

IDEA Procedural Compliance Checklist

Child Find, Evaluation, Eligibility & IEP Timelines — 34 CFR Part 300

Purpose: This checklist supports special education staff, compliance officers, and administrators in verifying that procedural requirements under the Individuals with Disabilities Education Act (IDEA) and its implementing regulations are met at each stage of the special education process. Use it as a working file review tool or self-audit instrument; it is not a substitute for state-specific timelines, which may be shorter than the federal floor.

1. Child Find & Referral

- ☐ District has a documented, ongoing Child Find system covering all children ages birth–21, including highly mobile, homeless, and privately/parentally-placed children (34 CFR §300.111).
- ☐ Referral for evaluation is documented in writing with the date received logged.
- ☐ Parent consent for initial evaluation is requested within a reasonable time of referral and district timelines.
- ☐ Prior Written Notice (PWN) is provided if the district refuses to evaluate.

2. Initial Evaluation

- ☐ Written parental consent obtained before initial evaluation begins (§300.300).
- ☐ Evaluation completed within 60 calendar days of consent, or the state's shorter timeline.
- ☐ Evaluation uses a variety of assessment tools and strategies — no single measure is the sole criterion for eligibility or program (§300.304(b)).
- ☐ Assessments are technically sound, administered in the child's native language/mode of communication, and by trained, knowledgeable personnel (§300.304(c)).
- ☐ Assessment covers all areas of suspected disability, including health, vision, hearing, social-emotional status, general intelligence, academic performance, communicative status, and motor abilities as relevant.
- ☐ Existing data is reviewed (classroom-based, state/local assessments, teacher and related-service provider observations, parent input) as part of a comprehensive evaluation.

3. Eligibility Determination

- ☐ Eligibility group includes the parent and a team of qualified professionals (§300.306).
- ☐ Team determines the child (a) meets criteria for one or more of the 13 IDEA disability categories and (b) needs special education as a result.
- ☐ A child is not determined eligible if the determining factor is lack of appropriate instruction in reading/math or limited English proficiency.
- ☐ Eligibility determination and copy of evaluation report provided to parent, with PWN if determination differs from parent request.

4. IEP Development

- ☐ IEP developed within 30 calendar days of eligibility determination (§300.323(c)).

- ☐ IEP Team membership meets §300.321: parents, regular education teacher (if in/considered for general ed), special education teacher/provider, LEA representative, individual who can interpret evaluation results, and (at parent/district discretion) others with knowledge/expertise; child invited when transition is discussed.
- ☐ Present Levels of Academic Achievement and Functional Performance (PLAAFP) are data-based and describe impact of the disability on involvement/progress in the general curriculum.
- ☐ Measurable annual goals directly address needs from the PLAAFP and include a method/schedule for measuring progress.
- ☐ IEP documents specific special education, related services, supplementary aids/services, and program modifications, with projected start dates, frequency, location, and duration.
- ☐ LRE justification documents the extent (if any) to which the child will not participate in general education, with supporting rationale.
- ☐ Statewide/district assessment participation and any accommodations are documented; if alternate assessment, the IEP states why the assessment is appropriate.
- ☐ Parents receive a copy of the IEP at no cost.

5. Implementation & Review

- ☐ IEP is accessible to each teacher/provider responsible for its implementation, and each is informed of specific responsibilities and accommodations (§300.323(d)).
- ☐ Services begin as soon as possible following IEP development.
- ☐ Progress toward annual goals is reported to parents at least as often as report cards are issued to nondisabled peers.
- ☐ IEP is reviewed at least annually to determine whether goals are being achieved and revised as appropriate (§300.324(b)).
- ☐ Reevaluation occurs at least once every 3 years, and not more than once a year unless parent and district agree otherwise, unless the team determines it unnecessary (§300.303).

6. Prior Written Notice & Consent

- ☐ PWN issued a reasonable time before the district proposes or refuses to initiate/change identification, evaluation, placement, or FAPE provision (§300.503).
- ☐ PWN includes: description of the action, explanation of why, description of options considered and why rejected, description of each evaluation/procedure/record used, and a statement of procedural safeguards availability.
- ☐ Parental consent is documented for initial services, reevaluation (unless exception applies), and any change requiring consent under state law.

7. Discipline & Manifestation Determination

- ☐ For removals exceeding 10 consecutive school days (or a pattern constituting a change of placement), a Manifestation Determination Review is held within 10 school days (§300.530).
- ☐ FAPE continues to be provided during any removal exceeding 10 days in a school year.

- ☐ Functional Behavioral Assessment / Behavior Intervention Plan is conducted/reviewed as required following a manifestation determination.

Evidence Base & Sources

- Individuals with Disabilities Education Act (IDEA), 20 U.S.C. §1400 et seq.
- IDEA Part B Regulations, 34 CFR Part 300 (Subparts B–E), U.S. Department of Education.
- U.S. Department of Education, Office of Special Education Programs (OSEP) — Policy Letters and Dear Colleague Letters on evaluation, eligibility, and IEP timelines.
- IDEA Data Center & National Center for Systemic Improvement — State Performance Plan (SPP) / Annual Performance Report (APR) compliance indicators.
- Center for Parent Information and Resources (CPIR) — Overview of the IDEA process and procedural safeguards.

This resource synthesizes federal statute, regulation, and peer-reviewed / technical-assistance-center guidance current as of publication. It is an instructional tool, not legal advice; consult your district's legal counsel and current state regulations for compliance decisions.