

PART B FILE REVIEW CHECKLIST

State or district employee authorization only

County/District #: _____ ESU #: _____ School District Name: _____
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		Student Identifier			
	White Scoring:	Y = Yes, N = No, NA = Not Applicable	Disability Category		
	Gray Scoring:	Y = Regulation Met, N= Regulation Not Met	Student Age		
ILCD	Regulation	Regulatory Requirement			
2C	006.03E	The multidisciplinary evaluation team written report for all suspected disabilities except specific learning disability must meet the following requirements:			Comments
	006.03E1	The team shall prepare a written report of the results of the evaluation.			<input type="checkbox"/> Y <input type="checkbox"/> N <input type="checkbox"/> NA Comments
	006.03E2a	The report shall include a statement of whether the child qualifies as a child with a disability based on the criteria contained in 006.04 and the definition contained in subsection 003.08 with reference to the specific disability; and			<input type="checkbox"/> Y <input type="checkbox"/> N <input type="checkbox"/> NA Comments
	006.03E2b	The child's educational needs;			<input type="checkbox"/> Y <input type="checkbox"/> N <input type="checkbox"/> NA Comments
	006.03E2c	The basis for making the determination; and			<input type="checkbox"/> Y <input type="checkbox"/> N <input type="checkbox"/> NA Comments
	006.03E2d	A listing of the team members			<input type="checkbox"/> Y <input type="checkbox"/> N <input type="checkbox"/> NA Comments

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2C	006.03F	The Multidisciplinary Evaluation Team Written Report for a Child with a Suspected Specific Learning Disability				Comments
	006.03F1	The MDT shall prepare a written report of the results of the evaluation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Comments
	006.03F2a	The report shall include a state of whether the child has a specific learning disability based on the criteria contained in subsection 006.04 and the definition found in subsection 003.08J.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Comments
	006.03F2b	The child's educational needs;	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Comments
	006.03F2c	The basis for making the determination;	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Comments
	006.03F2d	The relevant behavior noted during the observation of the child;	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Comments
	006.03F2e	The relationship of that behavior to the child's academic functioning;	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Comments
	006.03F2f	The educationally relevant medical findings, if any;	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Comments

	006.03F2g	The determination of the team concerning effects of environmental, cultural, or economic disadvantage.	<input type="checkbox"/> Y	<input type="checkbox"/> N	<input type="checkbox"/> NA	Comments	
	006.03F2h	A listing of the team members.	<input type="checkbox"/> Y	<input type="checkbox"/> N	<input type="checkbox"/> NA	Comments	

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2C	006.05A	A school district or approved cooperative determines that a reevaluation of each child with a disability is conducted in accordance with the verification procedures in Section 006;			Comments
	006.05A1	If the school district or approved cooperative determines that the educational or related services needs, including improved academic achievement and functional performance of the child warrant a reevaluation; or			<input type="checkbox"/> Y <input type="checkbox"/> N <input type="checkbox"/> NA Comments
	006.05A2	If the child's parents or teacher requests a reevaluation.			<input type="checkbox"/> Y <input type="checkbox"/> N <input type="checkbox"/> NA Comments
	006.05B	A reevaluation shall occur;			<input type="checkbox"/> Y <input type="checkbox"/> N <input type="checkbox"/> NA Comments
	006.05B1	Not more than once a year, unless the parent and the school district agree otherwise; and			<input type="checkbox"/> Y <input type="checkbox"/> N <input type="checkbox"/> NA Comments
	006.05B2	At least once every three years, unless the parent and the school district or approved cooperative agree that a reevaluation is unnecessary.			<input type="checkbox"/> Y <input type="checkbox"/> N <input type="checkbox"/> NA Comments

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	007.03A	The school district or approved cooperative shall ensure and document that the IEP team includes the following participants:			Comments	
	007.03A1	The parents;	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Comments
	007.03A2	At least one regular education teacher of the child, where appropriate;	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Comments
	007.03A3	Not less than one special education teacher, or where appropriate, not less than one special education provider;	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Comments
	007.03A4	A representative of the district or approved cooperative who is qualified to provide or supervise special education who is knowledgeable about the general education curriculum and is knowledgeable about district or approved cooperative resources. (A school district or approved cooperative may designate another member of the IEP team to also serve as the school district representative if the above criteria are satisfied.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Comments
	007.03A5	An individual who can interpret the instructional implications of evaluation results, who may be a member of the team described in 007.03A2 through 007.03A6.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Comments
	007.03A6	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.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Comments

