

Procedural Compliance Initial and Reevaluation Checklist

STUDENT:	GRADE:	CASE MANAGER:	BUILDING:
REVIEWED BY:	DATE OF REVIEW:		
Date: ____ / ____ / ____			

Procedural Requirements	Yes	No	NA
1. The LEA must conduct activities for creating public awareness of special education services, advising the public of the rights of children and parents, and alerting community residents to the need for identifying and serving children who are in need of special education and related services.;			
2. A reevaluation occurred at least once every three years;			
3. To determine whether the child is a child with a disability and the content of the child's IEP, the evaluation team used a variety of assessment tools and strategies to gather relevant functional, developmental and academic information, including information provided by the parent;			
4a. Assessments and other evaluation material used to assess a child are selected and administered to not be discriminatory on a racial or cultural basis;			
4b. Assessments and other evaluation material used to assess a child are provided and administered in the student's native language to yield accurate information;			
4c. Assessments and other evaluation material used to assess a child are used for the purposes for which the assessments or measures are valid and reliable;			
4d. Assessments and other evaluation material used to assess a child are administered by trained and knowledgeable personnel;			
4e. Assessments and other evaluation material used to assess a child are administered with any instructions provided by the producer of the assessment;			
5. The evaluation team assessed all areas related to the suspected disability, including, if appropriate, health, vision, social and emotional status, general intelligence, academic performance, communicative status, and motor ability;			
6a. A review of existing evaluation data on the student to identify what additional data, if any, were needed to complete the evaluation or reevaluation included a local educational agency representative;			

* This document was adapted from Morton Sioux Special Education Units Procedural Compliance Checklist

Procedural Requirements	Yes	No	NA
6b. A review of existing evaluation data on the student to identify what additional data, if any, were needed to complete the evaluation or reevaluation included not less than 1 regular education teacher;			
6c. A review of existing evaluation data on the student to identify what additional data, if any, were needed to complete the evaluation or reevaluation included not less than 1 special education teacher, or where appropriate, not less than 1 special education provider;			
6d. A review of existing evaluation data on the student to identify what additional data, if any, were needed to complete the evaluation or reevaluation included individual who can interpret the results;			
6e. A review of existing evaluation data on the student to identify what additional data, if any, were needed to complete the evaluation or reevaluation included the parent(s);			
7a. The IEP team reviews existing evaluation data on the child including evaluation and information provided by the parent;			
7b. The IEP team reviews existing evaluation data on the child including current classroom-based, local or state assessment;			
7c. The IEP team reviews existing evaluation data on the child including observations by teachers and related service providers;			
8. The evaluation team adequately documented the need for no additional testing.			
9. An evaluation must take place before a change in eligibility.			
10. The LEA shall provide the child with a summary of academic achievement and functional performance upon graduation or exceeding the age of eligibility.			
11a. A child must not be determined to be a child with a disability if the determinant factor for the determination is lack of appropriate reading instruction;			
11b. A child must not be determined to be a child with a disability if the determinant factor for the determination is lack of appropriate instruction in math;			
11c. A child must not be determined to be a child with a disability if the determinant factor for the determination is limited English proficiency;			
12. The evaluation team used information from a variety of sources in order to make the eligibility determination;			
13a. The evaluation team upon request from the parent for an Independent Educational Evaluation (IEE) must provide the parent with information where an IEE may be obtained and the agency criteria;			
13b. The evaluation team upon request from the parent for an Independent Educational Evaluation (IEE) must consider the independent evaluation once it is completed.			

Comments: