

**Directions and Standards for Assessing Compliance
July 2018**

Item	Compliance Statement	Directions and Standards	Correction
<p>EVAL-1</p>	<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: Locate the <i>Evaluation Report Including: Determination of Eligibility and Need for Special Education (ER-1)</i>, and <i>Existing Data Review to Determine if Additional Assessments or Evaluation Data are needed. (ED-1)</i>. Or, locate the <i>Notice of Agreement that a Three-year Reevaluation is not Needed (RE-3)</i></p> <p>Mark “NA” If the student’s reevaluation was waived within the last 12 months.</p> <p>Review the ED-1 and 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: “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: Offer to parents to conduct a new IEP team meeting to determine whether the student is or continues to be a student with a disability. Document the results of the discussion with the parents and the decision reached. The department will verify correction of student-level noncompliance.</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.

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<p>EVAL-1 Cont'd</p>		<p>efforts should be made to obtain information prior to the meeting and this information should be considered and documented. If the parents do not provide any information this should also be documented in the IEP.</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>	
<p>EVAL-2</p>	<p>At the IEP team meeting to determine whether the student is a student with a disability, the IEP team reviewed previous interventions and the effects of those interventions.</p> <p>Wis. Stat. § 115.782(2)(b)1</p> <p><i>Independent charter schools, authorized under Wis. Stat. 118.40(2)(r and (x)), are not</i></p>	<p>Directions:</p> <p>Locate the <i>Evaluation Report Including: Determination of Eligibility and Need for Special Education (ER-1)</i>, and <i>Existing Data Review to Determine if Additional Assessments or Evaluation Data are Needed. (ED-1)</i>. Or, locate the <i>Notice of Agreement that a Three-year Reevaluation is not Needed (RE-3)</i></p> <p>Mark "NA" if the student's reevaluation was waived within the last 12 months.</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. Document the results of the discussion with the parents and the decision reached. The department will verify correction of student-level noncompliance.</p>

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<p>EVAL-2 Cont'd</p>	<p><i>required to complete this item.</i></p>	<p>Review the ED-1 and section I.F. of the ER-1</p> <p>Mark “Y” if there is documentation of previous interventions and the effects of those interventions in the IEP.</p> <p>Mark “Y” if the “Not Applicable” box is checked indicating there have been no previous interventions (except for initial SLD evaluations).</p> <p>Mark “N” if there is no documentation the IEP team reviewed previous interventions and the effects of interventions at the IEP team meeting.</p> <p>Standards: Both the interventions and the effects of those interventions must be documented. There does not need to be a separate effect for each identified intervention. For instance multiple interventions may result in the same effect.</p> <p>For example:</p> <ul style="list-style-type: none"> • The student receives 30 minutes of specially designed instruction in decoding words, reading fluency and reading comprehension. As a result, the student has increased reading skills to grade level expectations. <p>When the student is being evaluated under specific learning disability criteria for the first time, there must be evidence the team considered previous interventions and the effects of those interventions. See <i>Required Documentation for Specific Learning Disability (SLD) – Initial Evaluation (ER-2A)</i>.</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-2 Cont'd		<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-3	<p>The IEP team documented information about the student's current reading achievement.</p> <p>34 CFR §300.305(a)(2), §300.306(c), §300.311[if SLD]; Wis. Stats §115.782(2)(b)2, §115.782(3)(b); Wis. Admin. Code PI 11.35 (1-2)</p>	<p>Directions: Locate the <i>Evaluation Report Including: Determination of Eligibility and Need for Special Education (ER-1)</i>, and <i>Existing Data Review to Determine if Additional Assessments or Evaluation Data are needed (ED-1)</i>. Or, locate the <i>Notice of Agreement that a Three-year Reevaluation is not Needed (RE-3)</i></p> <p>Mark "NA" if the student's reevaluation was waived within the last 12 months.</p> <p>Review the ED-1 and sections I. and II. of the ER-1.</p> <p>Mark "Y" if there is documentation of the student's current reading achievement.</p> <p>Mark "N" if there is no documentation of the student's current reading achievement.</p>	<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. 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: 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-3 Cont'd</p>		<p>Standards: The IEP team must review and consider information about the student's current reading achievement to determine whether the student has educational needs related to reading. "Current" generally refers to information gathered within the preceding 12 months preceding the evaluation.</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 MLSS/RtI • Individually administered standardized tests • Classroom based measurements • Related behavior information/attendance as appropriate <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</p>	

