

**PART B FILE REVIEW CHECKLIST (Version 3)**  
*State or district employee authorization only*

\* **New to File Review**

\*\* **New Rule Language**

County/District #: \_\_\_\_\_ ESU # \_\_\_\_\_ School District Name: \_\_\_\_\_

Date: \_\_\_\_\_ Reviewer: \_\_\_\_\_ Student's Case Manager: \_\_\_\_\_

White Scoring: **Y** = Yes; **N** = No; **NA** = Not Applicable  
 Gray Scoring: **Y** = Regulation Met; **N** = Regulation Not Met

Student Identifier
Disability Category
Student Age

ILCD	Regulation	Regulatory Requirement			
2C	006.01C *	<b>Student Assistance Team (SAT) or Comparable Problem Solving Team</b>			
	006.01C1 *	For a school age student, a general education student assistance team or comparable problem solving team shall be used prior to referral for multidisciplinary team evaluation. There should be a time period where strategies were tried, documentation of student performance, and notes on the team's discussion and analysis of the data collected prior to referral. Looking for evidence of SAT. <b>Y</b> = Evidence of SAT or Comparable Problem Solving Team prior to referral <b>N</b> = No evidence of SAT or Comparable Problem Solving Team prior to referral	<input type="checkbox"/> Y	<input type="checkbox"/> N	<input type="checkbox"/> NA
	006.01C2 *	The SAT or comparable problem solving team shall utilize and document problem solving and intervention strategies to assist the teacher in the provision of general education. <b>Y</b> = SAT or Comparable Problem Solving Team document evidence based strategies utilized <b>N</b> = No evidence of documentation that SAT or Comparable Problem Solving Team utilized evidence based strategies in general education	<input type="checkbox"/> Y	<input type="checkbox"/> N	<input type="checkbox"/> NA
	006.01C3 *	If the SAT, or comparable problem solving team feels that all viable alternatives have been explored, a referral for multidisciplinary evaluation shall be completed. The referral shall include information from the SAT or comparable problem solving team, meeting the requirements of 92 NAC 51-006.01C and a listing of the members of the SAT, or comparable problem solving team. The district has a referral form that includes information from the SAT. Information should include the strategies tried, timeframe and documentation of the student's performance, notes from the SAT meetings and a listing of SAT members. <b>Y</b> = School age, include <b>all</b> components of the above, this is specific to initial MDTs – <b>N</b> = Any components missing – use comment section for missing information <b>NA</b> = Preschool age and reevaluations	<input type="checkbox"/> Y	<input type="checkbox"/> N	<input type="checkbox"/> NA

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	Student Age

		Student Identifier	Disability Category	Student Age
006.03E	<p><b>FILES THAT ARE NOT SLD (006.03E TO 006.03E4)</b></p> <p>The multidisciplinary evaluation team written report for all suspected disabilities except specific learning disability must meet the following requirements:                      Complete this section for files that are NOT SLD; be sure you check the disability category.                      For SLD, put NA in each box until you get to 006.03F.</p>			
006.03E1	<p>The team shall prepare a written report of the results of the evaluation.                      The district maintains a copy of the multidisciplinary team (MDT) report with the results of the evaluation, either in the student's file, or in an electronic file as part of the district's computerized system, such as SRS.  <b>Y</b> = A current report (within three years)  <b>N</b> = Exceeds three years  <b>NA</b> = SLD Verification</p>	<input type="checkbox"/> Y	<input type="checkbox"/> N	<input type="checkbox"/> NA
006.03E2a	<p>The report shall include a statement of whether the child qualifies as a child with a disability based on the criteria and the definition contained in 92 NAC 51-006.04.                      The MDT written report includes a statement that the child is or is not a child with a disability as per the specific list contained in 92 NAC 51-006.04, with reference to the Verification Guidelines Technical Assistance Document.  <b>Y</b> = If report indicates whether or not a child is a child with a disability (may be a checkbox or a written statement)  <b>N</b> = Only mark if the report does not include a statement of whether or not the child is a child with a disability  <b>NA</b> = SLD Verification</p>	<input type="checkbox"/> Y	<input type="checkbox"/> N	<input type="checkbox"/> NA
006.03E2b	<p>The child's educational needs;                      The MDT written report includes information from the student assistance team, the classroom observations, informal classroom evaluation and the formal evaluation results, outlining the child's educational needs.  <b>Y</b> = A statement in the MDT or the MDT must refer to a specific location of the educational needs in a written report  <b>N</b> = No statement in the MDT or reference to educational needs  <b>NA</b> = SLD Verification</p>	<input type="checkbox"/> Y	<input type="checkbox"/> N	<input type="checkbox"/> NA

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	006.03E2c	<p>The basis for making the determination; and  The MDT includes a statement reflecting the documented results of the formal evaluations, in combination with the findings of the student assistance team and other informal evaluations which states that the information regarding the child has met the verification requirements as per one of the specific disabilities found in 92 NAC 51-006.04.  <b>Y</b> = Statement about determination (Example: "Rule 51 states..."The basis for making the determination..." "qualifying criteria..."discrepancy between...")  <b>N</b> = No statement of making determination  <b>NA</b> = SLD Verification</p>	<input type="checkbox"/> Y	<input type="checkbox"/> N	<input type="checkbox"/> NA
	006.03E2d	<p>A listing of the team members  The MDT written report includes the signature of each of the team members  or  The MDT written report includes a listing of each of the team members names  <b>Y</b> = Team members listed, just typed, no signature needed here  <b>N</b> = No listing of team members  <b>NA</b> = SLD Verification</p>	<input type="checkbox"/> Y	<input type="checkbox"/> N	<input type="checkbox"/> NA
	006.03E3 *	<p>Each team member shall certify in writing if the report reflects his or her conclusion. (If it does NOT reflect his or her conclusions, the team member shall submit a separate statement presenting his or her conclusion).  Each team member's signature or name as per 92 NAC 51-006.03E2d is accompanied by a statement indicating whether or not* the MDT report reflects his or her conclusion.  <b>Y</b> = To all this above (most files will be scored)  <b>N</b> = If there is no separate written, signed statement from the member(s) who disagreed  <b>NA</b> = SLD Verification  *If the report does <u>not</u> reflect his or her conclusion, a separate written, signed statement from that member(s) must be maintained by the district.</p>	<input type="checkbox"/> Y	<input type="checkbox"/> N	<input type="checkbox"/> NA
	006.03E4 * **	<p>A copy of the evaluation report and the documentation of determination of eligibility shall be given to the parent at no cost (New Rule Language)  1. The district maintains a log of when the MDT report, and any other written summary report of the evaluation, was mailed to parents, at no cost.  2. The district documents, through a signed, by parent(s), receipt that the parent has received a copy of the MDT written report and any other written summary report of the evaluation, at no cost.  <b>Y</b> = MDT provided to parent at no cost  <b>N</b> = MDT NOT provided to parent at no cost  <b>NA</b> = SLD Verification  Now done with review of MDT for other than SLD file.</p>	<input type="checkbox"/> Y	<input type="checkbox"/> N	<input type="checkbox"/> NA

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	Disability Category
	Student Age

ILCD	Regulation	Regulatory Requirement			
2C	006.03F	The Multidisciplinary Evaluation Team Written Report for a Child with a Suspected Specific Learning Disability  <span style="background-color: yellow; font-weight: bold; color: black; padding: 2px;">FILES THAT ARE SLD (006.03F1 to 006.03F4)</span>  <span style="color: red; font-weight: bold;">Put NA in each box in this section for files that are NOT SLD</span>			
	006.03F1	The MDT shall prepare a written report of the results of the evaluation. <span style="color: red;">The district maintains a copy of the multidisciplinary team (MDT) report with the results of the evaluation, either in the student's file or in an electronic file as part of the district's computerized system, such as SRS.</span> <span style="color: red;">Y = Current report, within three years</span> <span style="color: red;">N = Exceeds three years</span> <span style="color: red;">NA = Not SLD verification</span>	<input type="checkbox"/> Y	<input type="checkbox"/> N	<input type="checkbox"/> NA
	006.03F2a	The report shall include a statement of whether the child has a specific learning disability based on the criteria and definition contained in 92 NAC 51-006.04K. <span style="color: red;">The MDT written report includes a statement that the child is or is not a child with a specific learning disability as per the specific list contained in 92 NAC 51-006.04K, with reference to the Verification Guidelines Technical Assistance Document.</span> <span style="color: red;">Y = If report indicates whether or not a child is a child with a specific learning disability (may be a checkbox or a written statement)</span> <span style="color: red;">N = Only mark if the report does not include a statement of whether or not the child is a child with a specific learning disability</span> <span style="color: red;">NA = Not SLD verification</span>	<input type="checkbox"/> Y	<input type="checkbox"/> N	<input type="checkbox"/> NA
	006.03F2b	The child's educational needs: <span style="color: red;">The MDT written report includes information from the student assistance team, the classroom observations, informal classroom evaluation and the formal evaluation results outlining the child's educational needs.</span> <span style="color: red;">Y = A statement in the MDT or the MDT <u>must refer to a specific location of the educational needs in a written report</u></span> <span style="color: red;">N = No statement in the MDT or reference to educational needs</span> <span style="color: red;">NA = Not SLD verification</span>	<input type="checkbox"/> Y	<input type="checkbox"/> N	<input type="checkbox"/> NA

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	<p>006.03F2c</p> <p><b>**</b></p>	<p>The basis for making the determination including an assurance that the determination was made in accordance with 92 NAC 51-006.04K.</p> <p>The MDT includes a statement reflecting the documented results of the formal evaluations, in combination with the findings of the student assistance team and other informal evaluations which states that the information regarding the child has met the verification requirements found in 92 NAC 51-006.04K.</p> <p>Y = Statement about determination (Example: "Rule 51 states..."The basis for making the determination...")</p> <p>N = No statement of making determination</p> <p>NA = Other verification than SLD</p>	<input type="checkbox"/> Y	<input type="checkbox"/> N	<input type="checkbox"/> NA
	<p>006.03F2d</p> <p><b>**</b></p>	<p>The relevant behavior if any noted during the observation of the child; and the relationship of that behavior to the child's academic functioning; (New Rule Language)</p> <p>The MDT report includes information from the student assistance team, the classroom teacher, and the evaluation observation on any relevant behavior, or lack of any relevant behavior noted during the evaluation of the child.</p> <p>Y = Score Y if MDT is reported accurately</p> <p>N = If left blank</p> <p>NA = Other verification than SLD</p>	<input type="checkbox"/> Y	<input type="checkbox"/> N	<input type="checkbox"/> NA
	<p>006.03F2e</p>	<p>The educationally relevant medical findings, if any;</p> <p>The MDT written report includes information from the child's physician about any chronic illness which may be affecting the child's performance in the classroom.</p> <p>Y = Score Y if MDT is reported accurately</p> <p>N = If left blank</p> <p>NA = Other verification than SLD</p>	<input type="checkbox"/> Y	<input type="checkbox"/> N	<input type="checkbox"/> NA
	<p>006.03F2f</p> <p><b>*</b>      <b>**</b></p>	<p>The team findings under 92 NAC 51-006.04K3;</p> <p>006.04K3a</p> <p>1. The MDT report includes information if the child did not achieve adequately for the child's age or to meet state approved grade level standards in one or more of the following areas, when provided with learning experiences and instruction appropriate for the child's age or state approved grade level standards; oral expression, listening comprehension, written expression, basic reading skills, reading fluency skills, reading comprehension, mathematics calculations, mathematics problem solving.</p> <p>006.04K3b</p> <p>2. The MDT report includes information if the child does not make sufficient progress to meet age or state approved grade-level standards in one or more of the areas identified in 92 NAC 51-006.04K3a when using a process based on the child's response to scientific, research based intervention, or</p> <p>(continued)</p>	<input type="checkbox"/> Y	<input type="checkbox"/> N	<input type="checkbox"/> NA

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		<p>006.04K3b(i)</p> <p>3. The MDT report includes information that the child exhibits a pattern of strengths and weaknesses in performance, achievement, or both, relative to age, state approved, grade-level standards, or intellectual development, that is determined by the team to be relevant to the identification of a specific learning disability, using appropriate assessments consistent with the general evaluation process outlined in 92 NAC 51-006.02.</p> <p><b>Y</b> = If MDT includes information in #1 and either #2, OR #3 above  <b>N</b> = If MDT does NOT include this information (If no, use comment box for clarification)  <b>NA</b> = Other verification than SLD</p>			
	006.03F2g **	<p>The determination of the team concerning the effects of a visual, hearing, or motor disability; mental handicap; behavior disorder; cultural factors; environmental or economic disadvantage; or limited English proficiency on the child's achievement level. (New Rule Language)</p> <p>The MDT report includes a statement of the determination by the MDT whether there were any effects because of vision, hearing, or motor disability; mental handicap; behavior disorder; cultural factors; environmental or economic disadvantage; or limited English proficiency on the child's achievement level.</p> <p><b>Y</b> = A statement that includes all of the above information  <b>N</b> = No statement regarding the above information (If no, use comment box for clarification)  <b>NA</b> = Other verification than SLD</p>	<input type="checkbox"/> Y	<input type="checkbox"/> N	<input type="checkbox"/> NA
	006.03F2h * **	<p>If the child has participated in a process that assesses the child's response to scientific, research based intervention, then the instructional strategies used and the student centered data collected;</p> <p>The MDT report includes a statement of whether or not the child participated in a process that assesses the child's response to scientific, research-based intervention, the instructional strategies used and the data collected.</p> <p><b>Y</b> = Score Y if using scientific, research based intervention  <b>N</b> = Child participated in a response to scientific research-based intervention and there is no documentation of instructional strategies used  <b>NA</b> = MDT prior to August 30, 2008 (Rule 51) or district <u>not</u> using scientific, research based intervention (Statement of Assurance)  <b>NA</b> = Other verification than SLD</p>	<input type="checkbox"/> Y	<input type="checkbox"/> N	<input type="checkbox"/> NA
	006.03F2h(1) * **	<p>The documentation that the parents were notified about:</p> <p>The amount and nature of student performance data that would be collected and the general education services that would be provided.</p> <p>The school district maintains written documentation that parents were notified of the district's policies regarding the amount and nature of student performance data that would be collected and the general education services that would be provided.</p> <p><b>Y</b> = Score Y if using Rtl, and documentation is on file on this indicator  <b>N</b> = Score N if using Rtl, and no documentation is in file specific to this indicator (If no, use comment box for clarification)  <b>NA</b> = MDT prior to August 30, 2008 or district <u>not</u> using Rtl  <b>NA</b> = Other verification than SLD</p>	<input type="checkbox"/> Y	<input type="checkbox"/> N	<input type="checkbox"/> NA

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<p>006.03F2h(2) * **</p>	<p>Strategies for increasing the child's rate of learning; and          The school district maintains written documentation that parents were notified of the strategies being used to increase their child's rate of learning.  <b>Y</b> = Score Y if using Rtl, and documentation is on file in this indicator  <b>N</b> = Score N if using Rtl, and no documentation is in file specific to this indicator          (If no, use comment box for clarification)  <b>NA</b> = MDT prior to August 30, 2008 or district not using Rtl  <b>NA</b> = Other verification than SLD</p>	<p><input type="checkbox"/> Y</p>	<p><input type="checkbox"/> N</p>	<p><input type="checkbox"/> NA</p>
<p>006.03F2h(3) * **</p>	<p>The parent's right to request an evaluation          The school district maintains written documentation that parents were notified of their right to request an evaluation.  <b>Y</b> = Score Y if using Rtl and documentation is in file on this indicator  <b>N</b> = Score N if using Rtl and no documentation is in file specific to this indicator  <b>NA</b> = MDT prior to August 30, 2008 or district not using Rtl          (If no, use comment box for clarification)  <b>NA</b> = Other verification than SLD</p>	<p><input type="checkbox"/> Y</p>	<p><input type="checkbox"/> N</p>	<p><input type="checkbox"/> NA</p>
<p>006.03F2i</p>	<p>A listing of the team members          The MDT written report includes the signature of each of the team members          or          The MDT written report includes a listing of each of the team members names  <b>Y</b> = Team members listed on MDT report, just typed, no signature needed here  <b>N</b> = Team members not listed on MDT report (typed or signature)          (If no, use comment box for clarification)  <b>NA</b> = Other verification than SLD</p>	<p><input type="checkbox"/> Y</p>	<p><input type="checkbox"/> N</p>	<p><input type="checkbox"/> NA</p>
<p>006.03F3 *</p>	<p>Each team member shall certify in writing if the report reflects his or her conclusion. (If it does not reflect his or her conclusions, the team member shall submit a separate statement presenting his or her conclusion).          Each team member's signature or name as per 92 NAC 51-006.03E2 is accompanied by a statement indicating whether or not* the MDT report reflects his or her conclusion.*  <b>Y</b> = To all this above (most files will be this)  <b>N</b> = If there is no separate written, signed statement from that member(s) who disagreed.          (If no, use comment box for clarification)  <b>NA</b> = Other verification than SLD           * If the report does <b>not</b> reflect his or her conclusion, a separate written, signed statement from the member(s) must be maintained by the district.</p>	<p><input type="checkbox"/> Y</p>	<p><input type="checkbox"/> N</p>	<p><input type="checkbox"/> NA</p>

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	006.03F4 *      **	<p>A copy of the evaluation report and the documentation of determination of eligibility shall be given to the parent at <b>no cost</b>. (New Rule Language)</p> <p>1. The district maintains a log of when the MDT report, and any other written summary report of the evaluation, was mailed to parents, at no cost.</p> <p>The district documents, through a signed, by parent(s), receipt that the parent has received a copy of the MDT written report and any other written summary report of the evaluation, at no cost.</p> <p><b>Y</b> = MDT provided to parent at no cost (sometimes this is a checkbox)  <b>N</b> = MDT NOT provided to parent at no cost  <b>NA</b> = Other verification than SLD</p>	<input type="checkbox"/> Y	<input type="checkbox"/> N	<input type="checkbox"/> NA
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	Student Age

ILCD	Regulation	Regulatory Requirement			
2C	006.05A	A school district or approved cooperative shall assure that a reevaluation of each child with a disability is conducted in accordance with the verification procedures in Section 006; <b>Reevaluation ONLY</b>			
	006.05B2	<b>**</b> <u>Must occur</u> at least once every three years, unless the parent and the school district or approved cooperative agree that a reevaluation is unnecessary. The date on the MDT report does not exceed three (3) calendar years from the date of the previous MDT report. <b>Y</b> = Reevaluation was completed within three years or documentation that it was unnecessary (see 92 NAC 51-006.06D), pages 31-32 of Rule 51. IEP team, other qualified professionals and parents agree that no additional data is needed to continue to be a child that qualifies for special education services. <b>N</b> = Reevaluation not completed within three years <b>NA</b> = For initial evaluation	<input type="checkbox"/> Y	<input type="checkbox"/> N	<input type="checkbox"/> NA
	006.06D and 006.06D1	If the IEP team and other qualified professionals, as appropriate, determine that no additional data are needed to determine whether the child continues to be a child with a disability and to determine the child's educational needs the school district or approved cooperative shall notify the child's parents of: <b>Reevaluation ONLY</b>			
	006.06D1a	that determination and the reasons for the determination; and <b>Y</b> = Documentation is found of notification to parents of determination and reason for determination that no additional data are needed to determine whether the child continues to be a child with a disability <b>N</b> = No documentation is found of notification to parents that additional data is not needed to determine whether child continues to be a child with a disability <b>NA</b> = Initial evaluation or MDT collected reviewed additional data	<input type="checkbox"/> Y	<input type="checkbox"/> N	<input type="checkbox"/> NA
	006.06D1b	the right of the parents to request an assessment to determine whether the child continues to be a child with a disability and to determine the child's educational needs. <b>Y</b> = District documents parents received information regarding the right of the parent to request an assessment <b>N</b> = No documentation is found of notification to parents regarding the right of the parent to request an assessment, <b>NA</b> = Initial evaluation or MDT collected reviewed additional data	<input type="checkbox"/> Y	<input type="checkbox"/> N	<input type="checkbox"/> NA

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ILCD	Regulation	Regulatory Requirement				
<b>IEP Team Participants</b>						
3A	007.03A	The school district or approved cooperative shall ensure and document that the IEP team includes the following:				
<b>Signature Page of IEP (007.03A1-007.05)</b>						
	007.03A1	The parents of a child with a disability or documentation of 92 NAC 51-007.06D; The IEP meeting participation page includes the signature of at least one parent, or both parents, that they were in attendance at the meeting or The IEP meeting participation page includes the name of at least one parent, or both parents that they were in attendance at the IEP meeting. <b>Y</b> = Parents in attendance or documentation of attendance <b>N</b> = Parents not in attendance or no documentation	<input type="checkbox"/> Y	<input type="checkbox"/> N	<input type="checkbox"/> NA	
	007.03A2	Not less than one regular education teacher of the child, (if the child is, or <i>may be</i> , participating in the regular education environment); <b>Y = Y</b> = The IEP meeting participation page includes the <u>signature</u> of not less than one regular education teacher of the child who was in attendance at the meeting. or The IEP meeting participation page includes the <u>name</u> of not less than one regular education teacher who was in attendance at the IEP meeting. <b>N</b> = No documentation of regular education teacher participation/attendance.	<input type="checkbox"/> Y	<input type="checkbox"/> N	<input type="checkbox"/> NA	
	007.03A2a	The regular education teacher of the child, as a member of the IEP team, shall, to the extent appropriate, participate in the development, review and revision of the IEP of the child, including assisting in the determination of appropriate positive behavioral interventions and supports, and other strategies, and the determination of supplementary aids and services, program modifications and support for school personnel consistent with 92 NAC 51-007.07A5. <b>Y</b> = The IEP meeting participation page includes the <u>signature</u> of not less than one regular education teacher of the child who was in attendance at the meeting OR The IEP meeting participation page includes the <u>name</u> of not less than one regular education teacher who was in attendance at the IEP meeting. <b>N</b> = No documentation of regular education teacher participation/attendance	<input type="checkbox"/> Y	<input type="checkbox"/> N	<input type="checkbox"/> NA	

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007.03A3	<p>Not less than one special education teacher, or where appropriate, not less than one special education provider of the child;  <b>Y =</b> The IEP meeting participation page includes the <u>signature</u> of not less than one special education teacher or provider of the child who was in attendance at the meeting.  OR  The IEP meeting participation page includes the <u>name</u> of not less than one special education teacher or provider who was in attendance at the IEP meeting.  <b>N =</b> No documentation of special education teacher participation/attendance</p>	<input type="checkbox"/> Y	<input type="checkbox"/> N	<input type="checkbox"/> NA
007.03A4	<p>007.03A4a  007.03A4b  007.03A4c  A representative of the school district or approved cooperative who is qualified (007.03A4a) to provide, or supervise the provision of, specially designed instruction to meet the unique needs of children with disabilities; (007.03A4b) is knowledgeable about the general education curriculum and (007.03A4c) is <u>knowledgeable about the resources</u> of the school district or approved cooperative. (A school district or approved cooperative may designate another member of the IEP team to also serve as the school district or approved cooperative representative if the criteria in 92 NAC 51-007.03A4 are satisfied.)  <b>Y =</b> The IEP meeting participation page includes the <u>signature</u> of the representative of the school district or approved cooperative who was in attendance at the meeting.  OR  The IEP meeting participation page includes the <u>name</u> of the representative of the school district or approved cooperative that was in attendance at the IEP meeting.  <b>N =</b> No documentation of district representative who meets criteria of 007.03A4a, b, and c  <i>(If no, use comment section to clarify)</i></p>	<input type="checkbox"/> Y	<input type="checkbox"/> N	<input type="checkbox"/> NA
007.03A5	<p>An individual who can interpret the instructional implications of evaluation results, who may be a member of the team described in 92 NAC 51-007.03A2 through 007.03A6.  <b>Y =</b> The IEP meeting participation page includes the <u>signature</u> of the individual who interpreted the instructional implications of the evaluation results, who was in attendance at the meeting. (It could be the same person identified as the regular education teacher, the special education teacher, the district representative, or a person in attendance at the discretion of the parent or school district)  OR  <b>Y =</b> The IEP meeting participation page includes the <u>name</u> of the individual who interpreted the instructional implications of the evaluation results, who was in attendance at the meeting. (It could be the same person identified as the regular education teacher, the special education teacher, the district representative, or a person in attendance at the discretion of the parent or school district)  <b>N =</b> Signature or name of individual who interpreted instructional implications of evaluation results was not documented.</p>	<input type="checkbox"/> Y	<input type="checkbox"/> N	<input type="checkbox"/> NA

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007.03A6	<p>At the discretion of the parent or the school district or approved cooperative, other individuals who have knowledge or special expertise regarding the child, including related services personnel as appropriate; (The determination of the knowledge or special expertise of any individual shall be made by the party who invited the individual to be a member of the IEP team.)</p> <p><b>Y</b> = The IEP meeting participation page includes the signature of the individual who was invited at the discretion of the school district or the parents, who was in attendance at the meeting.</p> <p style="text-align: center;"><b>OR</b></p> <p>The IEP meeting participation page includes the name of the individual who was invited at the discretion of the school district or the parents, who was in attendance at the meeting.</p> <p><b>NA</b> = No additional participants</p>	<input type="checkbox"/> Y	<input type="checkbox"/> N	<input type="checkbox"/> NA
007.03A7	<p>Wherever appropriate, the child with a disability:</p> <ol style="list-style-type: none"> <li>1. The IEP meeting participation page includes the <u>signature</u> of the child/student, who was in attendance at the meeting.</li> </ol> <p style="text-align: center;"><b>OR</b></p> <ol style="list-style-type: none"> <li>2. The IEP meeting participation page includes the <u>name</u> of the child/student who was in attendance at the meeting.</li> </ol> <p><b>Y</b> = Documentation that student was invited typically found on <u>IEP Notice of Meeting or on IEP</u>. Student attendance is not mandatory</p> <p><b>NA</b> = Below age 16</p>	<input type="checkbox"/> Y	<input type="checkbox"/> N	<input type="checkbox"/> NA
007.03A8	<p>For children attending nonpublic schools, a representative of the nonpublic schools. If the representative cannot attend, other methods shall be used to ensure participation by the nonpublic school, including individual or conference telephone calls;</p> <ol style="list-style-type: none"> <li>1. For the student attending a nonpublic school, the signature and position of the nonpublic school representative is listed on the IEP participation list as the nonpublic school representative.</li> </ol> <p style="text-align: center;"><b>or</b></p> <ol style="list-style-type: none"> <li>2. For the student attending a nonpublic school, the name and position of the nonpublic school district representative is listed on the IEP participation list as the nonpublic school representative.</li> </ol> <p style="text-align: center;"><b>And</b></p> <ol style="list-style-type: none"> <li>3. If the representative from the nonpublic school is not in attendance at the IEP meeting, as determined by a lack of documentation, the district has:             <ol style="list-style-type: none"> <li>a. Written correspondence on file indicating that the nonpublic school was informed of its right to attend or access other means of participation including individual or conference telephone calls.</li> <li>b. Telephone logs on file indicating that the nonpublic school was informed of its right to attend or access other means of participation including individual or conference telephone calls. (Examples: agency with approved NDE rate: can be VR, DHHS, Brookvalley, Heartland, etc.)</li> </ol> </li> </ol> <p><b>Y</b> = Documentation is available <b>N</b> = No signature, name, or any documentation if nonpublic school is not in attendance <b>NA</b> = If child is NOT attending nonpublic school (many will be NA)</p>	<input type="checkbox"/> Y	<input type="checkbox"/> N	<input type="checkbox"/> NA

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	007.03A9	<p>For children receiving services from an approved service agency, a representative of the service agency. If the representative is not in attendance, other methods shall be used to ensure participation by the approved service agency, including written communication, or individual or conference telephone calls.</p> <p>1. For the children receiving services from an approved service agency, the signature and position of the approved service agency representative is listed on the IEP participation list as the approved service agency representative.</p> <p style="text-align: center;">OR</p> <p>2. For the children receiving services from an approved service agency, the name and position of the approved service agency representative is listed on the IEP participation list as the approved service agency representative.</p> <p style="text-align: center;">AND</p> <p>3. If the representative from the approved service agency is not in attendance at the IEP meeting, as determined by a lack of documentation, the district has:</p> <p>a. Written correspondence on file indicating that the approved service agency was informed of its right to attend or access other means of participation including individual or conference telephone calls.</p> <p>b. Telephone logs on file indicating that the approved service agency was informed of its right to attend or access other means of participation including individual or conference telephone calls. (Examples: agency with approved NDE rate: can be VR, DHHS, Brookvalley, Heartland, etc.)</p> <p><b>Y</b> = Documentation specific to child receiving services from an approved service agency  <b>N</b> = No documentation  <b>NA</b> = If child is NOT receiving services from an approved service agency</p>	<input type="checkbox"/> Y	<input type="checkbox"/> N	<input type="checkbox"/> NA
7A	007.03A10a * **	<p>For children 16 and older “if the purpose of the meeting is to consider post-secondary goals for the child and the transition services needed to assist them in reaching the goals” (007.03A10);</p> <p>The school district or approved cooperative must invite the child; (if the child does not attend the IEP meeting, the school district shall take other steps to ensure that the child’s preferences and interests are considered.</p> <p>1. The IEP meeting participation page includes the signature of the student who was in attendance at the meeting.</p> <p style="text-align: center;">OR</p> <p>2. The IEP meeting participation page includes the name of the student who was in attendance at the meeting.</p> <p style="text-align: center;">AND</p> <p>3. If the child does not attend, the statement of the child’s present levels of academic achievement and functional performance in the child’s IEP contains documentation that the child’s preferences and interests were considered, either by listing the preferences and interests, or including them under the special considerations.</p> <p>4. If the child does not attend, the transition page in the child’s IEP contains documentation of the child’s preferences and interests, and how those preferences and interests are being addressed in the development of the post-secondary goals.</p> <p><b>Y</b> = Score Y if student is in attendance or documentation of participation if student is not in attendance  <b>N</b> = Score N if student is NOT in attendance and no documentation  <b>NA</b> = If student is younger than 16</p>	<input type="checkbox"/> Y	<input type="checkbox"/> N	<input type="checkbox"/> NA

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7A	007.03A10b * **	<p>To the extent appropriate, with the consent of the parents of a child who has reached the age of majority, the school district or approved cooperative must invite a representative of any participating agency that is likely to be responsible for providing or paying for the transition services. (Requirement: If response is no please indicate the reason in the comment box.)</p> <ol style="list-style-type: none"> <li>The signature and position of the representative of any participating agency that is likely to be responsible for providing or paying for transition services is listed on the IEP participation list as the approved service agency representative.</li> </ol> <p style="text-align: center;">OR</p> <ol style="list-style-type: none"> <li>The name and position of the representative of any participating agency that is likely to be responsible for providing or paying for transition services is listed on the IEP participation list as the approved service agency representative.</li> </ol> <p style="text-align: center;">AND</p> <ol style="list-style-type: none"> <li>The district maintains a copy of the consent form (the date of parental consent is prior to the IEP meeting) signed by the parent authorizing the participation of a representative from the agency in the IEP meeting.</li> </ol> <p><b>Y</b> = Score Y if the district has a copy of the parental consent signed prior to the IEP meeting notice, and the signature and position of the representative or name and position of the representative  <b>N</b> = Score N if no consent form signed prior to the IEP meeting notice (if no, please indicate the reason in comment box)  <b>NA</b> = If child is younger than 16 or if agency is not attending for this reason</p>	<input type="checkbox"/> Y	<input type="checkbox"/> N	<input type="checkbox"/> NA
	007.03A11	<p>For a child verified in the category of hearing impaired, an educator endorsed to teach a child with hearing impairments.</p> <ol style="list-style-type: none"> <li>The IEP meeting participation page includes the signature of an educator endorsed to teach a child with a hearing impairment who was in attendance at the meeting.</li> </ol> <p style="text-align: center;">or</p> <ol style="list-style-type: none"> <li>The IEP meeting participation page includes the name of an educator endorsed to teach a child with a hearing impairment who was in attendance at the meeting.</li> </ol> <p><b>Y</b> = Child is verified hearing impaired and deaf educator's signature or documentation  <b>N</b> = Deaf educator's signature is not there or no documentation  <b>NA</b> = For all files that are NOT verified hearing impaired (most will be NA)</p>	<input type="checkbox"/> Y	<input type="checkbox"/> N	<input type="checkbox"/> NA
	007.03A12	<p>For a child verified in the category of visual impairment, an educator endorsed to teach a child with visual impairments.</p> <ol style="list-style-type: none"> <li>The IEP meeting participation page includes the signature of an educator endorsed to teach a child with a visual impairment who was in attendance at the meeting.</li> </ol> <p style="text-align: center;">or</p> <ol style="list-style-type: none"> <li>The IEP meeting participation page includes the name of an educator endorsed to teach a child with a visual impairment who was in attendance at the meeting.</li> </ol> <p><b>Y</b> = Child is verified visually impaired and teacher of visual impairment signature or documentation  <b>N</b> = Teacher of visual impaired is not there or no documentation  <b>NA</b> = For all files that are NOT verified visual impaired (most will be NA)</p>	<input type="checkbox"/> Y	<input type="checkbox"/> N	<input type="checkbox"/> NA

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\* **New to File Review**

\*\* **New Rule Language**

County/District #: \_\_\_\_\_ ESU # \_\_\_\_\_ School District Name: \_\_\_\_\_

Date: \_\_\_\_\_ Reviewer: \_\_\_\_\_ Student's Case Manager: \_\_\_\_\_

White Scoring: <b>Y</b> = Yes; <b>N</b> = No; <b>NA</b> = Not Applicable	Student Identifier
Gray Scoring: <b>Y</b> = Regulation Met; <b>N</b> = Regulation Not Met	Disability Category
	Student Age

007.04		IEP Team Attendance		
007.04A * **	<p>A member of the IEP team described in 92 NAC 51-007.03A2 through 007.03A5 shall not be required to attend an IEP meeting, in a whole or in part, if the parent of a child with a disability and the school district or approved cooperative agree, <u>in writing</u>, that the attendance of such member is not necessary because the member's area of the curriculum or related services is not being modified or discussed in the meeting.</p> <p>1. The student's file contains documentation that the parents and the school district agreed that the member did not need to attend because the member's area of the curriculum, or related services was not being discussed or modified. This documentation may include, but not limited to:</p> <ul style="list-style-type: none"> <li>a. a signed written agreement between the district and the parent; or</li> <li>b. the district's IEP meeting notification form contains a statement of agreement to the member's absence from the meeting, signed by the parent, or</li> <li>c. the IEP contains a statement that the parent agreed to the member's absence, signed by the parent.</li> </ul> <p><b>Y</b> = Documentation is in the child's file  <b>N</b> = Member was invited, did not attend, and no documentation is in the child's file  <b>NA</b> = No member of IEP team missed the meeting (all members present)</p>	<input type="checkbox"/> Y	<input type="checkbox"/> N	<input type="checkbox"/> NA
007.04B *	<p>A member of the IEP team described in 92 NAC 51-007.04A may be excused from attending an IEP meeting, in a whole or in a part, when the meeting involves a modification to or discussion of the team member's area of the curriculum or related services, if:</p> <p>The child's file contains documentation that the parent consented to the excusal; and there is written documentation of the excused member's input into the development of the IEP.</p> <p>The receipt of the written input was prior to the meeting, and documented by the district and the parent.</p> <p><b>Y</b> = Written documentation of excused member's input and written input was prior to the meeting  <b>N</b> = No written documentation of excused member  <b>NA</b> = Score NA if no members of IEP were excused (all members present)</p>	<input type="checkbox"/> Y	<input type="checkbox"/> N	<input type="checkbox"/> NA

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007.04B1	<p>The parent, in writing, and the school district or approved cooperative consent to the excusal; and</p> <p>The child's file contains written documentation that the parent and the school district consent to the excusal .</p> <p><b>Y</b> = Written documentation is in the child's file of the parent and school districts consent to excusal.  <b>N</b> = Member was invited, did not attend, and no documentation is in the child's file  <b>NA</b> = No member of IEP team missed the meeting (all members present)</p>	<input type="checkbox"/> Y	<input type="checkbox"/> N	<input type="checkbox"/> NA
007.04B2	<p>And the member submits, in writing, to the parent and the IEP team, input into the development of the IEP prior to the meeting.</p> <p>The receipt of the written input was prior to the meeting, and documented by the district and the parent.</p> <p><b>Y</b> = Written documentation of excused member's input and written input was prior to the meeting  <b>N</b> = No written documentation of excused member  <b>NA</b> = Score NA if no members of IEP were excused (all members present)</p>	<input type="checkbox"/> Y	<input type="checkbox"/> N	<input type="checkbox"/> NA



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		Disability Category			
		Student Age			
007.05 *	<p>In the case of a child who was previously served as an infant or toddler under Part C of the IDEA, an invitation to the initial IEP meeting shall, at the request of the parent, be sent to the Part C service coordinator or other representatives of the Part C system to assist with the smooth transition of services. <i>If there is evidence that the parent asked for the participation of others, there should be documentation that these people were invited to participate in the initial IEP meeting.</i></p> <p>1. <i>The IEP meeting notification includes the name of the Part C service coordinator or other representative of the Part C system.</i></p> <p style="text-align: center;">or</p> <p style="text-align: center;">(continued)</p> <p>2. <i>The IEP meeting participation page includes the name of the Part C service coordinator or other representative of the Part C system.</i></p> <p><b>Y</b> = If notification has Part C Service Coordinator's name for the initial IEP meeting  <b>N</b> = Name of Part C Service Coordinator not listed for initial IEP meeting  <b>NA</b> = In Part B services, parent did not request Part C service coordinator (most files)</p> <p style="text-align: center;"><b>End of Signature Page</b></p>	<input type="checkbox"/> Y	<input type="checkbox"/> N	<input type="checkbox"/> NA	

