concern were assessed.</p> <p>Mark "Y" if there is documentation the IEP team considered concerns identified on the referral and existing data review, including the student's academic or functional performance, and there is data or other information related to each area of concern in the evaluation report (ER-1).</p> <p>Mark "N" if there is no documentation the IEP team considered concerns identified on the referral and existing data review, including the student's academic or functional performance, or there is no data or other information related to each area of concern in the evaluation report (ER-1).</p>	<p>Student-level Correction: Conduct a new IEP team meeting to determine if there are any areas of concern related to academic or functional performance that are not being addressed, and if so, conduct a reevaluation and ensure that the evaluation will be sufficiently comprehensive to identify all of the student's disability-related needs. The department will verify correction of student-level noncompliance.</p> <p>Current Compliance: The local education agency (LEA) must take action to ensure current compliance. The department will verify current compliance based on a new student record sample.</p>

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EVAL-3 Cont'd		<p>Standards:</p> <p>To identify areas of concern, the IEP team should review the R-1 or RE-1 and the ED-1. The IEP team must consider <u>and assess, if appropriate</u> (if identified as a concern), achievement in academic content areas, social/emotional learning, physical/health, independence/self-determination, communication, or cognitive learning. The evaluation report (ER-1) must include data or other information related to each area of concern. A special education evaluation is sufficiently comprehensive when it assesses all areas of concern and provides enough information to allow the IEP team to collectively determine special education eligibility or continuing eligibility and identify the effects of the student's disability and subsequent disability-related needs. Before administering any new assessments or collecting any additional information, the IEP team conducts a thorough review of existing data. IEP teams do not necessarily assess all academic and functional skill areas or apply criteria for all disability categories, but they must assess all suspected areas of concern.</p>	
EVAL-4	<p>The IEP team provided documentation of the student's disability-related need(s) that require specially designed instruction in determining eligibility for special education, or in the case of a re-evaluation, a continuing need for specially designed instruction.</p> <p>34 CFR § 300.305; Wis. Stat.</p>	<p>Directions</p> <p>Locate the <i>Evaluation Report: Including Determination of Disability Category and Need for Specially Designed Instruction (ER-1)</i> or <i>Notice of Agreement that a Three-year Reevaluation Not Needed (RE-3)</i>, and <i>Linking Form (I-4)</i> if developed as part of the evaluation meeting.</p> <p>Mark "NA" if the student's reevaluation was waived within the 12 months.</p>	<p>Student-level Correction:</p> <p>Conduct a new IEP team meeting to determine the student's disability-related needs. Document the results of the discussion in the revised IEP. The department will verify correction of student-level noncompliance.</p> <p>Current Compliance:</p>

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EVAL-4 Cont'd	§ 115.782(2)(b)	<p>Review the ER-1 Section IV Need for Specially Designed Instruction.</p> <p>Mark “Y” if:</p> <ul style="list-style-type: none"> • the student’s disability-related need(s) are listed; • each disability-related need specifies what skill/behavior the student needs to develop/improve so the student can meet grade-level standards and expectations; and • at least one disability-related need requires specially designed instruction. <p>Mark “N” if</p> <ul style="list-style-type: none"> • there are no disability-related need(s) listed; • each disability-related need does not specify what skill/behavior the student needs to develop/improve so the student can meet grade-level standards and expectations; or • no disability-related need requires specially designed instruction. <p>Standards:</p> <p>A disability-related need:</p> <ul style="list-style-type: none"> • addresses the effect of the student’s disability on access, engagement, and progress in the general curriculum and environment; • addresses the root cause why a student is not meeting grade-level academic standards and functional expectations; and 	<p>The local education agency (LEA) must take action to ensure current compliance. The department will verify current compliance based on a new student record sample.</p>
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EVAL-4 Cont'd		<ul style="list-style-type: none"> • specifies what skill/behavior the student needs to develop/improve so the student can meet grade-level standards and expectations. <p>In order to be eligible for special education services, at least one of the disability-related needs must require specially designed instruction.</p> <p>The IEP team should consider disability-related needs in the six potential areas of concern (e.g., achievement in academic content areas, social/emotional, physical/health, independence / self-determination, communication, or cognitive learning).</p> <p>Disability-related needs are skills and/or behaviors the student needs to develop and/or improve so the student can meet age/grade level standards and expectations, both academically and functionally. A disability-related need must be more specific than the student's impairment category or merely state that a student needs to improve in a general curriculum area (e.g., reading or math). It must identify why the student is not meeting the standards and expectations, such as the student needs to develop phonemic awareness, phonics, fluency, vocabulary, or comprehension skills, or the student needs to improve on-task behavior to attend to instruction. If the student's disability adversely affects progress toward meeting grade-level standards or expectations, academically and functionally, then there must be a disability-related need that addresses why the student is not meeting grade-level standards or expectations. A student may have more than one disability-related need (e.g., inadequate decoding skills as well as difficulty sustaining attention).</p>	
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Item	Compliance Statement	Directions and Standards	Correction
IEP-1	<p>The IEP team meeting to develop or review and revise the IEP included a regular education teacher of the student.</p> <p>34 CFR § 300.321(a); Wis. Stats. § 115.78(1m)</p>	<p>Directions:</p> <p>Locate the student's <i>Individualized Education Program (IEP) Team Meeting Cover Page</i> (I-3).</p> <p>Mark "NA" if the student is not (and is not anticipated to be) participating in the general education environment.</p> <p>Mark "Y" if a regular education teacher of the student attended the IEP team meeting.</p> <p>Mark "Y" if a regular education teacher of the student did not attend but was properly excused.</p> <p>To determine if the teacher was properly excused, locate form I-2, <i>Agreement On IEP Team Participant Attendance at IEP Team Meeting</i>:</p> <ul style="list-style-type: none"> • If the parents signed form I-2 on or prior to the meeting date and the purpose of the meeting did not include discussion of the general education curriculum, the requirement is met. • If the purpose of the meeting did include discussion of the general education curriculum, the requirement is met if the parents signed form I-2 and the regular education teacher provided written input into the development of the IEP to the parents and other IEP team members prior to the meeting. <p>Mark "N" if a regular education teacher of the student did not attend the IEP team meeting or was not properly excused.</p>	<p>Student- level Correction:</p> <p>Conduct a new IEP team meeting which includes a regular education teacher of the student. The department will verify correction of student-level noncompliance.</p> <p>Current Compliance:</p> <p>The local education agency (LEA) must take action to ensure current compliance. The department will verify current compliance based on a new student record sample.</p>

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IEP-1 Cont'd		<p><i>Standards:</i></p> <p>A regular education teacher of the student is a required member of the IEP team unless the student is not in the general education environment and is not anticipated to be during the term of the IEP.</p> <p>A regular education teacher is a required member of the IEP team for a student with a disability age 3-5 if the student is or may be participating in a general education early childhood program during the term of the IEP. Only one regular education teacher of the student is required.</p> <p>A member of the IEP team, including a regular education teacher, may be excused if the parent and the LEA agree in writing that the attendance is not necessary because the participant's area of the curriculum or related services is not being modified or discussed in the meeting. A required participant may also be excused from attending an IEP team meeting even if the meeting involves a modification to or discussion of the participant's area of the curriculum or related services. The required participant may be excused if, on or prior to the meeting date, the parent gives written consent and prior to the meeting, the excused participant submits to the parent and the IEP team written input into the development of the IEP.</p>	
IEP-2	<p>In developing the student's IEP, the IEP team considered the strengths of the child</p> <p>34 CFR §300.324(a)(i); Wis. Stat.</p>	<p>Directions:</p> <p>Locate the student's Individualized Education Program: Linking Present Levels, Needs, Goals, and Services Form (I-4). Review sections I.A.</p>	<p><i>Student- level Correction:</i></p> <p>Conduct a new IEP team meeting to consider and document the strengths of the student.* The</p>

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<p>IEP-2 Cont'd</p>	<p>§115.787 (3)(a)</p>	<p>Mark “Y” if:</p> <ul style="list-style-type: none"> the student’s strengths are described <p>Mark “N” if:</p> <ul style="list-style-type: none"> the student’s strengths are not described <p>Standards:</p> <p>In developing the student’s IEP, the IEP team must consider the strengths of the student. IEP teams should attempt to identify both academic and functional strengths of the student. In considering and describing the student’s strength, include information that can be used to engage the student in learning. Strengths identified should be used to improve educational access, engagement and progress. The IEP team should also consider the student’s strengths when developing goals and determining special education, related services, and supplementary aids and services. Some areas to consider may include:</p> <ul style="list-style-type: none"> Strengths in a content area or academic or functional skill that may inform services and support in an area of need, Strengths in verbal reasoning, listening comprehension, and vocabulary Strengths in using visual supports that assist with recalling and summarizing information. 	<p>department will verify correction of student-level noncompliance.</p> <p><i>Current Compliance:</i></p> <p>The local education agency (LEA) must take action to ensure current compliance. The department will verify current compliance based on a new student record sample.</p>
<p>IEP-3</p>	<p>The IEP includes a statement of the student's present levels of academic achievement. For preschool children, the IEP includes a statement of the child’s</p>	<p>Directions:</p> <p>Locate the student’s Individualized Education Program: Linking Present Levels, Needs, Goals, and Services Form (I-4). Review sections I.B.1.</p>	<p><i>Student- level Correction:</i></p> <p>Conduct a new IEP team meeting to revise the IEP to include a statement of the student’s present levels of academic achievement.*</p>