	007.03A7	Whenever appropriate, the child with a disability.	<input type="checkbox"/> Y	<input type="checkbox"/> N	<input type="checkbox"/> NA	Comments
	007.03A8	For students 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;	<input type="checkbox"/> Y	<input type="checkbox"/> N	<input type="checkbox"/> NA	Comments
	007.03A9	For students 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.	<input type="checkbox"/> Y	<input type="checkbox"/> N	<input type="checkbox"/> NA	Comments
7A	007.03A10	For students with disabilities of any age, if the purpose of the meeting is consideration of transition services; <ul style="list-style-type: none"> The student (if the student does not attend, the school district shall take other steps to ensure that the student's preferences are considered. A representative of any other agency that is likely to be responsible for providing or paying for the transition services included in the student's individualized education program. If an agency invited to send a representative to the meetings does not do so, the school district or approved cooperative shall take other steps to obtain participation of the other agency in the planning of any transition services. 	<input type="checkbox"/> Y	<input type="checkbox"/> N	<input type="checkbox"/> NA	Comments
	007.03A11	For a student verified in the category of hearing impaired, an educator endorsed to teach a child with hearing impairments.	<input type="checkbox"/> Y	<input type="checkbox"/> N	<input type="checkbox"/> NA	Comments

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1B	007.06	Parent Participation.			Comments	
1B	007.06A	The school district or approved cooperative shall take steps to ensure that one or both of the parents of the child are present at the IEP meeting or are afforded an opportunity to participate including:	<input type="checkbox"/> Y	<input type="checkbox"/> N	<input type="checkbox"/> NA	Comments
	007.06A1	Notifying parents of the IEP conference early enough to ensure that they will have an opportunity to attend; and	<input type="checkbox"/> Y	<input type="checkbox"/> N	<input type="checkbox"/> NA	Comments
	007.06A2	Scheduling the meeting at a mutually agreed on time and place.	<input type="checkbox"/> Y	<input type="checkbox"/> N	<input type="checkbox"/> NA	Comments
1B	007.06B	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 that they may invite others with special knowledge or expertise.	<input type="checkbox"/> Y	<input type="checkbox"/> N	<input type="checkbox"/> NA	Comments
	007.06B1	If the purpose of the meeting is the consideration of transition services for a student, the notification must also indicate that the purpose of the meeting is: <ul style="list-style-type: none"> • For a student with a disability, beginning not later than the first IEP to be in effect when the student reaches age 16 or younger if appropriate, consideration of the needed transition services. • The notification must also indicate that the school district or approved cooperative will invite the student to the meeting; and • The notification must also identify any other agency that will be invited to send a 	<input type="checkbox"/> Y	<input type="checkbox"/> N	<input type="checkbox"/> NA	Comments

		representative.				
1B	007.06C	If neither parent can attend, the school or approved cooperative shall use other methods to ensure parent participation including individual or conference telephone calls.	<input type="checkbox"/> Y	<input type="checkbox"/> N	<input type="checkbox"/> NA	Comments
1B	007.06D	A meeting may be held without the parent in attendance if the district or approved cooperative is unable to convince the parent to attend. In this case, the district must have a record of its attempts to arrange a mutually agreed on time and place such as: <ul style="list-style-type: none"> Detailed records of telephone calls made or attempted and the results of those calls; Copies of correspondence sent to the parents and any responses received; and Detailed records of visits made to the parents home or place of employment and results of those visits. 	<input type="checkbox"/> Y	<input type="checkbox"/> N	<input type="checkbox"/> NA	Comments
1B	007.06E	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.	<input type="checkbox"/> Y	<input type="checkbox"/> N	<input type="checkbox"/> NA	Comments

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1B	007.06F	The school district or approved cooperative shall provide a copy of the IEP to parents at no cost.		<input type="checkbox"/> Y <input type="checkbox"/> N <input type="checkbox"/> NA Comments

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3A	007.07B	The IEP shall include all of the following required elements.			Comments			
	007.07B1	A statement of the child's present level of academic achievement and functional performance including: <ul style="list-style-type: none"> How the child's disability affects the child's involvement in and progress in the general curriculum (i.e. the same curriculum as for nondisabled children) or; For preschool children, as appropriate, how the disability affects the child's participation in appropriate activities. For children with disability who take alternate assessment aligned to alternate achievement standards, a description of benchmarks or short term objectives; 			<input type="checkbox"/> Y	<input type="checkbox"/> N	<input type="checkbox"/> NA	Comments
3B	007.07B2	A statement of the measurable annual goals, including academic and functional goals designed to: <ul style="list-style-type: none"> 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; (i.e., the same curriculum as for nondisabled children), or for preschool children, as appropriate, to participate in appropriate activities, and Meet each of the child's other educational needs that result from the child's disability. 			<input type="checkbox"/> Y	<input type="checkbox"/> N	<input type="checkbox"/> NA	Comments
	007.07B3	A description of how the child's progress toward meeting the annual goals will be measured and when periodic reports on the progress the child is making toward meeting the annual goals (such			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Comments