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<p>EVAL-3 Cont'd</p>		<p>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 modifications to the special education and related services are needed to enable the student to meet the IEP annual goals.</p>	

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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: Locate the student’s <i>Individualized Education Program (IEP) Team Meeting Cover Page (I-3)</i>.</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: 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: 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>Standards:</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 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	In developing the student's IEP, the IEP team considered the strengths of the child and the concerns of the parents for enhancing the student's	<p>Directions:</p> <p>Locate the student's <i>Individualized Education Program: Linking Present Levels, Needs, Goals, and Services Form (I-4)</i>. Review sections I.A. and I.D.</p>	<p>Student-level Correction:</p> <p>Conduct a new IEP team meeting to consider and document the strengths of the student and the concerns of the parents for</p>

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<p>IEP-2 Cont'd</p>	<p>education. 34 CFR §300.324(a)(i) and (ii); Wis. Stat. §115.787 (3)(a)</p>	<p>Mark “Y” if:</p> <ul style="list-style-type: none"> • the student’s strengths are described and • the parents’ concerns are described or there is documentation the parents did not have any concerns or the parents were afforded an opportunity to participate in the meeting and provide information and did not attend or provide input. <p>Mark “N” if:</p> <ul style="list-style-type: none"> • the student’s strengths are not described and/or • the parents’ concerns are not described and there is no other documentation in the student’s IEP that the parents’ concerns were considered or they were not afforded an opportunity to participate in the meeting. <p>Standards: In developing the student’s IEP, the IEP team must consider the strengths of the student, and the concerns of the parents for enhancing the education of their child. IEP teams should attempt to identify both academic and functional strengths of the student. The IEP team should consider the student’s strengths 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 should 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,</p>	<p>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>

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IEP-2 Cont'd		<p>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 on 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; and • records of visits to the parents' home or place of employment. 	
IEP-3	<p>The IEP includes a statement of the student's present levels of academic achievement and functional performance.</p> <p>34 CFR § 300.320 (a)(1); Wis. Stat. §115.787(2)(a)</p>	<p>Locate the student's <i>Individualized Education Program: Linking Present Levels, Needs, Goals, and Services Form</i> (I-4). Review sections I.B.1. and 2.</p> <p>Mark "Y" if the student's IEP:</p> <ul style="list-style-type: none"> • includes information on reading achievement and other academic areas compared to grade-level standards; • includes information on functional performance compared to grade-level expectations; • explains data / test scores; and 	<p>Conduct a new IEP team meeting to revise the IEP to include a statement of the student's present levels of academic achievement and functional performance.* The department will verify correction of student-level noncompliance.</p> <p><i>Current Compliance:</i></p>

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<p>IEP-3 Cont'd</p>		<ul style="list-style-type: none"> • includes multiple sources of data. <p>Mark “N” if the student’s IEP does not:</p> <ul style="list-style-type: none"> • include information on reading achievement and other academic areas compared to grade-level standards; • includes information on functional performance compared to grade-level expectations; • explain data/ test scores; and • include multiple sources of data. <p>Standards: 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 information about student achievement and/or progress compared to grade-level expectations. Sources of information may include state, district-wide, or classroom assessments, rubrics, recent evaluations, etc.</p> <p>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>There should be sufficient information about academic achievement and functional performance to identify the effects</p>	<p>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		of the student's disability (i.e., what grade-level standards and expectations the student is not meeting). The effects of the disability should be documented in the <i>Effects of the Disability</i> , section I. E.1. and 2. of the <i>Individualized Education Program: Linking Present Levels, Needs, Goals, and Services Form (I-4)</i> .	
IEP-4	<p>The IEP team must, in the case of a student whose behavior impedes his or her learning or that of others, consider the use of positive behavioral interventions and supports and other strategies to address that behavior.</p> <p>34 CFR §300.324(a)(2)(i); Wis. Stat. §115.787(3)(b)(1)</p>	<p>Directions: Locate the student's <i>Individualized Education Program: Linking Present Levels, Needs, Goals, and Services Form (I-4)</i>. Review sections I.C.1. and V.</p> <p>Mark "Y" 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 services, including 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 services, including 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>Mark "N" if neither box is checked in I.C.1.</p> <p>Standards: If the student's behavior impacts his or her learning and/or that of others, the IEP team must consider and determine which positive interventions, supports, and other strategies, are needed to address the student's behavior. These supports must address the individual needs of the student and cannot be generic</p>	<p>Student-level Correction: Conduct a new IEP team meeting to consider 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>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-4 Cont'd		<p>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 is included in the IEP, 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-5	<p>The IEP team must consider whether the student needs assistive technology devices and services.</p> <p>34 CFR §300.324(a)(2)(v); Wis. Stat. §115.787(3)(b)(5)</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.C.5. and V.</p> <p>Mark “Y” 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 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>Student-level Correction: 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: 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>Standards: 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; and • Training for professionals, employers, or other individuals who are substantially involved in the major life functions of the student. 	
IEP-6	The student's IEP includes a description of how the student's disability affects his or her involvement and progress in the	<p>Directions: Locate the student's <i>Individualized Education Program: Linking Present Levels, Needs, Goals, and Services Form (I-4)</i>. Review section I.E.1.</p>	<p>Student-level Correction: Conduct a new IEP team meeting to revise the IEP to include how the student's disability affects the</p>