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<p>IEP-3 Cont'd</p>	<p>acquisition and use of knowledge and skills.</p> <p>34 CFR § 300.320 (a)(1); Wis. Stat. §115.787(2)(a)</p>	<p>Mark “Y” if the student’s IEP:</p> <ul style="list-style-type: none"> • includes current information on the student’s reading achievement and other academic areas compared to grade-level standards; • explains data / test scores; and • includes multiple sources of data. <p>Mark “N” if the student’s IEP does not:</p> <ul style="list-style-type: none"> • include current information on the student’s reading achievement and other academic areas compared to grade-level standards; • explain data/ test scores; or • include multiple sources of data. <p>Standards:</p> <p>Academic achievement generally refers to a student’s performance in academic content areas (e.g., reading, math, written language, etc.). For preschool children, academic achievement generally refers to knowledge and skills such as early language development/communication, early literacy, cognition and general knowledge. Academic achievement statements must include current information about student achievement and/or progress compared to grade-level expectations. Current is defined as information within the preceding 12 months. Sources of information may include state, district-wide, or classroom assessments, rubrics, recent evaluations, etc.</p> <p>The data must provide sufficient information about the student’s academic achievement to identify the effects of the student’s disability (i.e., what grade-level standards and expectations the student is not meeting), and determine</p>	<p>The department will verify correction of student-level noncompliance.</p> <p><i>Current Compliance:</i> The LEA must take action to ensure future compliance including implementing a system of internal controls. The department will verify current compliance on a new student record sample.</p>
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IEP-3 Cont'd		baselines for the annual goals The effects of the disability should be documented in the Effects of the Disability, section I. E.1. and 2. of the Individualized Education Program: Linking Present Levels, Needs, Goals, and Services Form (I-4).	
IEP-4	<p>The IEP includes a statement of the student's present levels of functional performance. For preschool children, the IEP includes a statement of the child's positive social and emotional skills and use of appropriate behaviors to meet their needs.</p> <p>34 CFR § 300.320 (a)(1); Wis. Stat. §115.787(2)(a)</p>	<p>Directions: Locate the student's Individualized Education Program: Linking Present Levels, Needs, Goals, and Services Form (I-4). Review sections I.B.2.</p> <p>Mark "Y" if the student's IEP:</p> <ul style="list-style-type: none"> • includes current information on the student's functional performance compared to grade-level expectations; • explains data / test scores; and • includes multiple sources of data. <p>Mark "N" if the student's IEP does not:</p> <ul style="list-style-type: none"> • includes current information on the student's functional performance compared to grade-level expectations; • explain data/ test scores; or • does not include multiple sources of data. <p>Standards: Functional performance includes activities and nonacademic skills needed for independence, access to instruction and performance at school, in the home, in the community, for leisure time, and for post-secondary and lifelong learning (including reading). Some examples include: activities of everyday living, school/work/play habits, health-enhancing physical activity and social and emotional skills.</p>	<p><i>Student- level Correction:</i> Conduct a new IEP team meeting to revise the IEP to include a statement of the student's present levels of functional performance.* The department will verify correction of student-level noncompliance.</p> <p><i>Current Compliance:</i> The LEA must take action to ensure future compliance including implementing a system of internal controls. The department will verify current compliance on a new student record sample.</p>

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<p>IEP-4 Cont'd</p>		<p>There should be sufficient current data and other information about the student's functional performance to identify the effects of the student's disability (i.e., what grade-level standards and expectations the student is not meeting), and determine baselines for the annual goals. Current is defined as information within the preceding 12 months. The effects of the disability should be documented in the Effects of the Disability, section I. E.1. and 2. of the Individualized Education Program: Linking Present Levels, Needs, Goals, and Services Form (I-4).</p>	
<p>IEP-5</p>	<p>If the student's behavior is identified as impeding the student's learning or that of others, the IEP addressed this through specially designed instruction, related services, and/or supplementary aids and services that included positive behavioral interventions and supports.</p> <p>34 CFR § 300.324(a)(2)(i); Wis. Stat. § 115.787(3)(b)(1)</p> <p>OSEP Dear Colleague Letter, August 1, 2016.</p>	<p>Directions: Locate the student's Individualized Education Program: Linking Present Levels, Needs, Goals, and Services Form (I-4). Review sections I.C.1. and IV.</p> <p>Mark "N/A" if "No" is checked in I.C.1.</p> <p>Mark "Y" if "Yes" is checked in I.C.1 and the Program Summary documents special education services, including specially designed instruction, related services, and/or supplementary aids and services that include positive behavioral interventions, supports, and other strategies to address the behavior impeding learning.</p> <p>Mark "N" if "Yes" is checked in I.C.1. and the Program Summary does not document special education services, including specially designed instruction, related services, and/or supplementary aids and services that include positive behavioral interventions, supports, and other strategies to address the behavior impeding learning. An IEP that includes only negative measures does not meet this standard.</p>	<p><i>Student-level Correction:</i> Conduct a new IEP team meeting to determine specially designed instruction, related services and/or supplementary aids and services that include the use of positive behavioral interventions and supports and other strategies to address behavior.* The department will verify correction of student-level noncompliance.</p> <p><i>Current Compliance:</i> The local education agency (LEA) must take action to ensure current compliance. The department will verify current compliance based on a new student record sample.</p>

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IEP-5 Cont'd		<p>Mark “N” if neither box is checked in I.C.1.</p> <p>Standards:</p> <p>If the student’s behavior impacts the student’s learning and/or that of others, the IEP team must consider and determine which special education services, including specially designed instruction, related services, and/or supplementary aids and services that include positive interventions, supports, and other strategies needed to address the student’s behavior. These supports must address the individual needs of the student and cannot be generic statements of positive behavioral accommodations provided to all students. Ideally, they should be based on a functional behavioral assessment (FBA) designed to identify triggers, the function of the behavior and how to effectively address the behavior. If restraint and/or seclusion has been used with the student two times within the same school year, then the interventions, supports and other strategies must be based on a FBA. An IEP that includes only negative measures does not meet this standard.</p> <p>OSEP “Dear Colleague” letter regarding meeting the behavioral needs of students with disabilities: http://www2.ed.gov/policy/gen/guid/school-discipline/files/dcl-on-pbis-in-ieps--08-01-2016.pdf.</p>	
IEP-6	<p>If the IEP team determines the student needs assistive technology devices and services, the services are specified in the program summary.</p> <p>34 CFR §300.324(a)(2)(v); Wis. Stat. §115.787(3)(b)(5)</p>	<p>Directions:</p> <p>Locate the student’s <i>Individualized Education Program: Linking Present Levels, Needs, Goals, and Services Form</i> (I-4). Review sections I.C.5, III., and IV.</p> <p>Mark “N/A” if “No” is checked on I.C.5.</p> <p>Mark “Y” if “Yes” is checked on I.C.5 and the Program Summary documents the devices and services the student</p>	<p>Student-level Correction:</p> <p>Conduct a new IEP team meeting to identify the assistive technology devices and services the student requires.* The department will verify correction of student-level noncompliance.</p> <p>Current Compliance:</p>

*In making changes to a student’s IEP after the annual IEP meeting for a school year, the parent of a student with a disability and the local educational agency may agree not to convene an IEP team meeting for the purposes of making such changes, and instead may develop a written document to amend or modify the student’s current IEP. 34 CFR §300.324(a)(4). Changes to a student’s placement must be made through an IEP team meeting.

