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| Student Name | School Level <i>Check one</i> <input type="checkbox"/> Elementary <input type="checkbox"/> Middle <input type="checkbox"/> High School | Type of Evaluation <i>Check one</i> <input type="checkbox"/> Initial Evaluation <input type="checkbox"/> Reevaluation |
| Student Date of Birth Mo./Day/Yr. | Reviewer's Name | NOTE: When reviewing a record of a student who is an adult, substitute "adult student" for "parent" in all checklist items. *Items not required for independent 2r charter schools authorized under s. 118.40, Wis. Stats. |

RECORD REVIEW CHECKLIST

| ITEM NO. | ITEM DESCRIPTION | STANDARDS & DIRECTIONS | REQUIRED STUDENT-LEVEL CORRECTIVE ACTION | EVIDENCE OF STUDENT-LEVEL CORRECTIVE ACTION** |
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| EVAL-1 <input type="checkbox"/> Yes <input type="checkbox"/> No | <p>The student's parents were contacted and afforded an opportunity to participate in the review of existing evaluation data.</p> <p>Comments:</p> | <p>Locate the <i>Worksheet for Consideration of Existing Data</i> (EW-1). Documentation of the parent's participation in the review may also be found on forms IE-2, IE-3, RE-4, or RE-5. Look for both the method and the date the parent's input was obtained. The date of the parent's input must be 1) after the <i>Notice of Receipt of Referral</i> (IE-1) or after <i>Notice of Reevaluation</i> (RE-1) was sent and 2) on or before the date on the form requesting parental consent. (IE-2, IE-3, RE-4, or RE-5).</p> <p>If a meeting was held to review existing evaluation data, look for an <i>Evaluation Report and IEP Cover Sheet</i> (I-3) and determine whether the parent attended the meeting to review existing evaluation data. A meeting to review existing data may be held on the same day the parent receives the <i>Notice of Receipt of Referral</i> (IE-1) or <i>Notice of Reevaluation</i> (RE-1), as long as the notice is provided before existing data is reviewed and before consent for additional testing is obtained.</p> <p>The review may be conducted without a parent's participation if the local educational agency (LEA) is unable to convince the parent to participate. If the parent did not participate, the LEA must document at least three reasonable attempts to convince the parent to participate.</p> <p>The record of attempts to involve parents in the review can be found on the LEA's notices, forms IE-2, IE-3, RE-4, or RE-5. In some cases, the record of attempts to involve the parents in the review will be found in section III of form EW-1. Examples of documentation include:</p> <ul style="list-style-type: none"> • detailed records of telephone calls and the results of those calls; • copies of correspondence sent to parent and any response received; and • detailed records of visits made to the parent's home or place of employment and results of the visits. <p>If the parent did not participate, but you find records of at least three reasonable attempts to convince the parent to participate, the requirement is met. Often school personnel will attempt to contact parents by telephone. You should not count a telephone</p> | <p>Review evaluation data with parent and determine whether additional evaluation data is needed. If additional data is needed, conduct an evaluation.</p> | |

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| | | call where there is no answer as an attempt. A telephone call where the phone is answered and a message is left may be counted. You may count a delivered e-mail message as an attempt. | | |
| <p>EVAL-2</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA</p> <p>EVAL-3</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>EVAL-4</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p> | <p>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:</p> <p>a. not less than 1 regular education teacher of such student (if the student is, or may be, participating in the regular education environment); and Comments:</p> <p>b. not less than 1 special education teacher, or where appropriate, not less than 1 special education provider of such student; and Comments:</p> <p>c. a local educational agency representative.</p> | <p>Look at the <i>Worksheet for Consideration of Existing Data</i> (EW-1). Determine whether each of the required staff participated. The documentation on form EW-1 must include the name of each individual, a description of the input, and the date the input was given. The date of the required individual's input must be after the <i>Notice of Receipt of Referral</i> (IE-1) or <i>Notice of Reevaluation</i> (RE-1) was sent and before consent for additional testing is obtained (IE-2, IE-3, RE-4, or RE-5). If you do not know the title or position of a person listed on form EW-1, you may find it on form IE-1, <i>Notice of Receipt of Referral and Start of Initial Evaluation</i> or on form RE-1, <i>Notice of Reevaluation</i>.</p> <p>If the student is not in the regular education environment and is not anticipated to be in the regular education environment, enter "NA" for item EVAL-2.</p> <p>A common error is failing to obtain the input of the LEA representative. Another common error occurs when the individualized education program (IEP) team participant who fills out the <i>Worksheet for Consideration of Existing Data</i> fails to include his or her own input.</p> <p>Also an error occurs when a case review by a problem-solving team (teacher assistance teams, building consultation teams) prior to referral for special education is documented, instead of the IEP team's review to decide whether additional evaluation data is needed to complete an IEP team evaluation.</p> | <p>Review evaluation data with required IEP team member and determine whether additional evaluation data is needed. If additional data is needed, conduct a reevaluation.</p> | |
| <p>EVAL-5</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p> | <p>The student's parent attended the meeting to determine whether the student is or continues to be a child with a disability or participated by other means. Comments:</p> | <p>The school must take steps to ensure that one or both of the parents of the student are present at the IEP meeting or are afforded the opportunity to participate, including 1) notifying parents of the meeting early enough to ensure that they have an opportunity to attend; and 2) scheduling the meeting at a mutually agreed on time and place. If neither parent can attend, the school must use other methods to ensure parent participation, including individual or conference telephone calls.</p> <p>Look at the <i>Evaluation Report and IEP Cover Sheet</i> (I-3) for the name of the parent listed as a participant. Also look on the I-3 to see that "evaluation including determination of eligibility" is indicated as a purpose of the meeting. Consider the LEA's practices for documenting meeting attendance. If the LEA's</p> | <p>Offer parents the opportunity to conduct a new IEP team meeting to determine whether the student is or continues to be a child with a disability.</p> | |

