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Attachment T

IDEA policies and procedures
manual including any agreements
with collaborating agencies

Standards and Direct

2009-2010

Assessing CIFM Items

CIFM	Compliance Statement	Standards and Directions
1.1 (Ck list 1)	The LEA provided the child's parent with a notice of an initial evaluation before reviewing existing data on the child as part of the evaluation.	The LEA must provide written notice to the child's parents a reasonable time before the LEA reviews existing data on the child as part of the evaluation. If the LEA mails the written notice to the parents, it must be mailed at least five mail delivery days prior to beginning the review of existing data for the requirement to be met. If the LEA provides the written notice to the parents other than by mail, e.g., at a school conference, and documents the date the written notice was provided, the review of existing data may begin on the date the written notice was provided. Source: EW-1, IE-1(initial), RE-1(re-evaluation)
1.2 (Ck list 1)	The LEA provided the child's parent with a notice of reevaluation before reviewing existing data on the child as part of the reevaluation.	After the child's parent receives notice of the (re)evaluation, the IEP team, including the parent, must review existing evaluation data on the child and on the basis of that review and input from the child's parents, identify what additional data, if any, are needed. The group may conduct their review without a meeting. At a minimum, the record must indicate the date the parents participated in reviewing existing data and determining whether additional data are needed; if the parents did not participate, the standard that applies is the same as for an IEP team meeting (three attempts documented). Documentation of the date the parents participated in the review may be found on forms. Source: EW-1, IE-2, IE-3(initial), RE-4 and/or RE-5(re-evaluation)
2.1 2.2 (Ck list 2)	As part of the evaluation or reevaluation of a child, the child's parents were contacted and afforded an opportunity to participate in the review of existing evaluation data on the child and in identifying what additional data, if any, were needed to complete the evaluation or reevaluation.	The school must take steps to ensure that one or both of the parents of the child are present at the IEP meeting or are afforded the opportunity to participate, including (1) notifying parents of the meeting early enough to ensure that they have an opportunity to attend; and (2) scheduling the meeting at a mutually agreed on time and place.
3.1 (Checklist 3)	The child's parent attended the meeting to determine whether the child is or continues to be a child with a disability or participated by other means, such as individual or conference telephone calls; or if the child's parent did not attend or participate by other means in the meeting to determine whether the child is a child with a disability, there is a record of attempts to arrange a mutually agreeable time and place.	If neither parent can attend, the school must use other methods to ensure parent participation, including individual or conference telephone calls. A meeting may be conducted without a parent in attendance if the school is unable to convince the parents that they should attend. In this case the school must have a record of its good-faith attempts (at least three) to arrange a mutually agreed on time and place. Examples include (1) detailed records of telephone calls made or attempted and the results of those calls; (2) copies of correspondence sent to the parents and any responses received; and (3) detailed records of visits made to the parent's home or place of employment and the results of those visits.
4 4.1 (Ck list 4)	The child's parent attended the meeting(s) to develop or review the child's IEP or participated by other	If there is documentation that the parents have agreed to a time and place for the IEP team meeting and the parents fail to arrive for the scheduled meeting, the meeting may proceed without the parents in attendance. Before proceeding with the meeting, it is recommended that the school attempt to contact the parent to determine whether they are still planning on attending. Following the IEP team meeting, it is recommended that the school inform the parents of their right to request an IEP meeting.

Standards and Directions for **Model**; CIFM Items
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<p>6 checklist 22) 5.1 (Check 5)</p>	<p>means, such as individual or conference telephone calls; or if the child's parent did not attend or participate by other means in the meeting to review the child's IEP, there is a record of attempts to arrange a mutually agreed on time and place.</p> <p>The child's parent attended the meeting to determine the child's placement or participated by other means, such as individual or conference telephone calls; or if the child's parent did not attend or participate by other means in the meeting to determine the child's placement, there is a record of attempts to ensure the parent's involvement.</p>	<p>Applies to CIFM numbers 3, 4, and 5 Source: (I-3)</p>
<p>6 checklist 22) 5.1 (Check 5)</p>	<p>Following the development of the individualized education program and prior to its implementation, the child's parent(s) were provided a notice of placement.</p>	<p>The LEA must provide written notice to the child's parents a reasonable time before the LEA initiates or changes the provision of free appropriate public education or the child's educational placement.</p> <ul style="list-style-type: none"> ➤ if the parents attend the IEP team meeting where the child's educational placement is determined and (1) the LEA's practice is to provide parents the placement notice at the IEP meeting, (2) the date of the notice is the same day as the meeting, then the notice requirement is met. The date of the notice may be the same day as the beginning date of the IEP. ➤ if the parents do not attend the meeting and the LEA mails the placement notice, it must be mailed to the parents at least five mail delivery days prior to the beginning date of the IEP for the requirement to be met. <p>Source: (P-1(initial), P-2(re-evaluation))</p>
<p>7 checklist 22) 5.1 (Check 5)</p>	<p>The local educational agency gave the parent a copy of the child's individualized education program with a notice of placement. Eliminated</p>	<p>Source: (P-1(initial), P-2(re-evaluation))</p>
<p>7 checklist 22) 5.1 (Check 5)</p>	<p>The local educational agency gave the parent a copy of the child's individualized education program with a notice of initial placement. Eliminated</p>	<p>Source: (P-1, initial)</p>