<p>IEP-6 Cont'd</p>		<p>requires.</p> <p>Mark “N” if “Yes” is checked on I.C.5 and the Program Summary does not document the devices and services the student requires.</p> <p>Mark “N” if neither box is checked on I.C.5.</p> <p><i>Standards:</i></p> <p>An assistive technology device is any item used to increase, maintain, or improve the functional capabilities of a student with a disability, including devices needed to assist with reading. When developing an IEP for a student, the IEP team must consider whether the student needs assistive technology services or devices, including services or devices to assist with reading.</p> <p>Assistive technology services are any services which directly assist a student in the selection, acquisition, or use of an assistive technology device. Services may include:</p> <ul style="list-style-type: none"> ● Evaluating the needs of the student in the student’s environment; ● Providing for the acquisition of assistive technology devices; ● Selecting, designing, fitting, customizing, adapting, applying, maintaining, repairing, or replacing assistive technology devices; ● Coordinating and using other therapies, interventions, or services with assistive technology devices; ● Training for the student or the student’s family; or ● Training for professionals, employers, or other individuals who are substantially involved in the major 	<p>The local education agency (LEA) must take action to ensure current compliance. The department will verify current compliance based on a new student record sample.</p>
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		life functions of the student.	
IEP-7	<p>In developing the student's IEP, the IEP team considered the concerns of the parents for enhancing the student's education.</p> <p>34 CFR § 300.324(a)(ii); Wis. Stat. § 115.787 (3)(a)</p>	<p>Directions: Locate the student's <i>Individualized Education Program: Linking Present Levels, Needs, Goals, and Services Form</i> (I-4). Review sections I.D.</p> <p>Mark "Y" if:</p> <ul style="list-style-type: none"> the concerns of the parents are documented <p>Mark "N" if:</p> <ul style="list-style-type: none"> the concerns of the parents are not documented <p>Standards: In developing the student's IEP, the IEP team must consider the concerns of the parents for enhancing the student's education. The IEP team should consider the concerns of the parents when developing goals and specifying special education, related services, and supplementary aids and services.</p> <p>If the parents did not attend the meeting, the IEP team must still consider any concerns expressed by the parents prior to the meeting. The LEA must make efforts to solicit this information if they are aware that a parent will not be attending the IEP team meeting. If the parents did not express any concerns, and the LEA afforded the parents an opportunity to attend the meeting, but the parents did not attend, then the LEA has met its obligation. In order to afford the parents an opportunity to participate, the LEA must notify the parents of the meeting early enough to ensure they have an opportunity to attend, and must schedule the meeting at a mutually agreed</p>	<p>Student- level Correction: Conduct a new IEP team meeting to consider and document the concerns of the parents for enhancing the student's education.* The department will verify correction of student-level noncompliance.</p> <p>Current Compliance: The local education agency (LEA) must take action to ensure current compliance. The department will verify current compliance based on a new student record sample.</p>

*In making changes to a student's IEP after the annual IEP meeting for a school year, the parent of a student with a disability and the local educational agency may agree not to convene an IEP team meeting for the purposes of making such changes, and instead may develop a written document to amend or modify the student's current IEP. 34 CFR §300.324(a)(4). Changes to a student's placement must be made through an IEP team meeting.

<p>IEP-7 Cont'd</p>		<p>upon time and place. If there is documentation the parents agreed to participate but failed to arrive for the scheduled meeting, then consider that the parents were afforded an opportunity to participate. The parents were also afforded an opportunity to participate if the school district made at least three reasonable attempts to contact the parents, and the parents failed to respond.</p> <p>Examples of reasonable attempts to contact the parent(s) include:</p> <ul style="list-style-type: none"> • records of voice mail messages (an unanswered telephone call in which no message has been left does not count as a reasonable attempt); • correspondence sent to parents, including-emails; or • records of visits to the parents' home or place of employment. 	
<p>IEP-8</p>	<p>The student's IEP includes a description of how the student's disability affects the student's involvement and progress in the general education curriculum and environment, including how the disability affects reading. For preschool children, describe how the disability affects participation in age-appropriate activities, including language development, communication and/or early literacy.</p> <p>34 CFR §300.320(a)(1)(i)</p>	<p>Directions: Locate the student's <i>Individualized Education Program: Linking Present Levels, Needs, Goals, and Services Form</i> (I-4). Review section I.E.1.</p> <p>Mark "Y" if section I.E.1 describes how the student's disability affects involvement and progress in the general education curriculum, including how the disability affects reading, or for preschool children, how the disability affects participation in age-appropriate activities, including language development, communication and/or early literacy.</p> <p>Mark "N" if Section I.E.1 does not describe how the student's disability affects involvement and progress in the general education curriculum, including how the disability affects</p>	<p>Student-level Correction: Conduct a new IEP team meeting to revise the IEP to include how the student's disability affects the student's involvement and progress in the general education curriculum and environment, including how the disability affects reading.* The department will verify correction of student-level noncompliance.</p> <p>Current Compliance:</p>

*In making changes to a student's IEP after the annual IEP meeting for a school year, the parent of a student with a disability and the local educational agency may agree not to convene an IEP team meeting for the purposes of making such changes, and instead may develop a written document to amend or modify the student's current IEP. 34 CFR §300.324(a)(4). Changes to a student's placement must be made through an IEP team meeting.

<p>IEP-8 Cont'd</p>		<p>reading, or for preschool children, how the disability affects participation in age-appropriate activities, including language development, communication and/or early literacy.</p> <p><i>Standards:</i> Regardless of the student's disability category, a student's IEP team must determine whether the student's disability affects involvement and progress in the general education curriculum and environment, including how the disability affects reading (for preschool children, a student's IEP team must determine how the disability affects participation in age-appropriate activities, including language development, communication and/or early literacy).</p> <p>The student's IEP must describe how the student's disability affects their involvement and progress in the general curriculum, including how the disability affects academic achievement compared to grade level standards. General curriculum includes the subjects and curricular areas adopted by each LEA, or schools within the LEA, that apply to all students within each general age grouping from early childhood (3-5) through secondary school.</p> <p>For preschool children, "age-appropriate activities" means activities that students of that chronological age typically engage in as part of a formal early childhood 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 that a student's disability affects their performance is not sufficient. Look for statements</p>	<p>The local education agency (LEA) must take action to ensure current compliance. The department will verify current compliance based on a new student record sample.</p>
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IEP-8 Cont'd		<p>that tell how the student's progress is affected by the disability.</p> <p>OSEP "Dear Colleague" letter regarding a free appropriate public education (FAPE): https://sites.ed.gov/idea/files/idea/policy/speced/guid/idea/memosdcltrs/guidance-on-fape-11-17-2015.pdf</p>	
IEP-9	<p>The IEP includes a statement of the student's disability-related needs.</p> <p>34 CFR §300.320(a)(2)(i)(A) Wis. Stat. §115.787 (2)(b)</p>	<p>Directions: Locate the student's <i>Individualized Education Program: Linking Present Levels, Needs, Goals, and Services Form</i> (I-4). Review section I.F.</p> <p>Mark "Y" if:</p> <ul style="list-style-type: none"> the student's disability-related need(s) are listed; each disability-related need specifies what skill/behavior the student needs to develop/improve so the student can meet grade-level standards and expectations; and if the disability affects reading/early literacy, there is a corresponding disability-related need. <p>Mark "N" if</p> <ul style="list-style-type: none"> there are no disability-related need(s) listed; each disability-related need does not specify what skill/behavior the student needs to develop/improve so the student can meet grade-level standards and expectations; or if the disability affects reading/early literacy and there is no corresponding disability-related need. <p>Standards: A disability-related need:</p> <ul style="list-style-type: none"> addresses the effect of the student's disability on 	<p>Student-level Correction: Conduct a new IEP team meeting to revise the IEP to include a statement of the student's disability-related needs.* The department will verify correction of student-level noncompliance.</p> <p>Current Compliance: The local education agency (LEA) must take action to ensure current compliance. The department will verify current compliance based on a new student record sample.</p>

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IEP-9 Cont'd		<p>access, engagement, and progress in the general curriculum and environment;</p> <ul style="list-style-type: none"> • addresses the root cause <i>why</i> a student is not meeting grade-level academic standards and functional expectations; and • specifies what skill/behavior the student needs to develop/improve so the student can meet grade-level standards and expectations. <p>The needs that result from the student's disability reflect <i>why</i> the student is not able to meet grade-level academic standards and/or functional expectations. A disability-related need must be more specific than the student's impairment category or merely state that a student needs to improve in a general curriculum area (e.g., reading or math). It must identify <i>why</i> the student is not meeting the standards and expectations, such as the student needs to develop phonemic awareness, phonics, fluency, vocabulary, or comprehension skills, or the student needs to improve on-task behavior to attend to instruction. If the student's disability adversely affects progress toward meeting grade-level reading standards (for preschoolers, language development, communication and/or early literacy), then there must be a disability-related need that addresses why the student is not meeting grade-level reading standards.</p>	
IEP-10	<p>If the student has a disability-related need affecting reading, the IEP includes one or more annual goals designed to enable the student to be involved in the general education curriculum and progress toward grade level reading achievement,</p>	<p>Directions:</p> <p>Locate the student's <i>Individualized Education Program: Linking Present Levels, Needs, Goals, and Services Form</i> (I-4). Review sections I.E.2., I.F., and III.</p> <p>Mark "NA" if the student's IEP team documented in section I.E.2. the student's disability <u>does not</u> adversely affect his or her progress toward meeting grade-level reading standards, or</p>	<p>Student-level Correction:</p> <p>Conduct a new IEP team meeting to revise the IEP to include one or more annual goals related to the student's involvement in the general education curriculum and progress towards grade level reading achievement or early</p>