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IEP-6 Cont'd		<p>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 his/her performance is not sufficient. Look for statements 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): http://www2.ed.gov/policy/speced/guid/idea/memosdcltrs/guidance-on-fape-11-17-2015.pdf.</p>	
IEP-7	<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>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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Item	Compliance Statement	Directions and Standards	Correction
IEP-7 Cont'd		<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 access, engagement, and progress in the general curriculum and environment; • 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</p>	

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Item	Compliance Statement	Directions and Standards	Correction
IEP-7 Cont'd		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 should be a disability-related need that addresses why the student is not meeting grade-level reading standards.	
IEP-8	<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, or for preschool children, to participate in age appropriate activities and progress toward early literacy standards.</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 sections I.E.2., I.F., 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 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 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 IV.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 literacy.</p>	<p>Student-level Correction: 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 literacy, or correct documentation error in IV.B.3.* 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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Item	Compliance Statement	Directions and Standards	Correction
IEP-8 Cont'd		<p>Standards: 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 should 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 should 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 appropriate activities and progress toward early literacy. The annual goal(s) must address disability-related needs of the student as identified in 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-9	If the student has a disability-related need affecting reading, 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	<i>If the IEP team determined the student's disability does not 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 (SEE IEP-8), then skip this item and proceed to IEP-16.</i>	Student-level Correction: Conduct a new IEP team meeting to revise the IEP to ensure each annual goal is based on the student's present level of performance.* The department will verify correction of student-level noncompliance.

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Item	Compliance Statement	Directions and Standards	Correction
<p>IEP-9 Cont'd</p>	<p>activities and progress toward early literacy standards, 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:</p> <p>Locate the student’s <i>Individualized Education Program: Linking Present Levels, Needs, Goals, and Services Form</i> (I-4). Review sections I.F. and IV.B.1.a.</p> <p>Mark “Y” if the student’s annual goal(s) to address a disability-related need that affects reading includes baseline information about the student’s current level of performance.</p> <p>Mark “N” if the student’s annual goal(s) to address a disability-related need that affects reading does not include baseline information about the student current level of performance.</p> <p>Standards:</p> <p>All of the IEP annual goals designed to address the student’s reading needs 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 should be used as the starting point for developing the annual goal and determining progress.</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>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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Item	Compliance Statement	Directions and Standards	Correction
IEP-9 Cont'd		<p>Each annual goal should 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 baseline. <p>This assessment item focuses on annual goals that address the student's disability-related needs affecting reading. The IEP team must also include baseline information for all other annual goals and/or short term objectives.</p>	
IEP-10	<p>If the student has a disability-related need affecting reading, 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 standards includes a measurable level of attainment.</p> <p>34 CFR §300.320(a)(2); Wis. Stat. §115.787(2)(b); 71 Fed. Reg. 46662 (Aug. 14, 2006).</p>	<p><i>If the IEP team determined the student's disability does not 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 (SEE IEP-8), then skip this item and proceed to IEP-16.</i></p> <p>Directions: Locate the student's <i>Individualized Education Program: Linking Present Levels, Needs, Goals, and Services Form (I-4)</i>. Review sections I.F. and IV.B.1.b</p> <p>Mark "Y" if the annual goal(s) to address a disability-related need that affects reading includes a measurable level of attainment related to the baseline.</p>	<p>Student-level Correction: Conduct a new IEP team meeting to revise the IEP to ensure each annual goal includes a measurable level of attainment.* 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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Item	Compliance Statement	Directions and Standards	Correction
IEP-10 Cont'd		<p>Mark “N” if the annual goal(s) to address a disability-related need that affects reading does not include a measurable level of attainment related to the baseline.</p> <p>Standards: All of the IEP annual goals designed to address the student’s reading needs 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.</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> <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 level of attainment. 	