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| | | <p>practice is to list the participants on I-3 based on their actual attendance, consider the requirements met if the parent is listed as a meeting participant and one purpose of the meeting is IEP review or development. Some LEAs enter the names of IEP team participants before the meeting is conducted. They use check marks or participants' initials to indicate attendance at the meeting. For such LEAs, consider the requirement met if there is a check mark or initials indicating the parent attended and one purpose of the meeting was evaluation.</p> <p>If determining eligibility is not indicated on the <i>Evaluation Report and IEP Cover Sheet</i> (I-3) as one purpose of the meeting, you may still be able to establish the purpose of the meeting. Look for other evidence of the purpose of the meeting. Look at the <i>Invitation to a Meeting of the IEP Team</i> (I-1) sent to the parent. Note whether the invitation to the meeting indicates "determining initial or continuing eligibility" as one purpose of the meeting. Also look at the <i>Evaluation Report: including Determination of Eligibility and Need for Special Education</i> (ER-1) and note whether the date of the eligibility determination is the same as the date of the IEP meeting on the <i>Evaluation Report and IEP Cover Sheet</i> (I-3). The purpose of the meeting is established if the invitation to the meeting (I-1) indicates evaluation as a purpose, and the date of the eligibility determination (ER-1) is the same as the date of the meeting (I-3).</p> <p>If no parent attended the meeting or participated by other means, the parent participation requirement may still be met. If there is documentation the parents have agreed to participate in the IEP team meeting and the parents fail to arrive for the scheduled meeting, the meeting may proceed without the parents in attendance. Look for documentation that the parent agreed to the time and place of the meeting.</p> <p>The requirement may still be met even if the parent did not agree to participate in the meeting. Look at the bottom of the <i>Evaluation Report and IEP Cover Sheet</i> (I-3) for documentation of at least three reasonable attempts to obtain the parent's participation. Examples include:</p> <ul style="list-style-type: none"> • records of telephone calls and the results of those calls; • correspondence sent to parents, including e-mail, and any response received; and • records of visits to the parent's home or place of employment and the results of the visits. <p>Often school personnel will attempt to contact parents by telephone. You should not count a telephone call where there is no answer as an attempt. A telephone call where the phone is answered and a message is left may be counted. You may count a delivered e-mail message as an attempt.</p> | | |

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| EVAL-6 <input type="checkbox"/> Yes <input type="checkbox"/> No | At the IEP team meeting to determine whether the student is a child with a disability, the IEP team reviewed evaluations and information provided by the student's parents. Comments: | At the IEP team meeting to determine eligibility, the IEP team must review evaluations and information provided by the student's parents. The relevant information is summarized in <i>Evaluation Report: including Determination of Eligibility and Need for Special Education</i> (form ER-1). Look under "Information from Review of Existing Data and "Information provided by parents" for information supplied by the parents. Also look under "Summary of previous evaluations" for results of evaluations provided by parents, if any. | Offer to parents to conduct a new IEP team meeting to determine whether the student is or continues to be a student with a disability. | |
| EVAL-7 <input type="checkbox"/> Yes <input type="checkbox"/> No | At the IEP team meeting to determine whether the student is a child with a disability, the IEP team reviewed previous interventions and the effects of those interventions.* Comments: | At the IEP team meeting to determine eligibility, the IEP team must review previous interventions for the student and the effects of those interventions. The relevant information is summarized in the <i>Evaluation Report: including Determination of Eligibility and Need for Special Education</i> (ER-1). Look under "Information from Review of Existing Data" and "Previous interventions and the effects of those interventions" for a description of <u>both</u> the interventions for the student <u>and</u> the effect of those interventions. Ensure not only the interventions, but <u>also</u> their effects are documented. For example "Student participated in Title I Reading, but has made little progress" or "Moved the student to front of room, which increased his time on task." In some cases, there may have been no previous interventions. In such cases, except for initial SLD evaluations, the requirement is met if the IEP team documented there were no previous interventions. For initial SLD evaluations, documentation of an intensive intervention is required. | Conduct a new IEP team meeting to determine if omitted information affects the eligibility determination. If yes, then reconsider eligibility. | |