Standards and Directives

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8	Parents are provided periodic reports of their children's progress toward annual goals, as required by their IEPs	Parents must be provided periodic reports of their children's progress toward IEP annual goals, as often as required by their IEPs. Source: (I-6a, I-6a/b)
11	If a parent requests an IEP team meeting and the LEA refuses to convene an IEP team meeting, the LEA provides the parent written notice of its refusal, including an explanation of why the LEA has determined that conducting a meeting is not necessary	If an IEP Team Chairperson denies a parent's request for an IEP Team meeting, the Chairperson must complete the Notice of Response to an Activity Requested by the Parent. A Special Services Supervisor/Administrator or Leadership Liaison must approve this form before it is sent to the parent. Source: (M-1)
12	If a parent requested a change of placement and the district conducted an IEP meeting, but refused to change placement, you show the LEA provides the parent with a written refusal of its decision not to change the placement	If an IEP Team Chairperson denies a parent's request for an IEP Team meeting, or a request for any change in the child's IEP and placement, the Chairperson must complete the Notice of Response to an Activity Requested by the Parent. A special services supervisor/administrator or leadership liaison must approve this form before it is sent to the parent. Source: (M-1)
13.1	A review of existing evaluation data on the child to identify what additional data, if any, were needed to complete the initial evaluation included at least one special education teacher	Source: (EW-1, I-3)
13.2	A review of existing evaluation data on the child to identify what additional data, if any, were needed to complete the re-evaluation included at least one special education teacher	Source: (EW-1, I-3)
14.1 (Ck list 2)	A review of existing evaluation data on the child to identify what additional data, if any, were	

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CIFM	Compliance Statement	Standards and Directions Source: (EW-1, 1-3)
14.2	A review of existing evaluation data on the child to identify what additional data, if any, were needed to complete the re-evaluation, included at least one regular education teacher of the child. Eliminated	Source: (EW-1, 1-3)
16.1	A review of existing evaluation data on the child to identify what additional data, if any, were needed to complete the initial evaluation, included a representative of the local educational agency. Eliminated	Source: (EW-1, 1-3)
15.2	A review of existing evaluation data on the child to identify what additional data, if any, were needed to complete the re-evaluation, included a representative of the local educational agency. Eliminated	Source: (EW-1, 1-3)
16.1	Unless properly excused, an IEA representative attended the meeting(s) to determine whether the child is a child with a disability. Eliminated	An representative of the local educational agency (LEA representative) who is qualified to provide or supervise the provision of specially designed instruction to meet the unique needs of children with disabilities must, unless properly excused, participate in IEP team meetings to determine whether a child is a child with a disability to develop, review or revise an IEP, and to determine educational placement. The individual must be knowledgeable about the general curriculum and about the availability of resources of the local educational agency. The individual must be authorized to commit the available resources of the local educational agency. The local educational agency may designate another agency IEP team participant to also serve as the LEA representative, if these criteria are satisfied consistent with Milwaukee Public Schools policies and procedures. An IEA representative may be excused from an
17.1	Unless properly excused, an IEA representative attended the IEP	

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CIFM	Compliance Statement	Standards and Directions
18	<p>team meeting(s) to develop/review/revise the IEP. Eliminated</p>	<p>IEP team meeting in whole or in part, if prior to the meeting the parent signs an agreement that the LEA representative's attendance is not necessary. Source: (1-3)</p>
18.1	<p>Unless properly excused, a local educational agency representative participated in each meeting to determine whether a child is a child with a disability to develop, review or revise an IEP, or to determine educational placement. Eliminated</p>	<p>Source: (1-3)</p>
20	<p>An IEP team reviews the child's IEP at least annually.</p>	<p>Source: (ER-1.1, ER-1.2)</p>
24	<p>During the IEP team evaluation meeting, existing evaluation data on the child was reviewed including previous interventions and the effects of those interventions. Eliminated</p>	<p>Source: (1-7)</p>
24	<p>If the IEP team determined the child would not participate in a regular statewide or local educational agency assessment of pupil achievement or part of such an assessment, the IEP includes a statement indicating why the child</p>	<p>Source: (1-7)</p>

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23 (Ck list 11)	<p>cannot participate in the regular assessment and why the particular alternative assessment selected is appropriate for the child. Eliminated.</p> <p>Beginning not later than the first IEP in effect when the child is 14, the IEP includes a statement of transition services that includes the courses of study needed to assist the child in reaching post-secondary goals.</p>	<p>Beginning not later than the first IEP in effect when the child is 14, the IEP must include a statement of transition services, including the courses of study (such as participation in advanced-placement courses or a vocational education program) needed to assist the child in reaching post-secondary goals. Source: (1-8)</p>
24	<p>The child's behavioral intervention plan includes positive strategies, interventions, and supports. Eliminated.</p>	<p>Source: (1-4) BIP, (6a) (b), (6a) (b)</p>
25 (Ck list 13)	<p>The IEP contains an explanation of the extent, if any, to which the child will not participate in the general curriculum (the curriculum used with non-disabled children in the same general age grouping).</p>	<p>The term "general curriculum," refers to the same curriculum as for nondisabled children. It is the common core of subjects and curriculum areas adopted by each LEA or schools within the LEA that applies to all children within each general age grouping from preschool through secondary school. Source: (1-4)</p>
26 (Ck list 15)	<p>The IEP contains a statement of the child's present level of educational performance which includes, for school-age children, how the child's disability affects the child's involvement and progress in the general curriculum or, for preschool children, how the child's disability affects the child's participation in appropriate activities.</p>	<p>The present level of academic achievement and functional performance (PLAAFP) must include how the child's disability affects involvement and progress in the general curriculum. For a preschool child, the PLAAFP must address how the child's disability affects the child's participation in appropriate activities. "Appropriate activities" means activities that children of that chronological age typically engage in as part of a formal preschool program or in informal activities, for example coloring, pre-reading activities, play time, sharing time, and listening to stories read by teachers or parents. The PLAAFP must be written in understandable language (no test scores without explanation). Not every need identified in the PLAAFP must have a corresponding annual goal. Source: (1-4)</p>

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CIFM	Compliance Statement	Standards and Directions
28 (Ck list 16)	The child's IEP includes a statement of measurable annual goals (a level of attainment the child can be reasonably expected to achieve in a 12-month period).	Annual goals must be measurable and include a level of attainment the child reasonably can be expected to accomplish in 12 months. Annual goals must address needs that result from the child's disability to enable the child to be involved in and progress in the general curriculum or address other needs that result from the disability. Feedback will be provided to a teacher/provider in each case where the teacher/provider has not drafted an appropriate annual goal. In a case where 20% or more of the annual goals in an IEP do not meet the standard, the school will convene an IEP team meeting as soon as possible to correct the IEP. Source: (I-6a, or I-6a/b)
30 (Ck list 17)	The statement of special education services in the IEP includes anticipated frequency including the amount.	The amount of services must be stated in the IEP so the level of the LEA's commitment of resources is clear. Statements such as "when appropriate" or "as needed" do not make clear the LEA's level of commitment of resources. An example of an acceptable reporting of amount and frequency is "40 minutes/week". If services are needed under particular circumstances, the IEP must state the circumstances when they are needed. For example, if a child needs tests administered orally, the IEP could include "tests in English and Social Studies to be administered orally" or "all tests at an instructional reading level above 6 th grade to be administered orally". Source: (I-9.1, I-9.3, I-9.4)
31 (Ck list 18)	The statement of supplementary aids and services, if any, includes anticipated frequency including the amount.	
32 (Ck list 19)	The statement of program modifications or supports for school personnel, if any, includes anticipated frequency including the amount.	
33 (Ck list 20)	The IEP contains an explanation of the extent (including the amount of removal and the reason), if any, to which the child will not participate with non-disabled children in the regular education environment.	The IEP must communicate the extent to which the child will not participate with non-disabled children in the regular education environment. This documentation may be found on I-9 (3) in the explanation why full-time participation with non-disabled peers is not appropriate and on I-9 (1) under "Location." Source: (I-9.4)
34	The IEP team determined the educational placement for the child.	Source: (I-3, P1, P2)

Standards and Directions for AS & CIFM Items
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CIFM	Compliance Statement	Standards and Directions
35 (Ck list 21)	Eliminated	The child's placement is determined at least annually. Source: (1-3, P2)
36	Eliminated	Each child has a current individualized education program that is reviewed by an IEP team periodically but not less than annually. If no case may more than twelve months elapse from the date of the last meeting to review the IEP. There is no provision in the law to extend the time limit. For example, if the IEP beginning and ending dates are May 10, 2008 through May 9, 2009 and the assessment is conducted on November 15, 2008, the child has a current IEP on November 15, 2008.
37	Eliminated	When LEA revises an IEP after the annual IEP team meeting for the school year, either it is revised at an IEP team meeting or the parent and the LEA agree to revise the IEP without convening an IEP team meeting.
38	Eliminated	The child's IEP must be accessible to school staff responsible for its implementation. Therefore, when a child transfers between buildings, a current IEP must be in effect and accessible to staff in the new building as soon as possible, but in no case later than one week after the child begins to attend the building.
39	Eliminated	Educational services must be provided to each child with a disability consistent with the statement of the amount and frequency in the child's IEP. The services include special education related services, supplementary aids and services, and program modifications and supports for school personnel.

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40	Regular education teachers with IEP responsibilities are informed of their specific responsibilities related to implementing the child's IEP.	Regular education teachers must be informed of their specific responsibilities related to implementing IEPs by the date the services are required to be provided. A child's IEP teacher, including a speech and language pathologist, may inform the child's regular education teacher(s) in writing or in a conference. Source: (IEP at a Glance)
41 42 44 45	The local educational agency takes steps to ensure that children with disabilities who are not attending school will attend school.	Throughout the school year, the status and location of "no-show" students must be determined. The status and location of students who stop attending during the school year must be determined. Absences must be accurately recorded. Before the end of the second school day after the unexcused absence, the child's parents must be contacted, and they must be directed to return the child to school or provide an excuse. The contact must first be attempted by personal contact or telephone call of which a written record is kept. If unsuccessful, notice may be given by mail. Parents must be notified of habitual truancy by certified mail. A meeting must be scheduled with parents to discuss the reasons for the habitual truancy within 5 school days after the date the notice is sent. The date may be extended for an additional 5 days with the consent of the parent. The local educational agency may conduct an IEP Team meeting to review the IEP and modify the child's program or placement, if needed. The local educational agency ensures that schools implement district school attendance enforcement procedures. See <i>MPS Truancy Plan and No Show and Drop Procedures</i> . The local educational agency provides each pupil enrolled in its public schools with a copy of the policies for school attendance enforcement.

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CIFM	Compliance Statement	Standards and Directions
47	<p>After a determination that a child's behavior is a manifestation of the child's disability, either-</p> <p>➤ If a behavioral intervention plan has already been developed, the IEP team reviewed the plan and modified it, as necessary, to address the behavior that resulted in the disciplinary action.</p>	<p>If a removal will result in a change of placement, within ten school days after the date on which the decision to change the child's placement is made the parent and relevant members of the IEP team must determine whether the conduct is a manifestation of the child's disability. If the behavior is a manifestation of the child's disability, either-</p> <p>(1) The IEP team conducts a functional behavioral assessment, unless a functional behavioral assessment was conducted before the behavior, and implemented a behavioral intervention plan; or</p> <p>(2) If a behavioral intervention plan has already been developed, the IEP team reviewed the plan and modified it, as necessary, to address the behavior that resulted in the disciplinary action.</p> <p>If the behavior is determined not to be a manifestation of the child's disability, the child receives, as appropriate, a functional behavioral assessment and behavior intervention services and modifications designed to address the behavior violation so it does not recur.</p>
49	<p>The LEA provides educational services beginning on the eleventh cumulative day of removal in a school year.</p>	<p>The local educational agency is not required to provide educational services during a period of removal to a child with a disability who has been removed for ten school days or less in a school year, unless such services are provided for nondisabled students. After a child has been removed for ten cumulative days in a school year, school officials must determine whether a subsequent removal would result in a change of educational placement.</p> <p>Beginning on the 11th cumulative school day of removal in a school year, and during subsequent removals, the agency must provide services to the extent necessary to enable the child to continue to participate appropriately in the general curriculum, although in another setting, and appropriately advance toward achieving the IEP goals. If the removal will not result in a change of placement, the decision about the necessary services is made by school personnel, e.g., the school principal or other administrator in consultation with at least one of the child's teachers and documented in the "Plan of Provision." School personnel determine where the services will be provided. The services</p>