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Item	Compliance Statement	Directions and Standards	Correction
IEP-10 Cont'd		This assessment item focuses on annual goals that address the student's disability-related needs affecting reading. All of the annual goals, and/or short term objectives, in the IEP must include a measurable level of attainment related to baseline information.	
IEP-11	<p>If the student has a disability-related need affecting reading, 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 standards 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><i>If the IEP team determined the student's disability does not 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 (SEE IEP-8), then skip this item and proceed to IEP-16.</i></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. and IV.B.4.</p> <p>Mark "Y" if the annual goal(s) to address a disability-related need that affects reading 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) to address a disability-related need that affects reading 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 should be appropriate to the stated goal. Methods for measuring progress must be consistent</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>

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Item	Compliance Statement	Directions and Standards	Correction
IEP-11 Cont'd		<p>with the baseline measurement and level of attainment (e.g., if baseline measure is a percentage, then the method of measuring progress should include 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>This assessment item focuses on annual goals that address the student's disability-related needs affecting reading. The IEP must include a statement of how the student's progress toward achieving the annual goal will be measured for all other annual goals.</p>	
IEP-12	<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><i>If the IEP team determined the student's disability does not 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 (SEE IEP-8), then skip this item and proceed to IEP-16.</i></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., IV. and V.</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>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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Item	Compliance Statement	Directions and Standards	Correction
IEP-12 Cont'd		<p>Mark “N” if the IEP does not include special education services to address the student’s needs affecting reading.</p> <p>Standards: 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.</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-13	<p>If the student has a disability-related need affecting reading, the statement of supplementary aids and services designed to address the need must be stated in a manner appropriate to the service and must include anticipated frequency, including the amount.</p>	<p><i>If the IEP team determined the student’s disability does not 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 (SEE IEP-8), then skip this item and proceed to IEP-16.</i></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>

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Item	Compliance Statement	Directions and Standards	Correction
IEP-13 Cont'd	34 CFR §300.320(a)(4), §300.320(a)(7); Wis. Stat. §115.787(2)(c)&(f)	<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. and V.A.</p> <p>Mark “Y” if “None needed” is marked in V.A. (Program Summary), or if there are no supplementary aids and services linked to the disability-related need affecting reading.</p> <p>Locate the service(s) that addresses the disability-related need affecting reading (refer to “Addresses Goal(s) # or Need(s) #).</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 each supplementary aid and service in accordance with the standards stated below.</p> <p>Standards: 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>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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Item	Compliance Statement	Directions and Standards	Correction
<p>IEP-13 Cont'd</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> <p>This assessment item focuses on those supplementary aids and services designed to address the student’s disability-related needs affecting reading. All supplementary aids and services must include the frequency and amount, written with the required specificity.</p>	

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Item	Compliance Statement	Directions and Standards	Correction
IEP-14	<p>If the student has a disability - related need affecting reading, the statement of specially designed instruction to address the need must include 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><i>If the IEP team determined the student’s disability does not 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 (SEE IEP-8), then skip this item and proceed to IEP-16.</i></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. and V.B.</p> <p>Locate the special education that addresses the disability-related need affecting reading (refer to “Addresses Goal(s) #).</p> <p>Mark “Y” if the IEP describes the amount and frequency of the specially designed instruction addressing the disability-related needs affecting reading in accordance with the standards stated below, or if there is no specially designed instruction linked to the disability-related need affecting reading.</p> <p>Mark “N” if the IEP does not describe the amount and frequency of the specially designed instruction addressing the disability-related needs affecting reading in accordance with the standards stated below.</p> <p>Standards: 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</p>	<p>Student-level Correction: Conduct a new IEP team meeting to revise the IEP to ensure the statement of special education 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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Item	Compliance Statement	Directions and Standards	Correction
IEP-14 Cont'd		<p>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 special education 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 uncertainly 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>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."</p> <p>This assessment item focuses on specially designed instruction to address the student's disability-related needs affecting reading. All specially designed instruction must include the frequency and amount, written with the required specificity.</p>	