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<p>IEP-10 Cont'd</p>	<p>or for preschool children, to participate in age appropriate activities and progress toward early learning standards for language development, communication, and/or early literacy.</p> <p>34 CFR §300.320(a)(2); Wis. Stat. §115.787(2)(b); 71 Fed. Reg. 46662 (Aug. 14, 2006)</p>	<p>for preschool children participation in age-appropriate activities and progress toward the early learning standards for language development, communication, and/or early literacy.</p> <p>Mark “Y” if there is an annual goal(s) designed to enable the student to progress toward grade level reading achievement, or for preschool children, to participate in age-appropriate activities and progress toward early learning standards for language development, communication, and/or early literacy. The number associated with the disability-related need listed in section I.F. must correspond to the disability-related need addressed by one of the goals (e.g. “Annual goal addresses disability-related need(s) #__ of the student.”). Section III.B.3.</p> <p>Mark “N” if there is no annual goal(s) designed to enable the student to progress toward grade level reading achievement, or for preschool children, to participate in age-appropriate activities and progress toward early learning standards for language development, communication, and/or early literacy.</p> <p>Standards:</p> <p>The annual goal(s) must be designed to meet the student’s needs that result from the student’s disability to enable the student to be involved in and make progress in the general education curriculum. The annual goal must be consistent with the present level information that describes how the student is performing both academically as well as functionally. If the student has needs affecting reading, there must be an annual goal(s) designed to meet the student’s disability-related needs to enable the student to be involved in the general education curriculum and progress toward grade level reading achievement, or for preschool children, to participate in age</p>	<p>literacy, or correct documentation error in IV.B.3.* The department will verify correction of student-level noncompliance.</p> <p>Current Compliance:</p> <p>The local education agency (LEA) must take action to ensure current compliance. The department will verify current compliance based on a new student record sample.</p>
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IEP-10 Cont'd		<p>appropriate activities and progress toward early learning standards for language development, communication, and/or early literacy. The annual goal(s) must address disability-related needs of the student aligned with the present level information. A functional and/or academic need of the student could affect reading.</p> <p>This assessment item focuses on annual goal(s) that address the student's disability-related needs affecting reading. The IEP team must also develop annual goal(s) that address all of the student's disability-related education needs.</p>	
IEP-11	<p>If the student has a disability-related need affecting reading, the IEP must include special education services to address the need.</p> <p>34 CFR §300.320 (a)(4); Wis. Stat. §115.787(2)(c)</p>	<p>Directions: Locate the student's <i>Individualized Education Program: Linking Present Levels, Needs, Goals, and Services Form</i> (I-4). Review sections I.F., III, and IV.</p> <p>Mark "NA" if the student's IEP team documented in section I.E.2. the student's disability <u>does not</u> adversely affect his or her progress toward meeting grade-level reading standards, or for preschool children participation in age appropriate activities and progress toward early literacy standards.</p> <p>Mark "Y" if the IEP includes special education services aligned with the goal(s) to address the student's needs affecting reading. These could include specially designed instruction, related services, supplementary aids and services, or program modifications.</p> <p>Mark "N" if the IEP does not include special education services to address the student's needs affecting reading.</p> <p>Standards:</p>	<p>Student-level Correction: Conduct a new IEP team meeting to revise the IEP to include special education services to address the disability-related need affecting reading.* The department will verify correction of student-level noncompliance.</p> <p>Current Compliance: The local education agency (LEA) must take action to ensure current compliance. The department will verify current compliance based on a new student record sample.</p>

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IEP-11 Cont'd		<p>There must be a special education service to enable the student to progress toward the goal(s) addressing the student's disability-related need that affects reading. The special education services must be determined and provided in order to enable the student to advance appropriately toward attaining the annual goals and to be involved in and make progress in the general education curriculum. The present level information describes how the student's disability affects the student's involvement and progress in the general curriculum. The special education services must be based on the identified disability-related needs and goal(s) developed to address the needs. Depending on the particular student, services that address a disability-related need affecting reading could include speech and language therapy, specially designed instruction in behavior, et cetera.</p> <p>This assessment item focuses on special education services to address the student's disability-related needs affecting reading. The IEP team must provide special education services to address all of the student's disability-related education needs.</p>	
IEP-12	<p>Each annual goal contains a baseline from which progress can be measured.</p> <p>34 CFR § 300.320(a)(2); Wis. Stat. § 115.787(2)(b); 71 Fed. Reg. 46662 (Aug. 14, 2006)</p>	<p>Directions: Locate the student's <i>Individualized Education Program: Linking Present Levels, Needs, Goals, and Services Form</i> (I-4). Review section III.B.1.a.</p> <p>Mark "Y" if the student's annual goal(s) includes baseline information about the student's current level of performance.</p> <p>Mark "N" if the student's annual goal(s) does not include baseline information about the student's current level of performance.</p>	<p>Student-level Correction: Conduct a new IEP team meeting to revise the IEP to ensure each annual goal contains a baseline from which progress can be measured.* The department will verify correction of student-level noncompliance.</p> <p>Current Compliance:</p>

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IEP-12 Cont'd		<p>Standards:</p> <p>All of the IEP annual goals must include a baseline from which progress can be measured. Baseline refers to the student's current level of performance from which progress toward the goal will be measured. Baseline information is the starting point for developing the annual goal and determining progress. The baseline information may be located in the "Baseline" section (III.B.1.a.) or in the annual goal statement.</p> <p>If a student is taking the alternate assessment during the year the IEP is in effect, the IEP must include benchmarks or short-term objectives for all IEP annual goals. Benchmarks describe the amount of progress the student is expected to make within specific segments of the year. Short-term objectives break down the skills described in the annual goal into discrete, measurable intermediate steps. Sometimes the IEP team will develop benchmarks or short-term objectives even though the student will not participate in an alternate assessment.</p> <p>Each annual goal must include academic or functional baseline information from which to measure progress. In the rare occasion when this is not possible, a separate baseline for the goal is not required if:</p> <ul style="list-style-type: none"> • Each benchmark or short-term objective is directly related to the goal; and • Each benchmark or short-term objective includes a measurable baseline. 	<p>The local education agency (LEA) must take action to ensure current compliance. The department will verify current compliance based on a new student record sample.</p>
IEP-13	<p>Each annual goal includes a measurable level of attainment.</p> <p>34 CFR § 300.320(a)(2); Wis.</p>	<p>Directions:</p> <p>Locate the student's <i>Individualized Education Program: Linking Present Levels, Needs, Goals, and Services Form</i> (I-4).</p>	<p>Student-level Correction:</p> <p>Conduct a new IEP team meeting to revise the IEP to ensure each</p>

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<p>IEP-13 Cont'd</p>	<p>Stat. § 115.787(2)(b); 71 Fed. Reg. 46662 (Aug. 14, 2006)</p>	<p>Review section III.B.1.b for each goal.</p> <p>Mark “Y” if the annual goal(s) includes a measurable level of attainment related to the baseline.</p> <p>Mark “N” if the annual goal(s) does not include a measurable level of attainment related to the baseline.</p> <p>Standards: All of the IEP annual goals must include a measurable level of attainment. The level of attainment must relate to the baseline measurement and reflect progress. The baseline reflects the student’s current level of performance from which progress toward this goal is measured. The level of attainment may be located in the “Level of Attainment” section (III.B.1.b.) or in the annual goal statement.</p> <p>If a student is taking the alternate assessment during the year the IEP is in effect, the IEP must include benchmarks or short-term objectives for all IEP annual goals. Benchmarks describe the amount of progress the student is expected to make within specific segments of the year. Short-term objectives break down the skills described in the annual goal into discrete, measurable intermediate steps. Sometimes the IEP team will develop benchmarks or short-term objectives even though the student will not participate in an alternate assessment.</p> <p>Each annual goal should include a level of attainment. In the rare occasion when this is not possible, a separate level of attainment for the goal is not required if:</p>	<p>annual goal includes a measurable level of attainment.* The department will verify correction of student-level noncompliance.</p> <p><i>Current Compliance:</i> The local education agency (LEA) must take action to ensure current compliance. The department will verify current compliance based on a new student record sample.</p>
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		<ul style="list-style-type: none"> Each benchmark or short-term objective is directly related to the goal; and Each benchmark or short-term objective includes a measurable level of attainment. 	
IEP-14	<p>Each annual goal includes a statement of how the student's progress toward achieving the goal will be measured.</p> <p>34 CFR § 300.320(a)(3)(i); Wis. Stat. § 115.787(2)(h); 71 Fed. Reg. 46662 (Aug. 14, 2006)</p>	<p>Directions: Locate the student's <i>Individualized Education Program: Linking Present Levels, Needs, Goals, and Services Form</i> (I-4). Review section III.B.4.</p> <p>Mark "Y" if the annual goal(s) includes an appropriate statement of how the student's progress toward achieving the goal will be measured.</p> <p>Mark "N" if the annual goal(s) does not include an appropriate statement of how the student's progress toward achieving the goal will be measured.</p> <p>Standards: The method of measuring progress must be appropriate to the stated goal. Methods for measuring progress must be consistent with the baseline measurement and level of attainment (e.g., if baseline measure is a percentage, then the method of measuring progress must provide a way for determining a percentage.) Methods of reporting progress (e.g., report cards, quarterly reports, IEP progress reports, parent conferences, etc.) are not methods for measuring progress toward the annual goal and do not meet compliance requirements for this item.</p>	<p>Student-level Correction: Conduct a new IEP team meeting to revise the IEP to ensure each annual goal designed to enable the student to be involved in the general education curriculum and progress toward grade level reading achievement, or for preschool children, to participate in age appropriate activities and progress toward early literacy includes a statement of how the student's progress towards achieving the goal will be measured.* The department will verify correction of student-level noncompliance.</p> <p>Current Compliance: The local education agency (LEA) must take action to ensure current compliance. The department will verify current compliance based on a new student record sample.</p>
IEP-15	During the annual review of the	Directions:	Student-level Correction:

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<p>IEP-15 Cont'd</p>	<p>student's IEP, the IEP team used data aligned with the baseline and level of attainment to determine whether the student met the annual goal(s).</p> <p>34 CFR § 300.324(b); Wis. Stat. § 115.787(4)</p>	<p>Locate the student's <i>Individualized Education Program: Linking Present Levels, Needs, Goals, and Services Form</i> (I-4). Review section III.A. <i>Measurable Annual Goals A.</i> for each goal.</p> <p>Mark "NA" if this is the student's initial IEP and the "Not Applicable" box is checked because there were no previous goals to review.</p> <p>Mark "N" if the "No" box is checked and the IEP team indicated any of the student's annual goals were not reviewed.</p> <p>If "Yes" is checked, locate the student's <i>Annual Review of IEP Goals Form</i> (I-5).</p> <p>Review the "Annual goal" and "Student's current progress" columns as well as whether the goal was met or not met for each annual goal.</p> <p>Mark "Y" if:</p> <ul style="list-style-type: none"> the student's current progress is listed, the data is listed using a method for measuring progress that is the same as the baseline and level of attainment, and the IEP team documented whether each of the annual goal(s) were met or not. <p>Mark "N" if:</p> <ul style="list-style-type: none"> the student's current progress is not included, if the current progress is listed using a method for measuring progress that is different than the baseline and level of attainment, or 	<p>Conduct a new IEP team meeting to ensure the IEP team determined whether the annual goal(s) were met using data aligned with the baseline and level of attainment.* The department will verify correction of student-level noncompliance.</p> <p><i>Current Compliance:</i> The local education agency (LEA) must take action to ensure current compliance. The department will verify current compliance based on a new student record sample.</p>
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		<ul style="list-style-type: none"> the team did not document whether each of the annual goal(s) were “met” or “not met.” <p>Standards:</p> <p>The IEP team must review the IEP at least annually to determine whether the annual goal(s) for the student are being achieved. An interim review of IEP goals does not meet this standard.</p> <p>The IEP team must examine the student’s present level of performance (also known as “current progress”) using the same method for measuring progress as the baseline and level of attainment for that goal. The consistency in measurement is necessary to determine whether the annual goal has been met and to allow maximum transparency between IEP team members. All of the IEP goals must be reviewed to determine whether they were met. This item does not meet the compliance standard and must be marked “no” if only some of the goals were reviewed.</p>	
IEP-16	<p>If the IEP team determined during the annual review that the student did not meet the goal(s), the IEP team addressed the lack of progress through the development of the new annual IEP.</p> <p>34 CFR § 300.324(b); Wis. Stat. § 115.787(4)</p>	<p>Directions:</p> <p>Locate the student’s <i>Individualized Education Program: Linking Present Levels, Needs, Goals, and Services Form</i> (I-4). Review section III.A. <i>Measurable Annual Goals A.</i> for each goal.</p> <p>Mark “NA” if this is the student’s initial IEP and the “Not Applicable” box is checked because there were no previous goals to review <u>or</u> if all of the annual goals were met.</p> <p>Mark “N” if the “No” box is checked and the IEP team indicated that one or more of the student’s annual goals were not reviewed.</p> <p>If “Yes” is checked, locate the student’s <i>Annual Review of IEP</i></p>	<p>Student-level Correction:</p> <p>Conduct a new IEP team meeting to ensure the IEP team develops a plan to address any lack of expected progress.* The department will verify correction of student-level noncompliance.</p> <p>Current Compliance:</p> <p>The local education agency (LEA) must take action to ensure current compliance. The department will verify current compliance based on a new student record sample.</p>

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<p>IEP-16 Cont'd</p>		<p><i>Goals Form (I-5).</i></p> <p>Review whether the goal was met or not met for each annual goal.</p> <p>If any goals were not met, review how the IEP team addressed the lack of progress on the I-5 form and in the new annual IEP. Mark “Yes” if the <i>Annual Review of IEP Goals Form (I-5)</i> includes how the IEP team addressed the lack of progress and the revised IEP includes the revisions that the IEP team discussed.</p> <p>Mark “N” if a goal was not met and the IEP team did not address the lack of progress on the <i>Annual Review of IEP Goals Form (I-5)</i> and in the revised IEP.</p> <p><i>Standards:</i></p> <p>An important part of developing an IEP designed to provide a free appropriate public education (FAPE) is the development of ambitious and achievable goals. If a student fails to make expected progress toward their annual goals, the IEP Team must revise the IEP, as appropriate.</p> <p>When the IEP team conducts the annual review of IEP goals, it must decide if the goals have been met and if not, include any factors affecting the lack of progress as well as address that lack of progress in the new IEP. This must address the lack of progress in the new IEP forms the basis for the required revisions to the IEP.</p>	
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IEP-16 Cont'd		<p>It is not enough for the IEP team to merely state the factors affecting the lack of progress or give a plan to address the lack of progress without integrating those changes into the IEP moving forward. The requirement is to take the ideas generated during the goal review and to use them to revise the IEP. In order to meet this compliance statement, the IEP team must document how they will address the lack of progress both on the <i>Annual Review of IEP Goals Form (I-5)</i> and in the new annual IEP to demonstrate that the discussion happened at the meeting and those ideas were integrated into the new annual IEP.</p>	
IEP-17	<p>The statement of supplementary aids and services is stated in a manner appropriate to the service and includes anticipated frequency, including the amount.</p> <p>34 CFR §300.320(a)(4), §300.320(a)(7); Wis. Stat. §115.787(2)(c)&(f)</p>	<p>Directions: Locate the student's <i>Individualized Education Program: Linking Present Levels, Needs, Goals, and Services Form (I-4)</i>. Review section IV.A.</p> <p>Mark "Y" if "None needed" is marked in IV.A. (Supplementary Aids and Services), or if there are no supplementary aids and services listed.</p> <p>Mark "Y" if the IEP describes the amount and frequency of each supplementary aid and service in accordance with the standards stated below.</p> <p>Mark "N" if the IEP does not describe the amount and frequency of each supplementary aid and service in accordance with the standards stated below.</p> <p>Standards:</p>	<p>Student-level Correction: Conduct a new IEP team meeting to revise the IEP to ensure the statement of supplementary aids and services include anticipated frequency and amount.* The department will verify correction of student-level noncompliance.</p> <p>Current Compliance: The local education agency (LEA) must take action to ensure current compliance. The department will verify current compliance based on a new student record sample.</p>

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IEP-17 Cont'd		<p>Supplementary aids and services refers to aids, services, and other supports (accommodations) that are provided in general education classes, other education-related settings, and in extracurricular and nonacademic settings. 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 service 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>In the case where it is impossible or inappropriate to describe supplementary aids and services in daily or weekly allotments of time, the IEP must clearly describe the circumstances under which the service will be provided. 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 information makes it clear when the services must be provided, and for how much and how long.</p>	
IEP-18	<p>The statement of specially designed instruction is stated in a manner appropriate to the service and includes anticipated frequency, including the amount.</p> <p>34 CFR §300.320(a)(4), §300.320(a)(7); Wis. Stat. §115.787(2)(c)&(f)</p>	<p>Directions:</p> <p>Locate the student's <i>Individualized Education Program: Linking Present Levels, Needs, Goals, and Services Form</i> (I-4). Review sections IV.B.</p> <p>Mark "Y" if the IEP describes the amount and frequency of the specially designed instruction in accordance with the standards stated below.</p>	<p>Student-level Correction:</p> <p>Conduct a new IEP team meeting to revise the IEP to ensure the statement of special education includes anticipated frequency and amount.* The department will verify correction of student-level noncompliance.</p>