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		<p>may vary depending on the needs of the child and the length of the removal.</p> <p>If the removal results in a change of placement, the child must be provided educational services, as determined by the IEP team, to enable the child to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the child's IEP. Participation in the general curriculum does not mean a school or district must replicate every aspect of the services that a child would receive if in his or her normal classroom.</p>
50	Are part-day removals recorded?	All disciplinary removals must be accurately recorded in students' attendance records.
51	Are the times a student is sent home for disciplinary reasons recorded?	These removals include:
52	Are bus suspensions (disciplinary removals from the bus) recorded?	<ul style="list-style-type: none"> • All suspensions, full-day and part-day; • Half-day and early dismissal of an individual student; • Informal staff request the parent or a relative take the child home; • Shortened day that is not determined by an IEP team; • Bus suspensions during which alternate transportation is not provided; • In-school suspensions or lengthy detentions in an office, hallway, waiting room, or corner of the room when IEP services are not provided, or the child does not participate with non-disabled peers to the extent required by the IEP, or the child does not have the opportunity to continue to participate in the general curriculum;
53	Are removals in schools previously attended during the year included in the discipline day calendar or other system of recording removals?	<ul style="list-style-type: none"> • Removals in schools previously attended during the year.
54	If the parents of a child or IEP staff determine at any meeting during the process of placement of the child that additional time is needed to permit meaningful parental participation, the local educational agency provides additional time eliminated?	Additional time is provided, consistent with timelines required by law, if the parents of a child or IEP staff determine at any IEP team meeting that additional time is needed to permit meaningful parental participation in determining the child's educational placement.
55, 56, 57, 60	The local educational agency ensures that schools implement the district's Placement Procedures/Changes of Building Assignment, September 1, 2005.	See Placement Procedures/Changes of Building Assignment, September 1, 2005.

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58, 59	<p>Eliminated</p> <p>(58 Eliminated)</p> <p>(59 Eliminated)</p>	<p>Does the LEA change the building assignment of a child consistent with the LEA's September 1, 2005, placement procedures when students are transitioning to a new school level?</p> <p>Does the LEA change the building assignment of a child consistent with the LEA's September 1, 2005, placement procedures when a student moves into a new transportation region?</p>
61	<p>A child is not suspended for more than 5 consecutive days, unless a notice of expulsion hearing is sent to the child's parents.</p>	<p>State law permits a suspension from school for up to five school days. State law also permits a suspension of up to 15 school days when a notice of expulsion hearing has been sent to the child's parents.</p>
62	<p>Eliminated</p> <p>The referral for an initial evaluation is in writing and includes the reasons why the person believes the child is at risk with a disability.</p>	<p>Locative; Referral form; or other written request for an initial eligibility determination for special education. Review the document to see if there are reasons why the person submitting the referral or other written request believes the child is at risk with a disability. If the evaluation is a reevaluation, not an initial evaluation, enter "NA" (not applicable). Source: (R-1)</p>
63 (OK list 7)	<p>At the IEP team meeting to determine whether the child continues to be a child with a disability, the IEP team reviewed evaluations and information provided by the child's parents.</p>	<p>At the IEP team meeting to determine eligibility, the IEP team must review evaluations and information provided by the child's parents. The relevant information is summarized in the <i>Evaluation Report: Including Determination of Eligibility and Need for Special Education</i>. Source: (ER-1)</p> <p>Look at the bottom of form (ER-1) under "Information from Review of Existing Data" under "Summary of previous evaluations" for results of evaluations and under "Information provided by the parents" for information supplied by the parents, if any.</p>

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64	<p>If the purpose of an IEP team was to consider transition services, the child was invited.</p> <p>Eliminated</p>	<p>If one purpose of the IEP team meeting is to consider the student's transition needs, the student must be invited. Look to see if the student is listed on the IEP Cover Sheet (I-3) as a participant. If the student is listed, consider the requirement met. If the student is not listed, look at section B.1. under "Transition" on (I-8) for the date and method used to invite the student. If (I-8) includes how the student was invited and the date of the invitation, the requirement is met. If not, look to see if an IEP meeting invitation (I-1), is addressed to the student. If a written invitation is addressed to the student, the requirement is met.</p>
65 (CK list 10)	<p>If the child did not attend an IEP meeting to consider his/her transition service needs, the LEA took other steps to ensure the child's preferences and interests were considered.</p>	<p>If a student does not attend an IEP team meeting to consider his/her transition needs, steps must be taken to ensure the student's preferences and interests are considered at the meeting. Look to see if the student is listed on the IEP Cover Sheet (I-3) as a participant.</p> <p>If the student is listed as a participant in the meeting, enter "NA" (not applicable). If the student is not listed as a participant, look on form (I-8) at item number 2 under "Transition.". Look for the steps taken to ensure the student's preference and interests were considered. The steps will vary depending upon the needs of the student. Enter "Y" if steps are documented.</p>
66 (CK list 12)	<p>Beginning not later than age 16, the IEP includes coordinated, measurable annual IEP goals and transition services that will reasonably enable the student to meet the student's post-secondary goals.</p>	<p>If the student has not attained age 16, enter "NA". If the student is 16 or older, use the <i>Checklist for Use with CIFM Item 66</i>, adapted from the <i>National Secondary Transition Technical Assistance Center (NSTTAC) Indicator 13 Checklist, September 13, 2006</i>, to determine if the requirement in CIFM 66 has been met. If all items on the checklist are answered either "Yes" or "NA", then mark "Y" for CIFM 66. If one or more items of the <i>Checklist for Use with CIFM Item 66</i> are marked "No", then mark "N" for CIFM 66.</p>
<p>The LEA conducted an IEP team.</p>		<p>Locate the Evaluation Report and IEP Cover Sheet (I-3). The requirements are met if at least on regular education</p>