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Date: \_\_\_\_\_ Reviewer: \_\_\_\_\_ Student's Case Manager: \_\_\_\_\_

White Scoring: <b>Y</b> = Yes; <b>N</b> = No; <b>NA</b> = Not Applicable Gray Scoring: <b>Y</b> = Regulation Met; <b>N</b> = Regulation Not Met	Student Identifier
	Disability Category
	Student Age

ILCD	Regulation	Regulatory Requirement			
<b>NOTICE OF IEP (007.06A-007.06D)</b>					
1B	007.06	<b>Parent Participation</b>			
1B	007.06A	The school district or approved cooperative shall take steps to ensure that one or both of the parents of the child with a disability are present at the IEP meeting or are afforded an opportunity to participate including: <span style="color: red;">The district maintains documentation that parents have been invited to the IEP meeting, or afforded an alternative opportunity for participating in the IEP meeting. The notification will include:</span> <ol style="list-style-type: none"> <li><span style="color: red;">1. The type of meeting to be held; IEP meeting</span></li> <li><span style="color: red;">2. The reason for the meeting. development of IEP, review and revision of IEP, discussion of transition services (this would be an additional activity to the development or revision of the IEP)</span></li> <li><span style="color: red;">3. Time and location of the meeting and the parent's ability to change the time or location to a mutually agreed upon time and location;</span></li> <li><span style="color: red;">4. Who will be in attendance at the meeting;</span></li> <li><span style="color: red;">5. Parent's and district's ability to invite others who have knowledge or special expertise, and determination of knowledge and special expertise to be made by the party inviting the individual to be a member of the IEP team;</span></li> <li><span style="color: red;">6. Discussion of transition needs and services;</span></li> <li><span style="color: red;">7. For Part C transition or services: the Part C service coordinator or other representatives at the request of the parent.</span></li> </ol> <span style="color: red;">The IEP meeting notification is usually written, but if the contact to the parent is via the phone or e-mail, written documentation of the phone call or e-mail must include evidence that the above items were discussed with the parent.</span> <span style="color: red;">Y = Notice is on file and completed correctly</span> <span style="color: red;">N = Notice is missing or completed inaccurately</span> <span style="color: green;">(If no, use comment section for clarification)</span>	<input type="checkbox"/> Y	<input type="checkbox"/> N	<input type="checkbox"/> NA
	007.06A1	Notifying parents of the IEP conference early enough to ensure that they will have an opportunity to attend; and <span style="color: red;">The date on the written notification or documentation or phone call/e-mail is prior to the IEP meeting date, or date on the IEP document.</span> <span style="color: red;">Y = Notice is prior to IEP meeting or date on the IEP document</span> <span style="color: red;">N = Notice is not prior to IEP meeting or date on the IEP document</span>	<input type="checkbox"/> Y	<input type="checkbox"/> N	<input type="checkbox"/> NA

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007.06A2	<p>Scheduling the meeting at a mutually agreed on time and place.</p> <p>The written notification form or documentation of phone call/e-mail of the IEP meeting provides information to parents that the time and place made changed to a mutually agreed upon time and place.</p> <p><b>Y</b> = Notice provides information to parents that time and place of the meeting can be changed to a mutually agreed upon time and place</p> <p><b>N</b> = Notice does not provide information to parents that time and place of the meeting can be changed to a mutually agreed upon time and place</p>	<input type="checkbox"/> Y	<input type="checkbox"/> N	<input type="checkbox"/> NA
007.06B	<p>The notification under Subsection 007.06A1 must include the purpose, time and location of the meeting and who will be in attendance and inform the parents of the provisions of 92 NAC 51 007.03A6 Invitation to other individuals who have knowledge or special expertise regarding the child, 007.03A6a the determination of the knowledge or special expertise shall be made by the party who invited the individual to be a member of the IEP,</p> <p>007.05 Invitation of the Part C service coordinator at the request of the parent.</p> <p>The written notification or documentation of the phone call/e-mail of the IEP meeting includes the above elements to provide information to the parents.</p> <p><b>Y</b> = Notice includes all of the above, or documentation includes all of the above</p> <p><b>N</b> = Notice is missing some of the above or all of the above, or there is no documentation (If no, use comment box for clarification)</p>	<input type="checkbox"/> Y	<input type="checkbox"/> N	<input type="checkbox"/> NA
007.06B1 and 007.06B1a	<p>For a child with a disability beginning not later than the first IEP to be in effect when the child turns 16, or younger, if determined appropriate by the IEP team. The notice also must:</p> <p>Indicate that a purpose of the meeting will be the consideration of the postsecondary goals and transition services for the child in accordance with 92 NAC 51-007.07A9; and</p> <p>The written notification form or documentation of phone call/e-mail of the IEP meeting provides information to parents that transition needs and services will be discussed at the IEP meeting.</p> <p><b>Y</b> = Notice provides information that transition will be discussed at the meeting</p> <p><b>N</b> = Notice does not provide this information</p> <p><b>NA</b> = Child is younger than 16</p>	<input type="checkbox"/> Y	<input type="checkbox"/> N	<input type="checkbox"/> NA
007.06B1b	<p>Indicate that the school district or approved cooperative will invite the child to the meeting; and</p> <p>The written notification form or documentation of phone call/e-mail of the IEP meeting provides information to parents that the child has been invited to the IEP meeting.</p> <p><b>Y</b> = Notice provides information that the child has been invited and child is at least 16</p> <p><b>N</b> = Notice does not provide this information</p> <p><b>NA</b> = Child is younger than 16</p>	<input type="checkbox"/> Y	<input type="checkbox"/> N	<input type="checkbox"/> NA
007.06B1c	<p>Identify any other agency that will be invited to send a representative.</p> <p>The written notification form or documentation of phone call/e-mail of the IEP meeting provides information to parents that, with the parent's consent, a representative from another agency has been invited to the IEP meeting. (Examples of agencies: VR, DHHS, BoysTown, etc.)</p> <p><b>Y</b> = Notice provides information to that parent that, with the parent consent, a representative has been invited</p> <p><b>N</b> = Notice does not include information that a representative has been invited</p> <p><b>NA</b> = Most files will be NA (no agencies were in attendance)</p>	<input type="checkbox"/> Y	<input type="checkbox"/> N	<input type="checkbox"/> NA

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007.06C	<p>If neither parent can attend the IEP meeting, the school or approved cooperative shall use other methods to ensure parent participation including individual or conference telephone calls consistent with 92 NAC 51-007.09H (related to alternate means of meeting participation such as video conference, conference calls).</p> <p>The written notification form or documentation of phone call/e-mail of the IEP meeting provides information to parents that if the parent cannot physically attend the meeting, an alternative method of participation will be used, including individual or conference telephone calls.</p> <p>Y = Documentation that if the parent cannot attend the IEP meeting, an alternative method of participation was provided</p> <p>N = No documentation that parents were provided alternative methods of participation</p> <p>NA = Parent in attendance</p>	<input type="checkbox"/> Y	<input type="checkbox"/> N	<input type="checkbox"/> NA
007.06D	<p>A meeting may be held without the parent in attendance if the school district or approved cooperative is unable to convince the parent to attend/participate. In this case, the district must keep a record of its attempts to arrange a mutually agreed on time and place such as:</p> <p>007.06D1 Detailed records of telephone calls made or attempted and the results of those calls;</p> <p>1. Records of telephone calls made or attempted include:</p> <ul style="list-style-type: none"> <li>a. Date of the contact</li> <li>b. Name of the parent contacted</li> <li>c. Name of the student</li> <li>d. Name of the person making the contact</li> <li>e. Purpose of the contact</li> <li>f. Results of the contact</li> </ul> <p>007.06D2 Copies of correspondence sent to the parents and any responses received; and</p> <p>1. Copies of dated correspondence <u>sent</u> by the district to parents.</p> <p>2. Copies of any dated responses <u>received</u> by the district from the parents.</p> <p>007.06D3 Detailed records of visits made to the parent's home or place of employment and results of those visits.</p> <p>Records of the visits include:</p> <ul style="list-style-type: none"> <li>1. Date of the contact</li> <li>2. Place of the contact</li> <li>3. Name of the parent contacted</li> <li>4. Name of the student</li> <li>5. Name of the person making the contact</li> <li>6. Purpose of the contact</li> <li>7. Results of the contact</li> </ul> <p>Y = Documentation of attempts to arrange a mutually agreed on time and place</p> <p>N = Parent not in attendance and no documentation of the above</p> <p>NA = Parent is in attendance</p> <p style="text-align: center;"><b>END OF NOTICE</b></p>	<input type="checkbox"/> Y	<input type="checkbox"/> N	<input type="checkbox"/> NA

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007.06E	<p style="text-align: center;"><b>IEP</b></p> <p>The school district or approved cooperative shall take whatever action is necessary to ensure that the parent understands the proceedings of an IEP conference, including arranging for an interpreter for parents who are deaf or whose native language is other than English.</p> <p>Examples of what districts can do: The district secures a parental signature attached to a statement on the IEP form indicating that the parent(s) understands the content and purpose of their child's IEP meeting and the IEP.</p> <p>A receipt is attached to the IEP form, with the parental signature(s) indicating that the parent(s) understand the content and purpose of their child's IEP meeting and the IEP.</p> <p><b>Y</b> = Score Y if parent has signed they "understand the proceedings of the IEP conference" – they do not have to agree to content of the IEP</p> <p><b>N</b> = No signature that the parent understand the proceedings of the IEP conference</p>	<input type="checkbox"/> Y	<input type="checkbox"/> N	<input type="checkbox"/> NA
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White Scoring: <b>Y</b> = Yes; <b>N</b> = No; <b>NA</b> = Not Applicable Gray Scoring: <b>Y</b> = Regulation Met; <b>N</b> = Regulation Not Met	Student Identifier
	Disability Category
	Student Age