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<p>IEP-18 Cont'd</p>		<p>Mark “N” if the IEP does not describe the amount and frequency of the specially designed instruction in accordance with the standards stated below.</p> <p><i>Standards:</i> Special education is specially designed instruction adapting the content, methodology, or delivery of instruction to address the unique needs of the student that result from the student’s disability. The specially designed instruction 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 the specially designed instruction 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. Whenever possible, the IEP should describe specially designed instruction using allotments of time. For example, “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 as a narrow range, but only if the student’s IEP team determines a narrow range is necessary to meet the unique needs of the student. A narrow range may not be used for administrative convenience, such as personnel shortages or uncertainty regarding the availability of staff. The range also cannot be unreasonably wide (generally not more than 15 minutes), because this does not provide a clear commitment of resources. For example, an acceptable description might be “three times per week for 30-45 minutes per session, depending on the student’s ability to attend to the instruction.”</p>	<p><i>Current Compliance:</i> The local education agency (LEA) must take action to ensure current compliance. The department will verify current compliance based on a new student record sample.</p>
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		Stating the amount of specially designed instruction as a minimum and/or a maximum is not acceptable because it is not a clear commitment of resources, e.g., “a minimum of 15 minutes three times per week.”	
IEP-19	<p>The IEP team considered whether the student needs individualized appropriate accommodations necessary to measure the academic achievement and functional performance on state and districtwide assessments.</p> <p>34 CFR 300.320(6)(i); Wis. Stat. §115.787(2)(e)</p>	<p>Directions: Locate the student’s <i>Individualized Education Program: Participation in Assessments</i> (Form I-7 District-wide Assessment), <i>and Participation in Statewide Assessments</i> (Form I-7 Statewide Assessments).</p> <p>Mark “NA” if the student is in a grade in which neither a districtwide assessment nor a statewide assessment will be given, or if the student will be in a grade in which a districtwide or statewide assessment will be given and the IEP team determines accommodations are not required</p> <p>Mark “Y” if the applicable I-7 forms specify the accommodations to be made available to the student during statewide and/or districtwide assessments and used during instruction when appropriate.</p> <p>Mark “N” if the applicable I-7 forms do not specify the accommodations to be made available to the student during statewide and/or districtwide assessments and used during instruction when appropriate.</p> <p>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</p>	<p>Student Level Correction: The IEP team must conduct an IEP team meeting to consider and document whether the student needs individual appropriate accommodations necessary to measure the academic achievement and functional performance on state and districtwide assessments. If accommodations are considered necessary for the ACT as a college reportable score, the student must be given the option of retaking the assessment under a national testing day.</p> <p>Current Compliance: The local education agency (LEA) must take action to ensure current compliance. The department will verify current compliance based on a new student record sample.</p>

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<p>IEP-19 Cont'd</p>		<p>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.</p> <p>Districtwide assessments are given at the district level and can apply to students in all grade levels (4K-12). District-wide assessments include the high school civics test and the assessment for reading readiness. While required by state law, both the assessment of reading readiness (required for 4K-2nd grade) and the statewide civics test are district level responsibilities. Therefore, they are considered district-wide assessments.</p> <p>Statewide assessments are given in grades 3 through 11. With both districtwide and statewide assessments, accommodations must be determined on the basis of the individual needs of the student, not on the basis of the disability category, grade level, or instructional setting. In determining appropriate accommodations, the IEP team should consider what accommodations the student is familiar with in daily instruction so that the student is familiar with the particular accommodation when taking the assessment. 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.</p>	
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<p>IEP-20</p>	<p>The IEP describes the extent, if any, to which the student will not participate with non-disabled students in the regular education environment.</p> <p>34 CFR 300.320 (a)(5), §300.114 (a)(2), § 300.116; Wis. Stat. § 115.787(2)(d)</p>	<p>Directions:</p> <p>Locate the student’s <i>Individualized Education Program: Linking Present Levels, Needs, Goals, and Services Form</i> (I-4). Review sections IV. (Program Summary) and V.A.(Student Participation).</p> <p>Mark “Y” if IV. and V.A. consistently and clearly describe the extent to which the student will not participate in the regular education environment.</p> <p>Mark “N” if IV. and V.A. do not consistently and clearly describe the extent to which the student will not participate in the regular education environment.</p> <p>Standards:</p> <p>The purpose of this requirement is to ensure that the IEP clearly describes the amount the student will be removed from the regular education environment. This addresses where the student will be taught, not what they will be taught. To the maximum extent appropriate, students with disabilities must be educated with nondisabled peers. Removal from the regular education environment must only occur when the student cannot be satisfactorily educated in that environment with the use of supplementary aids and services. The IEP team should consider the entire school day (lunch, recess, specialized transportation, testing, and other non-academic activities) when determining removal.</p> <p>To determine if the IEP consistently describes the extent of removal, review IV. and V.A.</p>	<p>Student-level Correction:</p> <p>Conduct an IEP team meeting to revise the IEP to describe the extent, if any, to which the student will not participate with non-disabled students in the general education environment.* The department will verify correction of student-level non-compliance.</p> <p>Current Compliance:</p> <p>The local education agency (LEA) must take action to ensure current compliance. The department will verify current compliance based on a new student record sample.</p>
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IEP-20 Cont'd		<p>Each service in the program summary sections must include a location which clearly indicates whether the service will be provided in the regular education or special education environment. Sometimes the extent of removal is unclear because the location of the services is listed as both the regular and special education environment without a description of when removal will occur in each location.</p> <p>Furthermore, if the description under IV.A. is not consistent with the extent of removal specified in the program summary, then this requirement would also not be met. The requirement that the descriptions be consistent does not mean that they need to match exactly, as long as the extent of removal is appropriate and clear to the IEP team.</p>	
IEP-21	<p>If the student will not participate full-time in the regular education environment, the IEP explains why full-time participation is not appropriate, or in the case of a preschooler, why participation in age-appropriate settings including extracurricular and nonacademic activities is not appropriate.</p> <p>34 CFR § 300.320(a)(5), § 300.114(a)(2), § 300.116; Wis. Stat. § 115.787(2)(d)</p>	<p>Directions: Locate the student's <i>Individualized Education Program: Linking Present Levels, Needs, Goals, and Services Form (I-4)Section V.A. and Determination and Notice of Placement: Consent for Initial Placement (P-1) or Determination and Notice of Placement (P-2).</i></p> <p>Mark "NA" if the student participates full-time in the regular education environment.</p> <p>Mark "Y" if the student does not participate full-time in the regular education environment and the IEP explains on the I-4 or placement form why full-time participation with peers without disabilities is not appropriate, including extracurricular and non-academic activities, or in the case of preschoolers,</p>	<p>Student-level Correction: Conduct an IEP team meeting to revise the IEP to describe why full-time participation in the regular education environment is not appropriate* The department will verify correction of student-level non-compliance.</p> <p>Current Compliance: The local education agency (LEA) must take action to ensure current compliance. The department will verify current compliance based on a new student record sample.</p>

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		<p>why participation in age-appropriate settings is not appropriate.</p> <p>Mark “N” if the student does not participate full-time in the regular education environment and the IEP does not explain on the I-4 or placement form why full-time participation with non-disabled peers is not appropriate, including extracurricular and nonacademic activities, or in the case of a preschoolers, why participation in age-appropriate settings is not appropriate.</p> <p>Standards:</p> <p>The purpose of this requirement is to ensure the IEP team carefully considers and documents <u>why</u> full-time participation with non-disabled peers is not appropriate. “Why” does not mean a listing of the student’s disability category or restating the fact that the student is in need of specially designed instruction. Rather the IEP team must identify and document why the student’s education cannot be achieved satisfactorily in the regular education environment with the use of appropriate supplementary aids and services. If extracurricular or nonacademic activities are not mentioned, then this indicates the student would be able to participate full-time with non-disabled peers in these activities.</p>	
IEP-22	If the student is placed in a more restrictive placement, documentation is provided that less restrictive placements were considered and rejected because the placements did not meet the student’s needs even with the	<p>Directions:</p> <p>Locate the student’s <i>Individualized Education Program: Linking Present Levels, Needs, Goals, and Services Form (I-4)</i> and <i>Determination and Notice of Placement: Consent for Initial Placement (P-1)</i> or <i>Determination and Notice of Placement (P-2)</i>.</p>	<p>Student-level Correction:</p> <p>Conduct an IEP team meeting to revise the IEP to include documentation that less restrictive placements were considered and rejected. The department will verify correction of student-level non-compliance.</p>