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Item	Compliance Statement	Directions and Standards	Correction
IEP-15	<p>If the student has a disability-related need affecting reading, the statement of related services must include 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><i>If the IEP team determined the student’s disability does not 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 (SEE IEP-8), then skip this item and proceed to IEP-16.</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 V.C.</p> <p>Mark “Y” if “None Needed” is marked in V.C. (Program Summary), or if there are no supplementary aids and services linked to the disability-related need affecting reading.</p> <p>Mark “Y” if the IEP describes the amount and frequency of each related service in accordance with the standards stated below.</p> <p>Mark “N” if the IEP does not describe the amount and frequency of each of the specified related services in accordance with the standards stated below.</p> <p>Standards: Related services include transportation and such developmental, corrective, and other supportive services as are required to assist a student with a disability to benefit from special education. 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 be stated</p>	<p>Student-level Correction: Conduct a new IEP team meeting to revise the IEP to ensure the statement of related 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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Item	Compliance Statement	Directions and Standards	Correction
IEP-15 Cont'd		<p>in a manner that can be understood by all involved in developing and implementing the IEP. Whenever possible, the IEP should describe related services using allotments of time.</p> <p>In the case where it is impossible to describe related 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 and for how long. This information makes it clear when the services must be provided.</p> <p>The amount of time may be stated as a narrow range, but only if the student’s IEP team determines stating the amount of services as 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.”</p> <p>Stating the amount of service 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.”</p>	

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Item	Compliance Statement	Directions and Standards	Correction
IEP-16	<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 V. and VI.A.</p> <p>Mark “Y” if V. and VI.A. consistently and clearly describe the extent to which the student will not participate in the regular education environment.</p> <p>Mark “N” if V. and VI.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 general education environment. This addresses where the student will be taught, not what he or she will be taught. To the maximum extent appropriate, students with disabilities must be educated with nondisabled peers. Removal from the general 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, and other non-academic activities) when determining removal.</p> <p>To determine if the IEP consistently describes the extent of removal, review V. and VI.A.</p> <p>Each service in the program summary sections must include a location which clearly indicates whether the service will be</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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Item	Compliance Statement	Directions and Standards	Correction
IEP-16 Cont'd		<p>provided in the general 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 VI.A. does not match the extent of removal specified in the program summary, then this requirement would also not be met.</p>	
IEP-17	<p>The IEP team must meet to review the student's IEP periodically, but not less than once per year, to determine whether the annual goals for the student are being achieved and to revise the IEP as appropriate to address any lack of expected progress toward the annual goals and in the general education curriculum.</p> <p>34 CFR §300.324(b); Wis. Stat. §115.787(4)</p>	<p>Directions: Locate the student's <i>Individualized Education Program: Linking Present Levels, Needs, Goals, and Services Form (I-4 Section IV.A.)</i>, the <i>Annual Review of IEP Goals (I-5)</i>, <i>Interim Review of IEP Goals (I-6)</i>.</p> <p>Mark "Y" if the current IEP is the student's initial IEP.</p> <p>Mark "Y" if the annual goals from the previous year's IEP were reviewed, the I-5 is completed (or information is included elsewhere in the IEP), and the revised IEP reflects the revisions specified on the I-5 (or information included in the IEP).</p> <p>Mark "N" if the annual goals from the previous year were not reviewed prior to development of the IEP, or the I-5 is not completed (or that information is not included elsewhere in the IEP), or the revised IEP does not reflect the revisions specified on the I-5.</p> <p>Standards: The IEP team must meet at least annually to review the student's IEP. The team should meet more frequently if the needs of the</p>	<p>Student-level Correction: If an annual review of the student's IEP goals did not occur, conduct an IEP team meeting to determine whether the annual goals for the student are being achieved and revise the IEP as appropriate to address any lack of expected progress toward the annual goals and in the general education curriculum, the results of any reevaluation, information about the student provided to or by the parents, the student's anticipated needs or other matters.</p> <p>If a review of the IEP goals occurred and the goals were revised, if needed, but the review was not within one year, no student-level corrective action is required but the LEA must take</p>