ILCD	Regulation	Regulatory Requirement	IEP		
3A	007.07A	The IEP shall include all of the following required elements.			
	007.07A1	007.07A1a A statement of the child's present level of academic achievement and functional performance including: How the child's disability affects the child's involvement in and progress in the general education curriculum (i.e., the same curriculum as for nondisabled children) OR 007.07A1b For preschool children, as appropriate, how the disability affects the child's participation in appropriate activities. 1. The child's present levels of academic achievement and functional performance as reported within the child's IEP is documented through information from the MDT report, through the measured status of the previous IEP goals, and through written results of objective, projective and/or subjective formal and informal diagnostic information gathered by the student's teacher(s). OR 2. For preschool children, as appropriate, the child's present levels of academic achievement and functional performance as reported within the child's IEP includes a statement or information on how the child's disability affects the child's participation in appropriate activities. Appropriate activities are based on age appropriate developmental activities for preschool children <b>Y</b> = Score Y if there are quality statements within the present level of academic achievement and functional performance that document how the child's disability affects their involvement in the general curriculum (or age appropriate activities for preschool) <b>N</b> = Score N if academic achievement and functional performance is not documented.	<input type="checkbox"/> Y	<input type="checkbox"/> N	<input type="checkbox"/> NA
	007.07A2	A statement of the measurable annual goals, including academic and functional goals designed to: 007.07A2a Meet the child's needs that result from the child's disability to enable the child to be involved in and make progress in the general education curriculum, or for preschool children, as appropriate, to participate in appropriate activities, and 007.07A2b Meet each of the child's other educational needs that result from the child's disability. (continued)	<input type="checkbox"/> Y	<input type="checkbox"/> N	<input type="checkbox"/> NA

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		<p>1. The child's IEP contains at least one annual measurable goal.</p> <p>2. Each goal statement is based on information from the child's present level of academic achievement and functional performance as discussed on the child's current IEP.</p> <p>3. The goal statement includes information on how the goal will be measured, including type of measurement and the parameters of measurement. Example: the child will demonstrate improvement in her comprehension skills from a 3<sup>rd</sup> grade, 1<sup>st</sup> month to a 3<sup>rd</sup> grade, 7<sup>th</sup> month level, by completing appropriate 3<sup>rd</sup> grade reading passages, and completing comprehension pre and post tests. An example of an unacceptable measurement statement would be: the child will improve his reading comprehension skills as documented through teacher observation.</p> <p style="text-align: center;">AND</p> <p>4. When appropriate, the goal statement is based on the information from the child's present level of academic achievement and functional performance on how the child's disability affects the child's involvement in and progress in the general curriculum.</p> <p style="text-align: center;">OR</p> <p>5. For preschool children, when appropriate, the goal statement is based on the information from the child's present level of academic achievement and functional performance on how the child's disability affects the child's participation in appropriate developmental activities.</p> <p style="text-align: center;">AND</p> <p>6. Matching goals to educational needs identified in the MDT report and the present level of academic achievement and functional performance.</p> <p><b>Y</b> = Quality statement that ties together in the description of the student's needs in the MDT, PLEP, and IEP goals  <b>N</b> = Goal(s) not documented or measurable          (If no, use comment box for clarification)</p>			
	007.07A3 * **	<p>For children with disabilities who take alternate assessments aligned to alternate achievement standards, a description of benchmarks or short-term objectives;</p> <p>1. For children with disabilities who take alternate assessments aligned to alternate achievement standards, intermediate short-term objectives and benchmarks are included with each of the measurable annual goals. The objectives may include the criteria for measuring the measurable annual goal(s).</p> <p>2. The child's IEP includes documentation that the child will be taking an alternate assessment aligned to alternate achievement standards as evidenced through a review of <b>92 NAC 51-007.07A7</b>.</p> <p><b>Y</b> = Short-term objectives and benchmarks are included in annual goal(s) and there is documentation that the child will be taking alternate assessment aligned to alternate achievement standards.  <b>N</b> = Child takes regular assessments or assessments with accommodations.  <b>NA</b> = Not required for students not taking alternate assessment</p>	<input type="checkbox"/> Y	<input type="checkbox"/> N	<input type="checkbox"/> NA
	007.07A4	<p>A description of how the child's progress toward meeting the annual goals described in 92 NAC 51-007.07A2 will be measured and when periodic reports on the progress the child is making toward meeting the annual goals (such as through the use of quarterly or other periodic reports, concurrent with the issuance of report cards) will be provided.</p> <p style="text-align: right;">(continued)</p>	<input type="checkbox"/> Y	<input type="checkbox"/> N	<input type="checkbox"/> NA

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		<p>1. The district documents on the goal page of the IEP information on how progress in meeting the goal was gathered, which may include, but is not limited to: formal testing, test scores, pre and post test scores, classroom assignments, performance trials intervals, charted behavior performance, teacher observation, classroom performance, completion of homework assignments and other appropriate measured student performance.</p> <p>2. The district documents on the goal page of the IEP, the schedule for reporting progress to parents, indicating the schedule for reporting (quarterly, semi-quarterly) and the method of reporting (report cards, progress sheets).</p> <p><b>Y</b> = Goal page of IEP is completed accurately  <b>N</b> = Goal page not completed or missing how progress will be documented and/or reporting method          (If no, use comment box for clarification)</p>			
	<p>007.07A5</p>	<p>A statement of the special education and related services and supplementary aids and services based on peer-reviewed research to the extent practicable, to be provided to the child, or on behalf of the child, and a statement of the program modifications or supports for school personnel that will be provided to enable the child;</p> <p>007.07A5a          To advance appropriately toward attaining the annual goals;</p> <p>007.07A5b          To be involved in and make progress in the general education curriculum and to participate in extracurricular and nonacademic activities; and</p> <p>007.07A5c          To be educated and participate with other children with disabilities and nondisabled children in activities described in 92 NAC 51-007.07A5.</p> <p>1. The IEP includes a listing of all special education and related services, the supplementary aids and services, and the modifications or supports for school personnel to be provided to the child.</p> <p>2. A review of the listing of special education and related services, the supplementary aids and services and the modifications and supports in relationship to the annuals indicates that services, aids, modifications and supports, will <u>assist the child in achieving the annual goals.</u></p> <p>3. A review of the listing of special education and related services, the supplementary aids and services, and the modifications and supports in relationship to the annuals indicates that services, aids, modifications and supports, will <u>assist the child's involvement in and progress in the general curriculum</u>, in an alternate curriculum, if appropriate, and in extracurricular and other nonacademic activities, if appropriate.</p> <p>4. A review of the listing of special education and related services, the supplementary aids and services and the modifications and supports in relationship to the annuals indicates that services, aids, modifications and supports, will <u>assist the child's participation in the least restrictive environment.</u></p> <p><b>Y</b> = All sections are completed and include the services and supports that will assist the child in achieving the annual goal(s); assist the child's involvement in and progress in the general curriculum, and assist the child's participation in the LRE.  <b>N</b> = No documentation or partial documentation          (If no, use comment box for clarification)</p>	<p><input type="checkbox"/> Y</p>	<p><input type="checkbox"/> N</p>	<p><input type="checkbox"/> NA</p>



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3B	007.07A6	<p>An explanation to the extent, if any, to which the child will not participate with nondisabled children in the regular class and in the activities described in 92 NAC 51-007.07B4.</p> <p>The IEP contains a written explanation for time spent outside of the regular classroom, and with nondisabled peers. This information can be found in a number of places within the IEP format, the present levels of academic achievement and functional performance, the special considerations, or a specific section of the service page.</p> <p>Y = Section completed N = Section not documented</p>	<input type="checkbox"/> Y	<input type="checkbox"/> N	<input type="checkbox"/> NA
3B	007.07A7 **	<p>A statement of any individual appropriate accommodations that are necessary to measure the academic achievement and functional performance of the child on state and district-wide assessments; and if the IEP team determines that the child <u>must</u> take an alternate assessment <u>instead of</u> a particular <u>regular state</u> or district-wide assessment of student achievement, a statement of why:</p> <p>The IEP contains a written statement of the accommodations or modifications the child will receive when participating in the state and district-wide assessments.</p> <p>(If no, use comment box for clarification)</p>	<input type="checkbox"/> Y	<input type="checkbox"/> N	<input type="checkbox"/> NA
	007.07A7a	<p>If the child cannot participate in the regular assessment; and</p> <p>The IEP contains a written statement of why the child cannot participate in the regular assessment.</p> <p>(If no, use comment box for clarification)</p>	<input type="checkbox"/> Y	<input type="checkbox"/> N	<input type="checkbox"/> NA
	007.07A7b	<p>The particular alternate assessment selected is appropriate for the child; and</p> <p>The IEP contains a written statement of why the particular alternate assessment selected is appropriate for the child.</p> <p>Y = IEP includes documentation of accommodations or modifications for child taking state or district-wide assessment</p> <p style="text-align: center;">OR</p> <p>IEP documents why child cannot participate in regular assessment and why alternate assessment is appropriate</p> <p>N = No documentation is found on IEP and/or partial information is provided</p> <p>(If no, use comment box for clarification)</p>	<input type="checkbox"/> Y	<input type="checkbox"/> N	<input type="checkbox"/> NA
3B	007.07A8	<p>The projected date for the beginning of the services and modifications described in 92 NAC 51-007.07A5 and the anticipated frequency, location, and duration of those services and modifications.</p> <p>1. The IEP contains:</p> <p>a. projected beginning and ending dates for each of the special education and related services, supplementary aids and services, and modifications, to indicate the beginning of services, and the duration of services. The beginning and ending dates include the day, month and year,</p> <p style="text-align: center;">OR</p> <p>b. a beginning date for services, and includes a statement the services provision will follow the school calendar, to indicate the beginning date and duration of services. The beginning and ending dates include the day, month and year.</p> <p style="text-align: center;">AND</p>	<input type="checkbox"/> Y	<input type="checkbox"/> N	<input type="checkbox"/> NA

