

## Self-Assessment Content and Related State Performance Plan Indicators

	<b>Compliance Statement</b>	<b>Indicators</b>	<b>Citations</b>
EVAL-1	The student's parents were contacted and afforded an opportunity to participate in the review of existing evaluation data.	8	300.305(a) 300.321(a)(1)
EVAL-2	A review of existing evaluation data on the student to identify what additional data, if any, were needed to complete the evaluation or reevaluation included: a. not less than 1 regular education teacher of such student (if the student is, or may be, participating in the regular education environment); and b. not less than 1 special education teacher of the student, or where appropriate, not less than 1 special education provider of such student; and c. a local educational agency representative.	3	300.305(a) 300.321(a)(2-4)
EVAL-3			
EVAL-4			
EVAL-5	The student's parent attended the meeting to determine whether the student is or continues to be a child with a disability or participated by other means.	8	115.78(2)(a) 300.306 300.501(b)
EVAL-6	At the IEP team meeting to determine whether the student is a child with a disability, the IEP team reviewed evaluations and information provided by the student's parents.	8	300.305(a)(1)
EVAL-7	At the IEP team meeting to determine whether the student is a child with a disability, the IEP team reviewed previous interventions and the effects of those interventions.*	10	115.782(2)(b)1
IEP-1	The student's parent attended the meeting(s) to develop or review the student's IEP or participated by other means.	8	115.78(2)(b) 300.322
IEP-2	The student's parent attended the meeting to determine the student's placement or participated by other means.	8	115.78(2)(c) 300.327 300.501(c)
IEP-3	The LEA conducted an IEP team meeting to develop or review and revise the IEP that included a LEA representative.	1	300.321(a)(4)
IEP-4	The IEP contains a statement of the student's present levels of academic achievement and functional performance.	3	300.320(a)(1)
IEP-5	The IEP includes how the student's disability affects the student's involvement and progress in the general curriculum or for a preschool student in age-appropriate activities.	3	300.320(a)(1)(i)
IEP-6	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.	4	300.324(a)(2)(i)
IEP-7	The student's IEP includes a statement of measurable annual goals for the student.	3	300.320(a)(2)
IEP-8	The IEP includes a statement of how the student's progress toward achieving the annual goals will be measured.	3	300.320(a)(3)(i)
IEP-9	The IEP describes the extent, if any, to which the student will not participate with non-disabled students in the regular education environment.	5	300.320(a)(5)

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IEP-10	The statement of special education in the IEP includes anticipated frequency including the amount.	3	300.320(a)(4) & (7)
IEP-11	The statement of related services, if any, includes anticipated frequency including the amount.	3	300.320(a)(4) & (7)
IEP-12	The statement of supplementary aids and services, if any, includes anticipated frequency including the amount.	3	300.320(a)(4) & (7)
IEP-13	The student's placement is determined at least annually.	5	300.116(b)(1)
IEP-14	Following the development or revision of the individualized education program and prior to its implementation, the student's parent(s) were provided a notice.	8	300.503(a)
DISC-1	After the tenth cumulative day of removal in the same school year, the student received educational services during subsequent periods of removal.	4	300.530(d)(4) & (5)
DISC-2	Within 10 school days of any decision to change the placement of a student with a disability because of a violation of school code, the LEA must conduct a manifestation determination.	4	300.530(e)
DISC-3	If the LEA determines the conduct was a manifestation of the student's disability, the LEA conducted a functional behavioral assessment and implemented a behavioral intervention plan (BIP), or if a BIP had previously been developed, reviews and modifies the BIP as necessary.	4	300.530(f)
DISC-4	On the date on which the decision is made to make a removal that constitutes a change of placement of a student with a disability because of a violation of school code, the LEA notified the parent and provided the parents a copy of the procedural safeguards notice.	4	300.530(h)
NO SAMPLE-1	After consulting with representatives of private schools, the LEA obtained a written affirmation signed by private school representatives.*	Other	300.135
NO SAMPLE-2	Each parentally placed private school student with a disability who has been designated by the LEA to receive services has a current services plan that describes the special education and related services the LEA will provide for the student.*	Other	300.138(b)
NO SAMPLE-3	The LEA conducted an initial evaluation within 60 days of receiving parental consent for the evaluation.	11	300.301(c)(1)(i)

\*Not required for independent 2r charter schools authorized under s.118.40, Stats.