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Item	Compliance Statement	Directions and Standards	Correction
IEP-17 Cont'd		<p>student change and/or the parents request a meeting. The parents of a student with a disability have the right to request an IEP meeting at any time. For example, if the parents believe the student is not progressing satisfactorily or there is a concern with the student's current IEP, it would be appropriate for the parents to request an IEP meeting. If the LEA refuses the parents' request to convene an IEP meeting, the LEA must provide written notice to the parents of the refusal, including an explanation of why the agency has determined that conducting the meeting is not necessary.</p> <p>In conducting the annual review, the IEP team must review the student's progress towards the annual goal, and revise the IEP, as appropriate, to address any lack of expected progress toward the annual goals and in the general education curriculum. For the purposes of this assessment item, we are focusing on ensuring this review occurs prior to the development of the new or revised IEP and address lack of expected progress toward the annual goals.</p> <p>Though not assessed for this item, IEP teams must also review and revise the IEP as appropriate to address the results of any reevaluation, information about the student provided to, or by, the parents, the student's anticipated needs, or other matters.</p>	<p>steps to ensure that IEPs are reviewed at least annually.</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-18	The IEP team must consider whether the student needs individual appropriate accommodations necessary to measure the academic achievement and functional	<p>Directions: Locate the student's <i>Individualized Education Program: Participation in District-Wide Assessments</i> (Form I-7 District-wide Assessment), and <i>Participation in Statewide Assessments</i> (Forms I-7 The ACT® with writing and ACT WorkKeys®, ACT Aspire™ Early High School, Forward, and DLM.)</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</p>

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Item	Compliance Statement	Directions and Standards	Correction
IEP-18 Cont'd	<p>performance on state and districtwide assessments.</p> <p>34 CFR 300.320(6)(i); Wis. Stat. §115.787(2)(e)</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 appropriate.</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:</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>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 requirement and the assessment for reading readiness. While required by state law, both the assessment of reading readiness (required for 4K-</p>	<p>achievement and functional performance on state and districtwide assessments.</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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Item	Compliance Statement	Directions and Standards	Correction
<p>IEP-18 Cont'd</p>		<p>2nd grade) and the statewide civics graduation requirement are the responsibility at the district level. Therefore, they are considered a district-wide assessment.</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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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-4)</i>. Review section V.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: purchase orders, tests or assignments modified per the students IEP, 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 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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Item	Compliance Standard	Directions and Standards	Correction
IMP-1 Cont'd		<p>Standards: The LEA is responsible for ensuring that each student with a disability receives a free appropriate public education 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 each service should be implemented as written, including the amount, frequency and location of each service.</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: Locate the student's <i>Individualized Education Program: Linking Present Levels, Needs, Goals, and Services Form</i> (I-4). Review section V.A.</p> <p>Mark "NA" if "None needed" is marked in V.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. Information may be obtained from one or more of the following sources: student schedules, staff schedules, attendance records, other staff records (calendars, lesson plans, logs, notes, etc.), IEP progress reports, 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: 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

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Item	Compliance Standard	Directions and Standards	Correction
IMP-2 Cont'd		<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>Standards: The LEA is responsible for ensuring that each student with a disability receives a free appropriate public education by providing the supplementary aids and services in conformity with the student’s IEP. The student’s IEP must be accessible to each general education teacher, special education teacher, and any other service provider who is responsible for its implementation. In addition, the LEA must inform all general education teachers, special education teachers, and any other service providers of their specific responsibilities related to implementing each student’s IEP. The expectation is each supplementary aid and service should be implemented as written, including the amount, frequency and location of each service.</p>	<p>agreement that no compensatory services are necessary (see Sample Letter).</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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Item	Compliance Standard	Directions and Standards	Correction
IMP-3	<p>In the case of a student whose behavior impedes his or her learning or that of others, the positive behavioral interventions and supports and other strategies to address that behavior were implemented as described in the student's IEP.</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 sections I.C.1 and V.</p> <p>Mark "NA" if "N" is marked in item I.C.1</p> <p>Gather information relevant to the provision of the positive behavioral interventions, supports and other strategies listed in the student's IEP. Information may be obtained from one or more of the following sources: student schedules, staff schedules, attendance records, other staff records (calendars, lesson plans, logs, notes, etc.), IEP progress reports, interviews and observations.</p> <p>Compare the positive behavioral interventions, supports, and other strategies 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 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 behavioral interventions, supports, and other strategies were provided as described in 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 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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Item	Compliance Standard	Directions and Standards	Correction
IMP-3 Cont'd		<p>Mark "N" if the behavioral interventions, supports, and strategies were not provided as described in the IEP.</p> <p>Standards: If the student's behavior impedes his or her learning, or that of others, the student's behavioral needs must be addressed in the IEP as part of providing FAPE, including providing positive behavioral interventions, supports and strategies. These behavioral interventions, supports and strategies must be described in the IEP so that the circumstances under which they should be provided are clearly understood, and they must be implemented consistently by staff members working with student. 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 positive behavioral intervention, support and strategy should be implemented as written in the IEP.</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>	