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67	<p>meeting to develop or review and revise the IEP that included the following participants:</p> <p>a. not less than 1 regular education teacher of such child (if the child is, or may be, participating in the regular education environment), and</p> <p>Eliminated</p> <p>Source: (1-3)</p> <p>b. not less than 1 special education teacher or where appropriate, not less than 1 special education provider of such child.</p> <p>Eliminated</p> <p>Source: (1-3)</p>	<p>teacher of the child; at least one special education teacher, or where appropriate, at least one special education provider of such child; and a local educational agency representative attended the meeting. If the child is not participating and will not be participating in regular education, enter "NA" (not applicable) for CIFM 67. Some agencies enter the names of IEP team participants before the meeting is conducted. They use check marks or participants initials to indicate attendance at the meeting. For such agencies, consider the requirement met if there is a check mark or initials indicating the parent attended and one purpose of the meeting is determining placement. If one of the participants named in CIFM 67 or CIFM 68 did not attend, the requirement may still be met in two circumstances. IDEA 2004 permits required IEP team participants not to attend IEP meetings in part or in whole. First, participant is not required to attend an IEP meeting in whole or in part, if the parent and the IEP agree in writing the attendance of the required participant is not necessary because the participant's area of the curriculum or related services is not being modified or discussed in the meeting.</p> <p>Second, a required participant may be excused from attending an IEP meeting event 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 from or prior to the meeting date; the parent gives written consent and provides the meeting the excused participant submits to the parent and the IEP team written input into the development of the IEP.</p> <p>An excusal is required only when an individual in a required category will attend the meeting. For example, when at least one of the child's regular education teachers will attend the meeting, an agreement is not required to excuse additional regular education teachers.</p> <p>If an individual in a required category does not attend, locate (1-2), Agreement on IEP Team Participant Attendance at IEP Meeting. If the reason for excusing the participant is that the area of curriculum or service is not being changed or discussed at the meeting, look at forms 2-1 to see that the participant is listed; the reason for excusing the participant is identified; and the parent signed form 2-1 or prior to the meeting date. If the required participant did not attend the meeting, and the participant's area of curriculum or service was discussed, look at form 2 to see that the participant is listed by the form; indicates the participant will prepare and provide written information to the parent prior to the meeting; and the parent signed form 2, either prior to the meeting date.</p>
69 (Ok list 14)	<p>The IEP contains a statement of the child's present levels of academic achievement and functional performance.</p>	<p>Look at form (1-4) Individual Education Program: Present Level of Academic Achievement and Functional Performance. The form must contain a statement identifying the student's present levels of academic achievement and functional performance related to his or her educational needs. The statement must address in language understandable to all, including the parent. The statement must address both academic achievement and functional performance. Functional performance includes:</p> <ul style="list-style-type: none"> • Activities and skills not considered academic or directly related to a child's academic achievement.

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70 (Ck list 17)	The IEP includes a statement of how the child's progress toward achieving the annual goals will be measured.	<p>Academic achievement generally refers to a child's performance in academic content areas (e.g., reading or language arts, math, science, history).</p> <ul style="list-style-type: none"> • Routine activities of daily living. • Skills needed for independence and performance at school, in the home, in the community, for leisure time, and for post-secondary and life-long learning. • Motor skill, personal care, time and money, school/work habits, home/community orientation. • Behavior and interpersonal relationships. <p>If after conducting a review, the IEP team determines the child does not have deficits in functional performance, it is sufficient to document this in the child's IEP.</p>
71 (Ck list 9)	The IEP includes a statement of any individual appropriate accommodations that are necessary to measure the achievement and functional performance of the child on state and district-wide assessments.	<p>Review the Individual Education Program: Annual Goal pages (1-6). The IEP must identify how the child's progress is to be measured. Such methods may include keeping a log, work samples, classroom exams, attendance records, or point sheets.</p> <p>Individual accommodations necessary for a child to participate in a state-wide or district-wide assessment must be in place at the time the assessment is administered. If accommodations necessary for a child to participate are not known at the time of the IEP team meeting, a subsequent meeting must be conducted early enough to ensure any needed accommodations are in place.</p> <p>Accommodations must not invalidate the test, i.e., change the skills or content tested. If the necessary accommodations would invalidate the test results, the student's knowledge and skills should be assessed through an alternate assessment. For example, an accommodation that included reading passages and/or items aloud to students would not be an acceptable accommodation if the purpose of the assessment is to measure reading skills.</p> <p>A listing of acceptable accommodations for children with disabilities is available at http://dpi.wi.gov/oea/pdf/acom09.pdf. An accommodation not listed may be used only if a non-standard accommodation request was made to DPI and approved.</p> <p>Locate <i>Participation in Statewide Assessments, (1-7)</i>. Determine whether the child will be in 3rd, 4th, 5th, 6th, 7th, 8th, or 10th grade or in a grade when a district-wide assessment is administered. If the child is not in a grade when a state-wide or district-wide assessment is administered, enter "NA" (not applicable). If the child is in a grade when such tests are administered, look to see whether testing accommodations are included in the IEP. If a test accommodation is included in the IEP, ensure it is on the list of approved accommodation or was approved by the DPI. If it is on the list or was approved by the DPI, the requirement is met. If no accommodations are included in the IEP, look to see whether (1-7) indicates the student will take the test without accommodations or will take an alternate assessment. Determine whether the IEP team addressed the need for testing accommodations prior to the administration of the test.</p>
72 (Ck list 9)	The IEP team determined whether the child will participate in state and district-wide regular	<p>IEP teams must determine whether children will participate in state and district-wide general assessments, with or without accommodations, or in an alternate assessment. Locate <i>Participation in Statewide Assessments, (1-7)</i>. Determine whether the child will be in 3rd, 4th, 5th, 6th, 7th, 8th, or 10th grade or in a grade when a district-wide</p>