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		(continued) c. the anticipated frequency for each of the services and modifications, the frequency may include, but are not limited to: times per week, times per month, times per semester, or times per year. AND d. The location of the service (separate classroom, regular classroom) Y = All sections completed N = Section not completed or missing section components (If no, use comment box for clarification)			
<b>Transition Section of IEP (007.07A9 – 007.07A9c)</b>					
7A	007.07A9 <b>**</b>	Beginning not later than the first IEP to be in effect when the child turns 16, or younger if deemed appropriate by the IEP team, and updated annually thereafter: 1. The district documents that the IEPs for students aged 16 and above contain at least one appropriate measurable post-secondary goal. Y = For transition students (16 and above) at least one measurable post-secondary goal N = No measurable post-secondary goal for student (16 and above) NA = Younger than 16	<input type="checkbox"/> Y	<input type="checkbox"/> N	<input type="checkbox"/> NA
	007.07A9a	Appropriate measurable post-secondary goals based upon age appropriate transition assessments related to training, education, employment, and where appropriate, independent living skills; and (Requirement: If response is no please indicate the reason in the comment box.) 1. There is documentation in the IEP, that the post-secondary goal(s) is based upon age appropriate transition assessments relating to training, education, employment, and, where appropriate, independent living skills. Y = Documentation on IEP that appropriate transition assessments were completed and post-secondary goal is based on this assessment N = Documentation does not include all components in #1 (If no, use comment box for clarification) NA = Younger than 16	<input type="checkbox"/> Y	<input type="checkbox"/> N	<input type="checkbox"/> NA
	007.07A9b	The transition services (including courses of study) needed to assist the child in reaching those goals; and (Requirement: If response is no please indicate the reason in the comment box) 1. The IEP includes transition services, which include the course of study, anticipated graduation date, and relationship to the post-secondary goal. Y = Documentation of all components in #1 N = No documentation or missing components from #1 (If no, use comment box for clarification) NA = Younger than 16	<input type="checkbox"/> Y	<input type="checkbox"/> N	<input type="checkbox"/> NA
	007.07A9c	If a participating agency, other than the school district or approved cooperative fails to provide the transition services described in the IEP, the school district or approved cooperative shall reconvene the IEP team to identify alternative strategies to meet the transition objectives for the child contained in the IEP. <b>(This is only scored in a few files, but ask the question)</b>	<input type="checkbox"/> Y	<input type="checkbox"/> N	<input type="checkbox"/> NA

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		NA = Younger than 16		
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Date: \_\_\_\_\_ Reviewer: \_\_\_\_\_ Student's Case Manager: \_\_\_\_\_

White Scoring: <b>Y</b> = Yes; <b>N</b> = No; <b>NA</b> = Not Applicable Gray Scoring: <b>Y</b> = Regulation Met; <b>N</b> = Regulation Not Met	Student Identifier Disability Category Student Age
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ILCD	Regulation	Regulatory Requirement			
3A	007.07B	In developing, reviewing or revising each child's IEP. <span style="background-color: yellow;">(Special Considerations page of IEP 92 NAC 51-007.07B1 through 007.07B7)</span> <span style="color: red;">Y = Each section completed</span> <span style="color: red;">N = Each section is not completed</span>			
	007.07B1	The IEP team shall consider the strengths of the child and the concerns of the parents for enhancing the education of their child.  <span style="color: red;">The IEP lists the strengths of the child, as part of the present levels of academic achievement and functional performance.</span>  <span style="color: red;">The IEP lists the concerns of the parents for enhancing their child's education, or indicates that the parents had no concerns at this time.</span>	<input type="checkbox"/> Y	<input type="checkbox"/> N	<input type="checkbox"/> NA
	007.07B2	The IEP team shall consider the results of the initial evaluation or most recent evaluation of the child, and the academic, developmental, and functional needs of the child.  <span style="color: red;">The IEP lists the results of the initial evaluation, or the most recent evaluation, and the academic, developmental and functional needs of the child as part of the present levels of academic achievement and functional performance.</span>	<input type="checkbox"/> Y	<input type="checkbox"/> N	<input type="checkbox"/> NA
4A	007.07B3	In the case of a child whose behavior impedes his or her learning or that of others, the IEP team shall consider when appropriate, strategies, including the use of positive behavioral interventions, strategies, supports and other strategies to address that behavior.  <span style="color: red;">If the child is a child whose behavior impedes his or her learning, the IEP documents the team's consideration for using positive behavioral interventions.</span> OR <span style="color: red;">The IEP indicates that this is not a concern for this child.</span>	<input type="checkbox"/> Y	<input type="checkbox"/> N	<input type="checkbox"/> NA

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007.07B4	<p>In the case of a child with limited English proficiency, the IEP team shall consider the language needs of the child as these needs relate to the child's IEP.</p> <p>If the child is a child with limited English proficiency, the IEP documents the team's consideration of the language needs of the child.</p> <p style="text-align: center;">OR</p> <p>The IEP indicates that this is not a concern for this child.</p>	<input type="checkbox"/> Y	<input type="checkbox"/> N	<input type="checkbox"/> NA
007.07B5	<p>In the case of a child who is blind or visually impaired, the IEP team shall provide for instruction in Braille and the use of Braille unless the IEP team determines, after an evaluation of the child's reading and writing skills, needs, and appropriate reading and writing media (including an evaluation of the child's future needs for instruction in Braille or the use of Braille), that instruction in Braille or the use of Braille is not appropriate for the child.</p> <p>If the child is a child who is blind or visually impaired, the IEP documents the team's consideration to provide for instruction in Braille and the use of Braille unless the IEP team determines, after an evaluation of the child's reading and writing skills, needs, and appropriate reading and writing media (including an evaluation of the child's future needs for instruction in Braille or the use of Braille), that instruction in Braille or the use of Braille is not appropriate for the child.</p> <p style="text-align: center;">OR</p> <p>The IEP indicates that this is not a concern for this child.</p>	<input type="checkbox"/> Y	<input type="checkbox"/> N	<input type="checkbox"/> NA
007.07B6	<p>The IEP team shall consider the communication needs of the child, and in the case of a child who is deaf or hard of hearing, shall consider the child's language and communication needs, opportunities for direct communication with peers and professional personnel in the child's language and communication mode, academic level, and full range of needs, including opportunities for direct instruction in the child's language and communication mode.</p> <p>If the child is a child who is deaf or hard of hearing, the IEP documents the team's consideration of the communication needs of the child and shall consider the child's language and communication needs, opportunities for direct communications with peers and professional personnel in the child's language and communication mode, academic level, and full range of needs, including opportunities for direct instruction in the child's language and communication mode.</p> <p style="text-align: center;">OR</p> <p>The IEP indicates that this is not a concern for this child.</p>	<input type="checkbox"/> Y	<input type="checkbox"/> N	<input type="checkbox"/> NA
007.07B7	<p>The IEP team shall consider whether the child needs assistive technology devices and services.</p> <p>The IEP indicates whether or not the child needs assistive devices and services.</p> <p>If the child is a child who requires a particular assistive technology device or service, the child's IEP includes a statement of the device or service needed.</p>	<input type="checkbox"/> Y	<input type="checkbox"/> N	<input type="checkbox"/> NA

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	Disability Category
	Student Age

ILCD	Regulation	Regulatory Requirement	Initial MDT		
2C	009.04A1 *	Referral, notice to parents (92 NAC 51-009.05), and parental consent, shall be completed within a reasonable period of time. The initial multidisciplinary team evaluation shall be completed within <u>45 school</u> days of receiving parental consent for the evaluation.  District maintains a copy of the notice of initial evaluation, and the signed consent from parents, which includes a date of when the school district received the signed consent. <b>Y</b> = Initial MDT completed within 45 school days from day of receiving the signed parental consent (after August 30, 2008) or July 1, 2005 to August 30, 2008 (initial MDT completed within 60 calendar days from day of receiving the signed parental consent) <b>N</b> = Initial MDT was not completed within the timeframe <b>NA</b> = This file is NOT an initial MDT (most of the files)	<input type="checkbox"/> Y	<input type="checkbox"/> N	<input type="checkbox"/> NA

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ILCD	Regulation	Regulatory Requirement	NOTICE	INITIAL IEP	
2C	009.04A2 *	Upon completion of a multidisciplinary team verification decision, school districts or approved cooperatives shall provide a reasonable notification and conduct an individualized education program conference within 30 calendar days. Examples: 1. The district maintains a copy of the written notification of the IEP meeting which was provided to the parents. 2. The district documents through a telephone log that the parent was given notification of the IEP meeting. 3. The date on the IEP meeting is within 30 calendar days of the date of the latest signature of the MDT report. 4. The date of the IEP meeting is within 30 days of the date of the MDT meeting. <b>Y</b> = IEP conference within the timeframe of 30 days for initial evaluations within last three years <b>N</b> = IEP conference occurred after the 30 days timeframe <b>NA</b> = Any reevaluations or over three years for the MDT	<input type="checkbox"/> Y	<input type="checkbox"/> N	<input type="checkbox"/> NA

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	Disability Category
	Student Age