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Item	Compliance Standard	Directions and Standards	Correction
IMP-4	<p>Periodic reports are provided to the parents as specified in the IEP on the progress the student is making toward meeting each 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 IV. “Measurable Annual Goals.” Locate the last student progress report scheduled to be provided</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; • the progress report 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; or • the progress report did not report 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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Item	Compliance Standard	Directions and Standards	Correction
IMP-4 Cont'd		<p>the goal statement). The reports must also provide data or other information consistent with the IEP statement of how progress will be measured 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-5	<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), 34 CFR §300.320(6)(i); Wis. Stat. §115.787(1) and (2)(e)</p>	<p>Directions:</p> <p>Locate the student's <i>Individualized Education Program: Participation in Statewide Assessments</i> (Forms I-7 The ACT® with writing and ACT WorkKeys®, ACT Aspire™ Early High School, Forward, and DLM 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 give 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:</p> <p>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, the student must be given the option of retaking the assessment under a national testing day.</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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Item	Compliance Standard	Directions and Standards	Correction
IMP-5 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 assessment 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>	

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Item	Compliance Standard	Directions and Standards	Correction
DISC-1	<p>The LEA properly counted each type of disciplinary removal in the same academic year that constitutes a disciplinary removal under IDEA.</p> <p>34 CFR §300.530, 34 CFR §300.536</p>	<p>Directions:</p> <p>Review the LEA’s policies, procedures, and practices concerning the tracking of disciplinary removals of students with disabilities.</p> <p>Mark “Y” if the LEA properly tracks disciplinary removals of students with disabilities.</p> <p>Mark “N” if the LEA does not properly track disciplinary removals of students with disabilities.</p> <p>Standards:</p> <p>Examples of disciplinary removals include, but are not limited to, expulsions, out-of-school suspensions, certain in-school suspensions, certain bus suspensions, and removals to interim educational settings for weapons or drug offenses or for inflicting serious bodily harm, and <i>de facto</i> suspensions.</p> <p>In-school suspensions are disciplinary removals if:</p> <ul style="list-style-type: none"> • The student’s IEP was not implemented; or • 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>Bus suspensions are disciplinary removals if the student’s IEP includes transportation as a related service and the district did not provide for alternative transportation.</p> <p>A <i>de facto</i> suspension occurs if the student is removed from school or class for not following school rules without following the procedures related to suspension. LEAs should have</p>	<p>Student-level Noncompliance:</p> <p>There is no student-level noncompliance for this item.</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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Item	Compliance Standard	Directions and Standards	Correction
<p>DISC-1 Cont'd</p>		<p>procedures to accurately track and count <i>de facto</i> suspensions. 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 hours, then it must be counted as a ½ day of removal.</p> <p>Note: IDEA requires LEAs to count removals within the <i>same academic year</i>. If a student transfers within an academic year, the LEA must count removals that occurred in each school and LEA the student attended within the academic year. The LEA must demonstrate how such removals are counted.</p>	
<p>DISC-2</p>	<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: 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>Student-level Noncompliance: 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;

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Item	Compliance Standard	Directions and Standards	Correction
DISC-2 Cont'd		<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: 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"> • Expulsions and other disciplinary changes of placement; • Removals to interim alternative educational settings for weapons, drug offenses or for inflicting serious bodily harm; • Out-of-school suspensions; • Certain in-school suspensions; • Certain bus suspensions; and • <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; or • 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. 	<ul style="list-style-type: none"> • Discuss with the student's parents and document agreement that no compensatory services are necessary (see Sample Letter). <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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Item	Compliance Standard	Directions and Standards	Correction
DISC-2 Cont'd		<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 hours, then it must be counted as a ½ day of removal.</p>	

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