

**Procedural Compliance Self-Assessment  
Student-Specific Noncompliance  
Required Corrective Actions**

The public agency must correct noncompliance as soon as possible and take and maintain documentation of appropriate action to ensure future compliance. The following chart shows the required corrective action if an individual student record is found to be in noncompliance. The software automatically generates this list.

	<b>Compliance Statement</b>	<b>Required action</b>
EVAL-1	The student's parents were contacted and afforded an opportunity to participate in the review of existing evaluation data.	Review evaluation data with the parents and determine whether additional evaluation data is needed. If additional data is needed, conduct a reevaluation.
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);	Review evaluation data with not less than 1 regular education teacher and determine whether additional evaluation data is needed. If additional data is needed, conduct a reevaluation.
EVAL-3	b. not less than 1 special education teacher, or where appropriate, not less than 1 special education provider of such student; and	Review evaluation data with not less than 1 special education teacher, or where appropriate, not less than 1 special education provider and determine whether additional evaluation data is needed. If additional data is needed, conduct a reevaluation.
EVAL-4	c. a local educational agency representative.	Review evaluation data with a local educational agency representative and determine whether additional evaluation data is needed. If additional data is needed, conduct a reevaluation.
EVAL-5	The student's parent attended the meeting to determine whether the student is or continues to be a student with a disability or participated by other means.	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.
EVAL-6	At the IEP team meeting to determine whether the student is a student with a disability, the IEP team reviewed- a. evaluations and information provided by the student's parents; and	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.
EVAL-7	b. previous interventions and the effects of those interventions.**	Conduct a new IEP team meeting to determine if omitted information affects the eligibility determination. If yes, then reconsider eligibility.
IEP-1	The student's parent attended the meeting(s) to develop or review the student's IEP or participated by other means.	Offer to parents to conduct a new IEP team meeting to develop or review the student's IEP.

	<b>Compliance Statement</b>	<b>Required action</b>
IEP-2	The student's parent attended the meeting to determine the student's placement or participated by other means.	Offer to parents to conduct a new IEP team meeting to determine the student's placement.
IEP-3	The LEA conducted an IEP team meeting to develop or review and revise the IEP that included a local educational agency representative.	Offer to parents to conduct a new IEP team meeting with the LEA rep present.
IEP-4	The IEP contains a statement of the student's present levels of academic achievement and functional performance.	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.*
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 appropriate activities.	Conduct a new IEP team meeting to revise the IEP to include how the student's disability affects the student's involvement and progress in the general curriculum.*
IEP-6	The IEP team must, in the case of a student whose behavior impedes the student's learning or that of others, consider the use of positive behavioral interventions and supports and other strategies to address that behavior.	Conduct an IEP team meeting to consider the use of positive behavioral interventions and supports and other strategies to address behavior.*
IEP-7	The student's IEP includes a statement of measurable annual goals for the student.	Conduct a new IEP team meeting to revise the IEP to include a statement of measurable annual goals for the student, including academic and functional goals.*
IEP-8	The IEP includes a statement of how the student's progress toward achieving the annual goals will be measured.	Conduct a new IEP team meeting to revise the IEP to include a statement of how the student's progress toward achieving the annual goals will be measured.*
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.	Conduct a new 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 regular education environment.*
IEP-10	The statement of special education in the IEP includes anticipated frequency including the amount.	Conduct a new IEP team meeting to revise the IEP to include anticipated frequency, including the amount, of special education.*
IEP-11	The statement of related services, if any, includes anticipated frequency and amount.	Conduct a new IEP team meeting to revise the IEP to include anticipated frequency, including the amount, of related services.*
IEP-12	The statement of supplementary aids and services, if any, includes anticipated frequency including the amount.	Conduct a new IEP team meeting to revise the IEP to include anticipated frequency, including the amount, of supplementary aids and services.*
IEP-13	The student's placement is determined at least annually.	If the IEP team has not determined placement within the last twelve months, then the IEP team must meet to determine placement.
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.	If no notice was provided, then send a notice.

	<b>Compliance Statement</b>	<b>Required action</b>
DISC-1	After the tenth cumulative day of removal in the same school year, the student received educational services during subsequent periods of removal.	The LEA must consider compensatory services by holding an IEP team meeting or with the agreement of the student's parent either: 1) Develop a written document to amend or modify the student's current IEP to reflect the compensatory services (see Form I-10) or; 2) Discuss with the student's parent and document agreement that no compensatory services are necessary (see Sample Letter).
DISC-2	Within 10 school days of any decision to change the placement of a student with a disability because of a violation of a school code of conduct, the LEA must conduct a manifestation determination.	The LEA must conduct a manifestation determination.  Except where a student is disciplined for behavior involving weapons, drugs or serious bodily harm, if the behavior is determined to be a manifestation of the student's disability, the IEP team must return the student to the placement from which the student was removed, unless the parent and the LEA agree to a change of placement as part of the modification of the behavioral intervention plan.  If the behavior is determined not to be a manifestation of the student's disability, the LEA may remove the student to the same extent it would remove a student who does not have a disability. If the behavior is a manifestation of the student's disability and the student already has a behavioral intervention plan, the IEP team must meet to review the plan and its implementation. The IEP team must modify the plan and its implementation, if necessary, to address the student's behavior. If the student does not have a behavior intervention plan, the IEP team must conduct a functional behavioral assessment and implement a behavioral intervention plan for the student.  If the behavior is not a manifestation of the student's disability the student must receive, as appropriate, a functional behavioral assessment, and behavioral intervention services and modifications that are designed to address the behavior violation so that it does not recur.
DISC-3	If the IEP team determines the conduct was a manifestation of the student's disability, the IEP team 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.	If the student already has a behavioral intervention plan, the IEP team must meet to review the plan and its implementation. The IEP team must modify the plan and its implementation, if necessary, to address the student's behavior. If the student does not have a behavior intervention plan, the IEP team must conduct a functional behavioral assessment and implement a behavioral intervention plan for the student.

	<b>Compliance Statement</b>	<b>Required action</b>
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 a school code of conduct, the LEA notified the parents and provided the parents a copy of the procedural safeguards notice.	If not already provided, the LEA must notify the parents of the decision to make a removal that constitutes a disciplinary change of placement. If not already provided, the LEA must also provide the parents a copy of the procedural safeguards notice.
NO SAMPLE-1	After consulting with representatives of private schools, the LEA obtained a written affirmation signed by private school representatives.**	The LEA must consult with representatives of private schools and obtain a written affirmation signed by private school representatives. The department will verify current compliance with this requirement.
NO SAMPLE-2	Each parentally placed private school student with a disability who has been designated by the LEA to receive equitable services has a current services plan that describes the special education and related services the LEA will provide for the student.**	The agency must conduct a meeting to develop a current services plan consistent with 34 CFR 300.138(b).
NO SAMPLE-3	The LEA conducted an initial evaluation within 60 days of receiving parental consent for the evaluation.	The agency must complete the evaluation if it has not been finished. The agency must consider compensatory services by holding an IEP team meeting or with the agreement of the student's parent either: 1) Develop a written document to amend or modify the student's current IEP to reflect the compensatory services (see Form I-10) or; 2) Discuss with the student's parent and document agreement that no compensatory services are necessary (see Sample Letter).

\*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 LEA may agree not to convene an IEP 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 300.342(a)(4)

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