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	assessments or in an alternate assessment.	assessment is administered. If the child is not in a grade when a state-wide or district-wide assessment is administered, enter "NA" (not applicable). For a child in a grade when testing is conducted, the requirement is met if the IEP states the child will participate in the standard assessment in all areas either with or without accommodations. If the IEP states the child will participate in an alternate assessment in one or more areas, locate the <i>WAA Participation Checklist, (I-7-A)</i> . This form is used for both state-wide and district-wide assessments. The requirement is met if the <i>WAA Participation Checklist</i> is completed, documenting the reasons the child will not take the standard assessment.
73	After consulting with representatives of private schools, the LEA obtained a written affirmation signed by private school representatives.	During the design and development of special education and related services for parentally placed private school children with disabilities, an LEA must engage in timely and meaningful consultation with representatives of private schools located in the LEA and the parents of such children. After consulting, the LEA must obtain written affirmations signed by private school representatives who were consulted. The DPI has developed an affirmation form for LEA use. It may be accessed at http://dpi.wi.gov/sped/doc/prischaff.doc . If representatives of private elementary and secondary school located in the LEA were consulted, and there is a signed affirmation from each private school representative who was consulted, the requirement is met. If a representative did not provide a signed affirmation within a reasonable amount of time but the LEA forwarded documentation of the consultation process to the DPI, the requirement is met.
74	The public agency at least annually informs parents and individuals required to make referrals about the LEA's referral and evaluation procedures.	At least annually, the LEA must inform parents and persons required to make referrals under state law about the agency's referral and evaluation procedures. The Department of Public Instruction's model notice may be used to meet the requirement. The notice must contain the required information and be disseminated in a manner that will reach all parents and individuals required to make referrals throughout the LEA. The notice may be placed in a newspaper with LEA-wide circulation, or placed in an LEA publication mailed to all postal addresses within the LEA. Placing the notice on the LEA's website is not sufficient.
75	The public agency gives notice to fully inform parents of the requirements relating to the confidentiality of personally-identifiable information before any major child find activity.	Before any major child find activity, the public agency must give notice to parents of its procedures to protect the confidentiality of personally-identifiable information used to meet special education requirements. The notice must include- <ul style="list-style-type: none"> • A description of the extent the notice is given in the native languages of the various population groups in the local educational agency; • A description of the children on whom personally-identifiable information is maintained, the types of information sought, the methods used to gather the information (including the sources from whom information is gathered), and the uses to be made of the information;

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		<ul style="list-style-type: none"> • A summary of the policies and procedures followed regarding storage, disclosure to third parties, retention, and destruction of personally-identifiable information; and • A description of all the rights of parents and children regarding this information under the Family Educational Rights and Privacy Act (FERPA) of 1974 and its implementing regulations. <p>The notice of confidentiality procedures must be published in newspapers or announced in other media, with circulation adequate to notify parents throughout the public agency of the activity. Placing the notice on the public agency's website is sufficient. Except for charter schools authorized under s. 118.40, a school newsletter sent only to households with enrolled students is not sufficient. The Department of Public Instruction's model notice may be used to meet these requirements.</p>
76	<p>The LEA conducted an initial evaluation within 60 days of receiving parental consent for the evaluation.</p>	<p>An LEA must determine if a student is a child with a disability within 60 days after the LEA receives parental consent for administering tests or other evaluation materials as part of an IEP team evaluation. There are three exceptions to the 60-day timeline. The first involves a child who transfers from one LEA to another after the 60-day time frame has begun and prior to a determination of eligibility by the previous local educational agency. For the exception to apply, the district must have completed the evaluation within a specific time agreed to by the parent and district.</p> <p>The second exception is if the parent repeatedly fails or refuses to make the child available for the evaluation. If the parent repeatedly failed or refused to make the child available for the evaluation, look for documentation of repeated attempts to conduct the assessments required to complete the evaluation. If there are at least three reasonable attempts documented to conduct the evaluation, the requirement is met, even though the evaluation was not completed within the 60 days.</p> <p>The third exception is if the child is being evaluated for a specific learning disability and the timeframe is extended by mutual written agreement with the parent.</p>