ILCD	Regulation	Regulatory Requirement			
<b>WRITTEN PRIOR NOTICE</b>					
<b>There should NOT be any NAs for this section (92 NAC 51-009.05B1-009.05D)</b>					
	009.05 *	Prior Written Notice Prior written notice shall be given to the parents of a child with a disability a reasonable time before a school district or approved cooperative  009.05A1 Proposes to initiate or change the identification, evaluation or educational placement of a child or the provision of a free appropriate public education; or  009.05A2 Refuses to initiate or change the identification, evaluation or educational placement of a child or the provision of a free appropriate public education. 1. The district maintains a copy of the notice provided to the parent when the district proposed to initiate or change the identification/verification of the student or the educational placement of the child. <p style="text-align: center;">AND</p> 2. The notice is dated prior to the date of the action which is the subject of the notice. <b>Y</b> = For any reason listed above (examples: conduct initial evaluation or reevaluation; change service or placement; addition or termination of service; change in delivery of service; whenever discipline results in change of placement, etc.) <b>N</b> = Prior written notice not provided in the above areas (look at a variety of notices and make sure all of the requirements are completed below)	<input type="checkbox"/> Y	<input type="checkbox"/> N	<input type="checkbox"/> NA
	009.05B1 *	Such prior written notice shall include: A description of the action proposed or refused by the school district or approved cooperative; 1. District maintains a copy of the notice sent to the parents which contains a description of the action proposed or refused by the district.	<input type="checkbox"/> Y	<input type="checkbox"/> N	<input type="checkbox"/> NA
	009.05B2 *	An explanation of why the school district or approved cooperative proposes or refuses to take action; 1. District maintains a copy of the notice sent to the parents which contains an explanation of why the district proposed or refused to take the action.	<input type="checkbox"/> Y	<input type="checkbox"/> N	<input type="checkbox"/> NA

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009.05B3 * **	An explanation of other options the IEP team considered and the reasons why those options were rejected: 1. District maintains a copy of the notice sent to the parents which contains a description of any options considered by the IEP team and the reason(s) why the options were rejected.	<input type="checkbox"/> Y	<input type="checkbox"/> N	<input type="checkbox"/> NA
009.05B4 *	A description of each evaluation procedure, assessment, record, or report the school district or approved cooperative uses as a basis for the proposal or refusal; 1. District maintains a copy of the notice which contains a description of each evaluation procedure, test, record, or report that district plans to use or has used as a basis for the proposed action to evaluate or place.	<input type="checkbox"/> Y	<input type="checkbox"/> N	<input type="checkbox"/> NA
009.05B5 *	A description of any other factors which are relevant to the school district's or approved cooperative's proposal or refusal: 1. District maintains a copy of the notice which includes a description of any other factors which are relevant to the district's proposal or refusal of the action.	<input type="checkbox"/> Y	<input type="checkbox"/> N	<input type="checkbox"/> NA
009.05B6 *	A statement that the parents of a child with a disability have protection under the procedural safeguards of this Chapter and, if this notice is not an initial referral for evaluation, the means by which a copy or description of the procedural safeguards can be obtained; and 1. The district's notice of initial evaluation, initial placement, change of placement and reevaluation contain a statement that the parents of a child with a disability have protection under the procedural safeguards of IDEA and Rule 51. 2. The district's notice for initial placement, change of placement and reevaluation contain a statement which tells parents the means by which they can obtain a copy or description of the procedural safeguards of IDEA and Rule 51.	<input type="checkbox"/> Y	<input type="checkbox"/> N	<input type="checkbox"/> NA
009.05B7 *	Sources for parents to obtain assistance in understanding the provisions of this part. 1. The district's notice contains a listing of sources for parents to contact to obtain assistance in understanding the provisions of this part.	<input type="checkbox"/> Y	<input type="checkbox"/> N	<input type="checkbox"/> NA
009.05C *	The notice must be written in language understandable to the general public, and provided in the native language of the parents or other mode of communication used by the parent unless it is clearly not feasible to do so. 1. The district maintains a copy of the notice sent to the parents, in their native language, if other than English, or mode of communication. 2. The district maintains a statement, signed by the parent, indicating that the written notice was provided in his/her native language or mode of communication, either through the written notice or through a translator.	<input type="checkbox"/> Y	<input type="checkbox"/> N	<input type="checkbox"/> NA



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009.05D *	If the native language or other mode of communication of the parents is not a written language, the school district shall take steps to ensure:	<input type="checkbox"/> Y	<input type="checkbox"/> N	<input type="checkbox"/> NA
009.05D1	That the notice is translated orally or by other means to the parents in his or her native language or other mode of communication; 1. For parents whose native language or mode of communication is not a written language, the district maintains a written statement which indicates that the notice was provided orally or by other means in the parent's native language or mode of communication.	<input type="checkbox"/> Y	<input type="checkbox"/> N	<input type="checkbox"/> NA
009.05D2	That the parents understand the content of the notice; and 2. For parents whose native language or mode of communication is not a written language, the district maintains a written statement which indicates that the parent understood the content of the notice.	<input type="checkbox"/> Y	<input type="checkbox"/> N	<input type="checkbox"/> NA
009.05D3	That there is written evidence that the requirements of this section have been met. 3. Met with the review of 92 NAC 51-009.05D1 and 92 NAC 51-009.05D2.  N = If no, use comment box for clarification	<input type="checkbox"/> Y	<input type="checkbox"/> N	<input type="checkbox"/> NA

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ILCD	Regulation	Regulatory Requirement			
<b>Parental Consent</b>					
	009.08A	<b>Parental Consent for Initial Evaluation</b>			
	009.08A1 * **	<p>The school district or approved cooperative proposing to conduct an initial evaluation to determine if a child qualifies as a child with a disability under 92 NAC 51-003.10 must obtain informed consent, consistent with 92 NAC 51-003.11, from the parent of the child before conducting the evaluation.</p> <p>003.11 Consent means that the parent has been fully informed of all information relevant to the activity for which consent is sought, in his or her native language, or other mode of communication; that the parent understands and agrees in writing to the carrying out of the activity for which his or her consent is sought; that the consent includes a description of the proposed activity and a list of records (if any) which will be released and to whom they will be released; and the parent understands that the granting of consent is voluntary and may be revoked at any time.</p> <p>If a parent revokes consent, that revocation is not retroactive (i.e., it does not negate an action that has occurred after the consent was given and before the consent was revoked).</p> <p><b>Y</b> = The consent for initial evaluation contains all of the required elements in 003.11  <b>N</b> = The consent for initial evaluation reviewed does not contain all required elements found in 003.11 (use comment section to clarify what elements of 003.11 are missing)</p>	<input type="checkbox"/> Y	<input type="checkbox"/> N	<input type="checkbox"/> NA
	009.08B	<b>Consent for Services</b>			
	009.08B1 * **	<p>A school district or approved cooperative that is responsible for making FAPE available to a child with a disability must obtain informed consent from the parent of the child before the initial provision of special education and related services to the child.</p> <p style="text-align: center;">(continued)</p> <p><b>Y</b> = Documentation of informed consent from the parent before the initial provision of special education and related services is found in file  <b>N</b> = Documentation of informed consent from the parent before the initial provision of special education and related services is not found in file  <b>NA</b> = (Many files) Student has received special education services for multiple years</p>	<input type="checkbox"/> Y	<input type="checkbox"/> N	<input type="checkbox"/> NA

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State or district employee authorization only

	009.08C	Consent for Reevaluations			
	009.08C1 * **	<p>Subject to 92 NAC 51-009.08C2, each school district or approved cooperative must obtain informed parental consent, in accordance with 92 NAC 51-009.08A1, prior to conducting any reevaluation of a child with a disability.</p> <p>003.11 Consent means that the parent has been fully informed of all information relevant to the activity for which consent is sought, in his or her native language, or other mode of communication; that the parent understands and agrees in writing to the carrying out of the activity for which his or her consent is sought; that the consent includes a description of the proposed activity and a list of records (if any) which will be released and to whom they will be released; and the parent understands that the granting of consent is voluntary and may be revoked at any time.</p> <p>If a parent revokes consent, that revocation is not retroactive (i.e., it does not negate an action that has occurred after the consent was given and before the consent was revoked).</p> <p><b>Y</b> = The consent for reevaluation contains all of the required elements in 003.11 and is documented in the file  <b>N</b> = The consent for reevaluations does not contain all the required elements in 003.11 (use comments section to clarify missing elements)  <b>NA</b> = Initial evaluation; or less than three years from initial or last reevaluation</p>	<input type="checkbox"/> Y	<input type="checkbox"/> N	<input type="checkbox"/> NA
	009.08C2 * **	The informed parental consent described in 92 NAC 51-009.08C1 need not be obtained if the school district or approved cooperative can demonstrate that:			
	009.08C2a * **	<p>It made reasonable efforts to obtain such consent; and</p> <p><b>Y</b> = Documentation of district efforts to obtain a signed consent for reevaluation are found in file  <b>N</b> = No documentation of district efforts to obtain parental consent and evaluation was conducted  <b>NA</b> = Initial evaluation; or less than three years from initial or last reevaluation</p>	<input type="checkbox"/> Y	<input type="checkbox"/> N	<input type="checkbox"/> NA
	009.08C2b * **	<p>The child's parent has failed to respond.</p> <p><b>Y</b> = File contains documented efforts of the district to obtain parental consent for reevaluation and parents have not responded  <b>N</b> = No documentation of district efforts to obtain parental consent and evaluation was conducted  <b>NA</b> = Initial evaluation; or less than three years from initial evaluation or reevaluation</p>	<input type="checkbox"/> Y	<input type="checkbox"/> N	<input type="checkbox"/> NA