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<p>IEP-22 Cont'd</p>	<p>provision of supplementary aids and services.</p> <p>34 CFR § 300.114(a)(2)(ii), § 300.116</p>	<p>Mark “NA” if the student participates full-time in the regular education environment.</p> <p>Mark “Y” if the student does not participate full-time in the regular education environment and the placement notice lists other options considered and the reasons rejected.</p> <p>Mark “N” if the student does not participate full-time in the regular education environment and the placement notice does not list other options considered and the reasons rejected.</p> <p><i>Standards:</i></p> <p>The student’s placement must be determined at least annually; must be based on the student’s IEP; and must be as close as possible to the student’s home. Unless the IEP of a student with a disability requires some other arrangement, the student must be educated in the school they would otherwise attend if they did not have a disability. In selecting the least restrictive environment, the IEP team must consider any potential harmful effect on the student or on the quality of services that they need; and the student is not removed from education in age-appropriate regular classrooms solely because of needed modifications in the general education curriculum. The purpose of this requirement is to ensure IEP teams consider other options before placing a student in a more restrictive placement. Any time a student is placed less than full-time in the regular education environment the IEP team must consider other options. The options considered, and the reasons those options were rejected must be documented on the notice of placement.</p>	<p><i>Current Compliance:</i></p> <p>The local education agency (LEA) must take action to ensure current compliance. The department will verify current compliance based on a new student record sample.</p>
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<p>IEP-23</p>	<p>Following an IEP team meeting, the LEA provided the parent prior written notice by providing the parent with a copy of the student's IEP and notice of placement prior to implementation of the IEP.</p> <p>34 CFR § 300.503</p>	<p>Locate the student's most recent <i>Determination and Notice of Placement: Consent for Initial Placement (P-1)</i>, or <i>Determination and Notice of Placement (P-2)</i>.</p> <p>Mark "Y" if the parent was provided a copy of the placement notice and IEP prior to its implementation</p> <p>Mark "N" if the parent was not provided a copy of the placement notice and IEP prior to its implementation.</p> <p><i>Standards:</i></p> <p>Prior written notice requires the parent be provided a copy of the entire IEP.</p> <p>If the LEA mails notices and IEPs to parents, consider the amount of time mail takes to go through the LEA's processing and mailing system. LEAs may provide parents copies of the IEP electronically if the parents have agreed to receive notices in that format.</p> <p>If the LEA gives parents the placement notice and a copy of the final IEP at the IEP team meeting, check the <i>IEP Team Meeting Cover Page</i> (form I-3) to see if the parents attended the IEP team meeting. A draft IEP does not meet this requirement. Check the date of this IEP team meeting. Compare the IEP team meeting date with the date parents received the placement notice. If the parents attended the IEP team meeting, and the date the parents received the placement notice and the date of the IEP team meeting are the same, assume the parents were given the placement notice and a copy of the final IEP at the meeting. Check the implementation date</p>	<p><i>Student-level Correction:</i></p> <p>If the prior written notice has not been provided, provide the parent a copy of the student's IEP and notice of placement. The department will verify correction of student-level non-compliance.</p> <p><i>Current Compliance:</i></p> <p>The local education agency (LEA) must take action to ensure current compliance. The department will verify current compliance based on a new student record sample.</p>
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IEP-23 Cont'd		<p>on the placement notice. 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.</p> <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 whether the IEP has been revised without a meeting. Look for form I-10, <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.</p>	
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Item	Compliance Standard	Directions and Standards	Correction
IMP-1	<p>The LEA ensures the specially designed instruction listed in the IEP is provided as described.</p> <p>34 CFR §300.323(a), §300.323(c)(2); Wis. Stat. §115.787(1)</p>	<p>Directions:</p> <p>Locate the student’s <i>Individualized Education Program: Linking Present Levels, Needs, Goals, and Services Form</i> (I-4). Review section IV.B.</p> <p>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.</p> <p>Compare the specially designed instruction listed in the student’s IEP to the information obtained above.</p> <p>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.</p> <p>Mark “Y” if the special education listed in the IEP was provided consistent with the IEP.</p> <p>Mark “N” if the special education listed in the IEP was not provided consistent with the IEP.</p>	<p>Student-level Correction:</p> <p>The LEA must consider compensatory services. The LEA can consider whether compensatory services are required by doing one of the following:</p> <ol style="list-style-type: none"> 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 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). <p>Current Compliance:</p> <p>The local educational agency (LEA) will create or revise a system of internal control to ensure implementation of IEPs. The LEA will conduct an additional 2-week review of IEP</p>

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IMP-1 Cont'd		<p>Standards:</p> <p>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.</p>	<p>implementation according to procedures specified by the department. The department will verify current compliance based on the LEA's system of internal control and the results of the LEAs additional review.</p>
IMP-2	<p>The LEA ensures the supplementary aids and services listed in the IEP are provided as described.</p> <p>34 CFR §300.323(a), §300.323 (c)(2); Wis. Stat. §115.787(1)</p>	<p>Directions:</p> <p>Locate the student's <i>Individualized Education Program: Linking Present Levels, Needs, Goals, and Services Form</i> (I-4). Review section IV.A.</p> <p>Mark "NA" if "None needed" is marked in IV.A. of the student's program summary.</p> <p>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.</p> <p>Compare the supplementary aids and services listed in the student's IEP to the information obtained above.</p>	<p>Student-level Correction:</p> <p>The LEA must consider compensatory services. The LEA can consider whether compensatory services are required by doing one of the following:</p> <ol style="list-style-type: none"> 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 and attach copy of IEP); or

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<p>IMP-2 Cont'd</p>		<p>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.</p> <p>Mark “Y” if the supplementary aids and services listed in the IEP were provided as described in the IEP.</p> <p>Mark “N” if the supplementary aids and services listed in the IEP were not provided as described in the IEP.</p> <p><i>Standards:</i></p> <p>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.</p>	<p>3. Discuss with the student's parent and document agreement that no compensatory services are necessary (see Sample Letter).</p> <p><i>Current Compliance:</i></p> <p>The local educational agency (LEA) will create or revise a system of internal control to ensure implementation of IEPs. The LEA will conduct an additional 2-week review of IEP implementation according to procedures specified by the department. The department will verify current compliance based on the LEA’s system of internal control and the results of the LEAs additional review.</p>
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<p>IMP-3</p>	<p>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.</p> <p>34 CFR §300.320 (a) (3)(ii), §300.323(a); Wis. Stat. §115.787(1), §115.787 (2)(h)2.</p>	<p>Directions:</p> <p>Locate the student's <i>Individualized Education Program: Linking Form</i> (I-4) and review section III. "Measurable Annual Goals." Locate the last student progress report scheduled to be provided. This may be on the <i>Interim Review of IEP Goals Form</i> (I-6).</p> <p>The review period for this item begins on the implementation date of the student's current IEP.</p> <p>Mark "Y" if:</p> <ul style="list-style-type: none"> • 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. <p>Mark "N" if:</p> <ul style="list-style-type: none"> • 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. <p>Standards:</p> <p>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</p>	<p>Student-level Correction</p> <p>If the progress reports were not provided to the parents, provide them.</p> <p>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.</p> <p>Current Compliance:</p> <p>The local education agency (LEA) must take action to ensure current compliance. The department will verify current compliance based on a new student record sample.</p>
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IMP-3 Cont'd		<p>the goal statement). The reports must also provide data or other information consistent with the measurement for each corresponding goal.</p> <p>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.</p>	
IMP-4	<p>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.</p> <p>34 CFR §300.323(a), §300.320(6)(i); Wis. Stat. §115.787(1) and (2)(e)</p>	<p>Directions: Locate the student's <i>Individualized Education Program: Participation in Statewide Assessments</i> (Forms I-7) for the previous school year.</p> <p>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.</p> <p>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.</p> <p>Mark "Y" if the accommodations were made available as specified in the student's IEP.</p>	<p>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.</p> <p>Current Compliance: The local educational agency (LEA) will create or revise a system of internal control to ensure implementation of IEPs. The LEA will conduct an additional 2-week review of IEP implementation according to procedures specified by the</p>