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77	The LEA sends to the child's parents a request for consent to evaluate the child or notifies the child's parents no additional data are necessary within 15 business days of receiving a referral.	Within 15 business days of receiving a referral for an Initial Evaluation, the parents must be sent either <i>Initial Evaluation: Notice and Consent Regarding Need to Conduct Additional Assessments</i> or, if no additional data are needed, <i>Initial Evaluation: Notice That No Additional Assessments Needed</i> . "Business day" means Monday through Friday, except for Federal and State holidays. Compare the date of the receipt of the referral on the <i>Referral Form</i> with the date on the notice regarding additional assessments. If 15 business days or less has elapsed between the date the referral was received and the date of the notice regarding additional assessments, the requirement is met. Source: (R-1, IE-2, IE-3)
78	The LEA conducts a meeting to develop an initial IEP and determine an initial placement within 30 days of a determination that a child is a child with a disability.	Locate the <i>Evaluation Report</i> . Note the date on which the eligibility determination was made. Locate the <i>Determination and Notice of Placement: Consent for Initial Placement</i> . Compare the date of the eligibility determination with the date of the placement determination. If 30 calendar days or less has elapsed between the date of the eligibility determination and the date of the placement determination, the requirement is met. Source: (I-3, P-1)
79	The IEP documents the date of receipt of each referral for an initial evaluation.	Locate the <i>Referral Form (R-1)</i> or other written request for an initial evaluation for special education, e.g., a letter from the parents or from a physician requesting evaluation of a suspected disability. Review the document to see if the date MPS staff received the referral is documented. Compare the referral date in SSIMS-ENGORE to the date of receipt on the <i>Referral Form</i> or other written request for an initial evaluation. If the dates are the same, the requirements is met. Source: (R-1)
80	At least one special education teacher who has recent training or experience related to the child's suspected area of special education needs attends an IEP team meeting to determine initial eligibility. Eliminated.	If the child is not participating and will not be participating in regular education, enter "NA" (not applicable) for CIFM Item 80 to 84, as appropriate. Some agencies enter the names of IEP team participants before the meeting is conducted. They use checkmarks for participants' initials to indicate attendance at the meeting. For such agencies consider the requirement met if there is a check mark or initials indicating the parent attended and the purpose of the meeting is determining placement. Source: (I-3) None of the participants in the IEP team attended the requirement may still be met in two circumstances: (a) EA 2504 permits required IEP team participants not to attend IEP meetings in part or in whole. First, participant is not required to attend an IEP meeting in whole or in part if the parent and the EA agree in writing the attendance of the required participant is not necessary because the participant's area of the curriculum or related services is not being taught or discussed in the meeting. Source: (I-3) Second, a required participant may be excused from attending an IEP meeting event if the meeting involves a modification to, or discussion of, the participant's area of the curriculum or related services. The required participant

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82	<p>develop an initial IEP and placement. Eliminated.</p> <p>At least one regular education teacher of the child attends an IEP team meeting to determine initial eligibility if the child is or may be participating in a regular educational environment. Eliminated.</p>	<p>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> <p>Source: (I-3)</p>
83	<p>At least one regular education teacher of the child attends an IEP team meeting to develop an initial IEP and placement if the child is or may be participating in a regular educational environment. Eliminated.</p>	<p>At least one individual in a required category will attend the meeting. For example, when at least one of the child's regular education teachers will attend the meeting, an agreement is not required to excuse additional regular education teachers.</p> <p>If an individual in a required category did not attend, locate the Agreement. On IEP Team Participant Attendance at IEP Meeting. If the reason for excusing the participant is that the area of curriculum or service is not being changed or discussed at the meeting, look at the Agreement to see that the participant is listed, the reason for excusing the participant is identified and the parent signed the Agreement on or prior to the meeting date. If the required participant did not attend the meeting and the participant's area of curriculum or service was discussed, look at the Agreement to see that the participant is listed, the form indicates the participant will prepare and provide written information to the parent prior to the meeting and the parent signed the Agreement on or prior to the meeting date. (I-3)</p>