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|  | Wisconsin Department of Public Instruction  **PROCEDURAL COMPLIANCE**  **SELF-ASSESSMENT EVALUATION RECORD REVIEW CHECKLIST** | **INSTRUCTIONS:** For Local Use Only. Provided for documentation purposes. Except for state schools, use by the LEA is optional. NOTE: When reviewing a record of a student who is an adult, substitute “adult student” for “parent” in all checklist items. ‘*Documentation of student-level correction’ (last column), include called parent on [date], no new IEP team meeting, etc*. |



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|  | **Student Name** *First and Last* | **Student’s WISE ID** | **Reviewer’s Name** *First and Last* |
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| **Item** | **Compliance Statement** | **Directions and Standards** | **Correction** |
| **EVAL-1**  **EVAL-1 Cont’d**  **EVAL-1 Cont’d** | 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.  🞏 Yes  🞏 No  🞏 NA | ***Directions:***  Locate the *Evaluation Report Including: Determination of Eligibility and Need for Special Education* (ER-1). Or, locate the *Notice of Agreement that a Three-year Reevaluation is not Needed* (RE-3)  Mark “NA” If the student’s reevaluation was waived within the last 12 months.  Review section I.A. of the ER-1  Mark “Y” if there is documentation the IEP team reviewed information provided by the parents at the IEP team meeting.  Mark “N” if there is no documentation the IEP team reviewed information provided by the parents at the IEP team meeting.  ***Standards:***  “Information” provided by parents may include previous evaluations, observations, concerns, or any other knowledge or information about the student.  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, efforts must be made to obtain information prior to the meeting and this information must be considered and documented. If the parents do not provide any information this should also be documented in the IEP.  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. | ***Student-level Correction:***  Offer to parents to conduct a new IEP team meeting to determine whether the student is or continues to be a student with a disability, during which information provided by the parent will be considered. Document the results of the discussion with the parents and the decision reached. The department will verify correction of student-level noncompliance.  ***Documentation of Student-level correction:***  ***Current Compliance:***  The district and ad hoc committee will choose actions to improve compliance with future records and then verify current compliance based on a new student record sample. What do you think the team should consider to ensure this error doesn’t occur in a future sample?   * Arrange staff training by non-district personnel (including regular education staff, as appropriate) * Conduct in-service with staff (including regular education staff, as appropriate) * Administrator observes IEP meeting(s) Meet with individual staff members (including regular education staff, as appropriate) * Review procedures, policies, and practices at department meeting(s) * Revise IEP form(s) * Revise staff handbook * Revise written special education procedures and policies * Send memorandum to staff (including regular education staff, as appropriate) * Staff will attend workshops (including regular education staff, as appropriate) * Use peer mentors to train staff (including regular education staff, as appropriate) * Other (provide details):   ***Other Notes:*** |
| **EVAL-2**    **EVAL-2 Cont’d**  **EVAL-2 Cont’d** | The IEP team documented information about the student’s current reading achievement or for preschool children, language and early literacy.  🞏 Yes  🞏 No  🞏 NA | ***Directions:***  Locate the *Evaluation Report Including: Determination of Eligibility and Need for Special Education* (ER-1).Or, locate the *Notice of Agreement that a Three-year Reevaluation is not Needed* (RE-3)  Mark “NA” if the student’s reevaluation was waived within the last 12 months.  Review sections I. and II. of the ER-1.  Mark “Y” if the student’s Evaluation Report:   * includes information on the student’s reading achievement compared to grade-level standards; * explains data / test scores; **and** * includes multiple sources of data.   Mark “N” if the student’s Evaluation Report does not:   * include information on the student’s reading achievement compared to grade-level standards; * explain data/ test scores; **or** * include multiple sources of data.   ***Standards:***  The IEP team must review and consider information about the student’s current reading achievement as compared to grade-level standards to determine whether the student has educational needs related to reading. “Current” generally refers to information gathered within the preceding 12 months preceding the evaluation.  Information about the student’s current reading achievement may be obtained from a variety of sources including:   * Parents * Classroom-based assessment (formative) * Local or state assessment results * District screening/progress monitoring data * Other data collected as part of school’s equitable Multi-Level System of Supports (MLSS)/Response to Intervention (RtI) * Individually administered standardized tests * Classroom based measurements * Related behavior information/attendance as appropriate   Reading achievement for preschool children may include information about participation in age-appropriate activities, including language development, communication **and/or** early literacy.  