		as through the use of quarterly or other periodic reports, concurrent with the issuance of report cards) will be provided	Y	N	NA	
3B	007.07B4	<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 for the child;</p> <ul style="list-style-type: none"> To advance appropriately toward attaining the annual goals; To be involved in and make progress in the general education curriculum and to participate in extracurricular and nonacademic activities; and To be educated and participate with other children with disabilities and nondisabled children in activities described in 92 NAC 51-007.07B. 	<input type="checkbox"/> Y	<input type="checkbox"/> N	<input type="checkbox"/> NA	Comments
3B	007.07B5	An explanation of 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.	<input type="checkbox"/> Y	<input type="checkbox"/> N	<input type="checkbox"/> NA	Comments
3B	007.07B6	<p>A statement of the individual appropriate accommodations or modification 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 shall take an alternate assessment on a particular district-wide assessment of student achievement, a statement of why:</p> <ul style="list-style-type: none"> The child cannot participate in the regular assessment; and The particular alternate assessment selected is appropriate for the child. 	<input type="checkbox"/> Y	<input type="checkbox"/> N	<input type="checkbox"/> NA	Comments
3B	007.07B7	The projected date for the beginning of the services and modifications described in 92 NAC 51-007.05B4 and the anticipated frequency, location, and duration of those services and modifications.	<input type="checkbox"/> Y	<input type="checkbox"/> N	<input type="checkbox"/> NA	Comments
7A	007.07B8	Beginning not later than the first IEP to be in effect when the child is 16, and updated annually thereafter;	<input type="checkbox"/> Y	<input type="checkbox"/> N	<input type="checkbox"/> NA	Comments
	007.07B8a	Appropriate measurable postsecondary goals based upon age appropriate transition assessments related to training, education, employment, and, where appropriate, independent living skills;	<input type="checkbox"/> Y	<input type="checkbox"/> N	<input type="checkbox"/> NA	Comments

	007.07B8b	The transition services (including courses of study) needed to assist the child in reaching those goals; and	<input type="checkbox"/> Y	<input type="checkbox"/> N	<input type="checkbox"/> NA	Comments	
	007.07B8c	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.	<input type="checkbox"/> Y	<input type="checkbox"/> N	<input type="checkbox"/> NA	Comments	
	007.07B9	The plan of transportation and any special conditions necessary for safe transport of the child with a verified disability shall be part of the IEP, when applicable.	<input type="checkbox"/> Y	<input type="checkbox"/> N	<input type="checkbox"/> NA	Comments	

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3A	007.07C	In developing, reviewing or revising each child's IEP:			Comments	
	007.07C1	The IEP team shall consider the strengths of the child and the concerns of the parents for enhancing the education of their child.	<input type="checkbox"/> Y	<input type="checkbox"/> N	<input type="checkbox"/> NA	Comments
	007.07C2	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.	<input type="checkbox"/> Y	<input type="checkbox"/> N	<input type="checkbox"/> NA	Comments
	007.07C3	As appropriate, the IEP team shall consider the results of the child's performance on any general state and district-wide assessment programs.	<input type="checkbox"/> Y	<input type="checkbox"/> N	<input type="checkbox"/> NA	Comments
4A	007.07C4	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.	<input type="checkbox"/> Y	<input type="checkbox"/> N	<input type="checkbox"/> NA	Comments
	007.07C5	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.	<input type="checkbox"/> Y	<input type="checkbox"/> N	<input type="checkbox"/> NA	Comments
	007.07C6	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	<input type="checkbox"/> Y	<input type="checkbox"/> N	<input type="checkbox"/> NA	Comments

		appropriate for the child.				
007.07C7		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.	<input type="checkbox"/> Y	<input type="checkbox"/> N	<input type="checkbox"/> NA	Comments
007.07C8		The IEP team shall consider whether the child needs assistive technology devices and services.	<input type="checkbox"/> Y	<input type="checkbox"/> N	<input type="checkbox"/> NA	Comments

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2C	009.02A1	The initial multidisciplinary team evaluation shall be completed within 60 days of receiving parental consent for the evaluation.	<input type="checkbox"/> Y	<input type="checkbox"/> N
			<input type="checkbox"/> NA	Comments