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IMP-4 Cont'd		<p>Mark "N" if the accommodations were not made available as specified in the student's IEP.</p> <p><i>Standards:</i></p> <p>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.</p> <p>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.</p>	<p>department. The department will verify current compliance based on the LEA's system of internal control and the results of the LEAs additional review.</p>
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Item	Compliance Standard	Directions and Standards	Correction
DISC-1	<p>After the 10th cumulative school day of removal in the same school year, the LEA provided services during any subsequent removals.</p> <p>34 CFR §300.530(b)(2), §300.530 (d)</p>	<p>Directions:</p> <p>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 10th cumulative day of removal in the school year. The department has also developed a worksheet for documenting educational services provided during disciplinary removals (DW-1).</p> <p>Mark “Y” if the student was provided educational services during each removal beyond the 10th cumulative day of removal in the school year.</p> <p>Mark “N” if the student was not provided educational services during each removal beyond the 10th cumulative day of removal in the school year. If services were provided during some removals after the 10th day but not all, still mark “N.”</p> <p>Standards:</p> <p>After a student has been removed for a violation of a code of student conduct for more than 10 cumulative school days in the same school year, during subsequent disciplinary removals, the LEA must provide the student educational services so as to enable the student to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the student’s IEP. Examples of disciplinary removals include, but are not limited to:</p> <ul style="list-style-type: none"> ● Out-of-school suspensions; ● Certain in-school suspensions; ● Certain bus suspensions; and 	<p>Student-level Noncompliance:</p> <p>The LEA must consider compensatory services by holding an IEP team meeting or with the agreement of the student’s parents either:</p> <ul style="list-style-type: none"> ● Develop a written document to amend or modify the student’s current IEP to reflect the compensatory services (complete Form I-10 and attach copy of IEP) or; ● Discuss with the student’s parents and document agreement that no compensatory services are necessary (see Sample Letter). <p>Current Compliance:</p> <p>The local education agency (LEA) must take action to ensure current compliance. The department will verify current compliance based on a new student record sample.</p>

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<p>DISC-1 Cont'd</p>		<ul style="list-style-type: none"> • <i>De facto</i> suspensions. <p>Include in-school suspensions if:</p> <ul style="list-style-type: none"> • The student's IEP was not implemented; • The student did not participate with nondisabled peers to the extent required by the IEP; or • The student did not have the opportunity to appropriately progress in the general curriculum. <p>Include a bus suspension if the student's IEP includes transportation as a related service and the district did not provide for alternative transportation.</p> <p>Include a removal as a <i>de facto</i> suspension if the student is removed from school or class for not following school rules without following the procedures related to suspension. LEAs should have procedures to accurately track and count <i>de facto</i> suspension. A student is considered removed during periods when (1) the student's IEP was not implemented; (2) the student did not participate with nondisabled peers to the extent required by the IEP; or (3) the student did not have the opportunity to appropriately progress in the general curriculum.</p> <p>Partial day removals must be included when determining the number of days of removal for a student. For example, if a student was suspended for four periods of an eight period day, then it must be counted as a ½ day of removal.</p>	
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<p>SD-1</p>	<p>The IEP explains why a shortened day was required to meet the individualized disability-related needs of the student.</p> <p>34 CFR 300.114(a)(2)(i)</p>	<p><i>Directions:</i></p> <p>Locate the student’s Individualized Education Program: Linking Present Levels, Needs, Goals and Services Form (I-4) and Determination and Notice of Placement: Consent for Initial Placement (P-1) or Determination and Notice of Placement (P-2). Review section V.A. of the I-4 and the P-1 or P-2.</p> <p>Mark “Y” if the IEP documents on the I-4 or placement form explains why the shortened day was required and the explanation is based on the individualized disability-related needs of the student.</p> <p>Mark “N” if the IEP documents on the I-4 or placement form does not explain why the shortened day was required or the reason given is not based on the individualized disability-related needs of the student.</p> <p><i>Standards:</i></p> <p>Shortening a student’s school day should happen only in rare circumstances. The only time it is appropriate to shorten the school day for a student with a disability is when the student’s IEP team determines a shortened day is required to address the student’s unique disability-related needs. For example, because of the student’s medical needs, the student is physically unable to tolerate a full school day, a shortened day may be appropriate. Before deciding to shorten the student’s day, the IEP team must consider if there are other ways to meet the student’s needs.</p> <p>Shortened school days may not be used to manage student behavior or as a means of discipline. A school district may also not reduce a student’s instructional time as a form of punishment or in lieu of a suspension or an expulsion. In addition, a school</p>	<p><i>Student-level Correction:</i></p> <p>Conduct an IEP team meeting to determine whether a shortened day is required due to the individualized disability-related needs of the student, and if so, determine whether a shortened day is required due to the individualized disability-related needs of the student, and if so, revise the IEP to describe why a shortened day is required. The department will verify correction of student-level non-compliance.</p> <p><i>Current Compliance:</i></p> <p>The local education agency (LEA) must take action to ensure current compliance. The department will verify current compliance based on a new student record sample.</p>
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SD-1 Cont'd		<p>district may not require a student to “earn” back the return to a longer or full school day by demonstrating good behavior. Attendance may also not be conditioned upon the student’s taking medication or receiving treatment, therapies, or other outside services. A student’s school day may not be shortened for administrative convenience including staffing shortages.</p> <p>The IEP Team cannot unilaterally shorten the school day for an entire group of students based on their membership in a particular group, such as a student receiving a certain type of programming, transportation arrangement, or qualifying with a certain disability category.</p> <p>The purpose of this requirement is to ensure the IEP team carefully considers and documents <u>why</u> full-day educational services are not appropriate for the student. “Why” does not mean a listing of the student’s disability category or restating the fact that the student is in need of specially designed instruction. Rather the IEP team must identify and document why the student’s education cannot be achieved satisfactorily during a normal school day with the use of appropriate supplementary aids and services.</p>	
SD-2	<p>The IEP contained documentation that the IEP team considered other options to avoid shortening the student’s school day and provided reasons why they were rejected.</p> <p>34 CFR 300.114(a)(2)(ii)</p>	<p>Directions:</p> <p>Locate the student’s <i>Individualized Education Program: Linking Present Levels, Needs, Goals, and Services Form (I-4)</i> and <i>Determination and Notice of Placement: Consent for Initial Placement (P-1)</i> or <i>Determination and Notice of Placement (P-2)</i>.</p> <p>Mark “Y” if the student had a shortened day and the IEP documents on the <i>Notice of Placement</i> other options considered</p>	<p>Student-level Correction:</p> <p>Conduct an IEP team meeting to consider options to avoid shortening the student’s school day. If a shortened day is determined to be required to address the unique disability related needs of the student, document on the Notice of Placement the other options</p>

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<p>SD-2 Cont'd</p>		<p>to avoid shortening the student's school day and the reasons why they were rejected.</p> <p>Mark "N" if the student had a shortened day and the IEP does not document on the <i>Notice of Placement</i> other options considered to avoid shortening the student's school day or the reasons why they were rejected.</p> <p><i>Standards:</i></p> <p>The purpose of this requirement is to ensure IEP teams consider other options before placing a student on a shortened day schedule. Shortening a student's school day should happen only in rare circumstances. The only time it is appropriate to shorten the school day for a student with a disability is when the student's IEP team determines a shortened day is required to address the student's unique disability-related needs. Before shortening the student's day, the IEP team must consider other options, such as the frequency, location, and duration of the special education and related services, supplementary aids and services, program modifications and supports, and the place those services could be provided. The options considered, and the reasons those options were rejected must be documented on the Notice of Placement.</p>	<p>considered and the reasons why they were rejected. The department will verify correction of student-level non-compliance.</p> <p><i>Current Compliance:</i></p> <p>The local education agency (LEA) must take action to ensure current compliance. The department will verify current compliance based on a new student record sample.</p>
<p>SD-3</p>	<p>The IEP includes a plan for returning the student to a full day as soon as possible, including conducting IEP team meetings more frequently.</p> <p><u>DPI Information Update Bulletin 14.03</u></p>	<p><i>Directions:</i></p> <p>Locate the student's <i>Individualized Education Program: Linking Present Levels, Needs, Goals, and Services Form</i> (I-4) and <i>Determination and Notice of Placement: Consent for Initial Placement</i> (P-1) or <i>Determination and Notice of Placement</i> (P-2).</p>	<p><i>Student-level Correction:</i></p> <p>Conduct an IEP team meeting to revise the IEP to develop the plan for returning the student to a full day schedule as soon as possible, and the plan includes conducting IEP team meetings more frequently The department will</p>

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<p>SD-3 Cont'd</p>		<p>Mark “Y” if the student’s IEP has a plan for returning the student to a full day as soon as possible, including conducting IEP team meetings more frequently.</p> <p>Mark “N” if the student’s IEP does not include a plan for returning the student to a full day as soon as possible, or the plan does not include conducting IEP team meetings more frequently.</p> <p><i>Standards:</i></p> <p>The student should return to a full school day as soon as they are able, and under most circumstances, a shortened school day should be in place for only a limited amount of time. The IEP team must meet more frequently than once a year, and as often as necessary to review whether a shortened school day continues to be necessary to meet the student’s unique, disability-related needs. The student’s IEP must document the plan, including what information should be reviewed, and the schedule for meeting more frequently. The plan cannot require the student to “earn back” instructional time for good or improved behavior.</p>	<p>verify correction of student-level non-compliance.</p> <p><i>Current Compliance:</i></p> <p>The local education agency (LEA) must take action to ensure current compliance. The department will verify current compliance based on a new student record sample.</p>
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