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.  In determining eligibility and educational needs (considering both academic and functional), the IEP team must draw upon information from a variety of sources, including aptitude and achievement tests, parent input, and teacher recommendations, as well as information about the student’s physical condition, social or cultural background, and adaptive behavior. Simply listing raw test scores is not sufficient. The IEP team must also ensure that information obtained from all of these sources is documented and carefully considered.  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. | ***Student-level Correction:***  Offer to parents to conduct a new IEP team meeting to determine whether the student is or continues to be a student with a disability, during which information about the student’s current reading achievement or for preschool children, language and early literacy, will be reviewed, considered and documented.  Document the results of the discussion with the parents and the decision reached. The department will verify correction of student-level noncompliance.  ***Documentation of Student-level correction:***    ***Current Compliance:***  The district and ad hoc committee will choose actions to improve compliance with future records and then verify current compliance based on a new student record sample. What do you think the team should consider to ensure this error doesn’t occur in a future sample?   * Arrange staff training by non-district personnel (including regular education staff, as appropriate) * Conduct in-service with staff (including regular education staff, as appropriate) * Administrator observes IEP meeting(s) Meet with individual staff members (including regular education staff, as appropriate) * Review procedures, policies, and practices at department meeting(s) * Revise IEP form(s) * Revise staff handbook * Revise written special education procedures and policies * Send memorandum to staff (including regular education staff, as appropriate) * Staff will attend workshops (including regular education staff, as appropriate) * Use peer mentors to train staff (including regular education staff, as appropriate) * Other (provide details):   ***Other Notes*:** |
| **EVAL-3**      **EVAL-3 Cont’d**  **EVAL-3 Cont’d** | The evaluation was sufficiently comprehensive to identify all of the student’s disability-related needs, whether or not commonly linked to the disability category in which the student has been classified.  🞏 Yes  🞏 No  🞏 NA | ***Directions:*** Locate the *Referral for Special Education Evaluation (R-1) or Notice of Reevaluation (RE-1), Existing Data Review (ED-1)* and *Evaluation Report: Including Determination of Disability Category and Need for Specially Designed Instruction (ER-1)*, or *Notice of Agreement that a Three-year Reevaluation Not Needed (RE-3).*  Mark “NA” If the student’s reevaluation was waived within the last 12 months.  Review the R-1 or RE-1 (in the case of a reevaluation) and ED-1 or other documentation initiating the referral or reevaluation to locate areas of concern. Review the ER-1to determine if the areas of concern were assessed.  Mark “Y” if there is documentation the IEP team considered concerns identified on the referral and existing data review, including the student’s academic or functional performance, and there is data or other information related to each area of concern in the evaluation report (ER-1).  Mark “N” if there is no documentation the IEP team considered concerns identified on the referral and existing data review, including the student’s academic or functional performance, or there is no data or other information related to each area of concern in the evaluation report (ER-1).  ***Standards:*** To identify areas of concern, the IEP team should review the R-1 or RE-1 and the ED-1. The IEP team must consider and assess, if appropriate (if identified as a concern), achievement in academic content areas, social/emotional learning, physical/health, independence/self-determination, communication, or cognitive learning. The evaluation report (ER-1) must include data or other information related to each area of concern. A special education evaluation is sufficiently comprehensive when it assesses all areas of concern and provides enough information to allow the IEP team to collectively determine special education eligibility or continuing eligibility and identify the effects of the student's disability and subsequent disability-related needs. Before administering any new assessments or collecting any additional information, the IEP team conducts a thorough review of existing data. IEP teams do not necessarily assess all academic and functional skill areas or apply criteria for all disability categories, but they must assess all suspected areas of concern. | ***Student-level Correction:***  Conduct a new IEP team meeting to determine if there are any areas of concern related to academic or functional performance that are not being addressed, and if so, conduct a reevaluation and ensure that the evaluation will be sufficiently comprehensive to identify all of the student’s disability-related needs. Document the results of the discussion with the parents and the decision reached. The department will verify correction of student-level noncompliance.  ***Documentation of Student-level correction:***  ***Current Compliance:***  The district and ad hoc committee will choose actions to improve compliance with future records and then verify current compliance based on a new student record sample. What do you think the team should consider to ensure this error doesn’t occur in a future sample?   * Arrange staff training by non-district personnel (including regular education staff, as appropriate) * Conduct in-service with staff (including regular education staff, as appropriate) * Administrator observes IEP meeting(s) Meet with individual staff members (including regular education staff, as appropriate) * Review procedures, policies, and practices at department meeting(s) * Revise IEP form(s) * Revise staff handbook * Revise written special education procedures and policies * Send memorandum to staff (including regular education staff, as appropriate) * Staff will attend workshops (including regular education staff, as appropriate) * Use peer mentors to train staff (including regular education staff, as appropriate) * Other (provide details):   ***Other Notes:*** |
| **EVAL-4**      **EVAL-4 Cont’d**  **EVAL-4 Cont’d** | The IEP team provided documentation of the student’s disability-related need(s) that require specially designed instruction in determining eligibility for special education, or in the case of a re-evaluation, a continuing need for specially designed instruction.  34 CFR § 300.305; Wis. Stat.  🞏 Yes  🞏 No  🞏 NA | ***Directions*** Locate the *Evaluation Report: Including Determination of Disability Category and Need for Specially Designed Instruction (ER-1)* or *Notice of Agreement that a Three-year Reevaluation Not Needed (RE-3), and Linking Form (I-4) if developed as part of the evaluation meeting.*  Mark “NA” if the student’s reevaluation was waived within the last 12 months.  Review the ER-1 Section III. B. Need for Special Education.  Mark “Y” if:   * the student’s disability-related need(s) are listed; * each disability-related need specifies what skill/behavior the student needs to develop/improve so the student can meet grade-level standards and expectations; **and** * at least one disability-related need requires specially designed instruction.   Mark “N” if   * there are no disability-related need(s) listed; * each disability-related need does not specify what skill/behavior the student needs to develop/improve so the student can meet grade-level standards and expectations; **or** * no disability-related need requires specially designed instruction.   ***Standards:***  A disability-related need:   * addresses the effect of the student’s disability on access, engagement, and progress in the general curriculum and environment; * addresses the root cause why a student is not meeting grade-level academic standards and functional expectations; **and** * specifies what skill/behavior the student needs to develop/improve so the student can meet grade-level standards and expectations.   In order to be eligible for special education services, at least one of the disability-related needs must require specially designed instruction.  The IEP team should consider disability-related needs in the six potential areas of concern (e.g., achievement in academic content areas, social/emotional, physical/health, independence / self-determination, communication, or cognitive learning).  Disability-related needs are skills and/or behaviors the student needs to develop and/or improve so the student can meet age/grade level standards and expectations, both academically and functionally. A disability-related need must be more specific than the student’s impairment category or merely state that a student needs to improve in a general curriculum area (e.g., reading or math). It must identify why the student is not meeting the standards and expectations, such as the student needs to develop phonemic awareness, phonics, fluency, vocabulary, or comprehension skills, or the student needs to improve on-task behavior to attend to instruction. If the student’s disability adversely affects progress toward meeting grade-level standards or expectations, academically and functionally, then there must be a disability-related need that addresses why the student is not meeting grade-level standards or expectations. A student may have more than one disability-related need (e.g., inadequate decoding skills as well as difficulty sustaining attention). | ***Student-level Correction***:  Conduct a new IEP team meeting to determine the student’s disability-related needs. Document the results of the discussion in the revised IEP. The department will verify correction of student-level noncompliance.  ***Documentation of Student-level correction:***  ***Current Compliance:***  The district and ad hoc committee will choose actions to improve compliance with future records and then verify current compliance based on a new student record sample. What do you think the team should consider to ensure this error doesn’t occur in a future sample?   * Arrange staff training by non-district personnel (including regular education staff, as appropriate) * Conduct in-service with staff (including regular education staff, as appropriate) * Administrator observes IEP meeting(s) Meet with individual staff members (including regular education staff, as appropriate) * Review procedures, policies, and practices at department meeting(s) * Revise IEP form(s) * Revise staff handbook * Revise written special education procedures and policies * Send memorandum to staff (including regular education staff, as appropriate) * Staff will attend workshops (including regular education staff, as appropriate) * Use peer mentors to train staff (including regular education staff, as appropriate) * Other (provide details):   **Other Notes:** |