

Part B Comprehensive Due Process Checklist

Student Name: _____

Case Manager: _____

Date	Referral
	If a parent requests a special education assessment (either verbal or written), the district must respond to the request within 14 calendar days through a prior written notice.
	Two planned and documented "pre-referral" interventions were conducted by general education teachers (may be waived if there is an urgent need to conduct an evaluation or when parent requests).

Date	Evaluation/Re-evaluation
	<p><u>Notice of Team Meeting</u></p> <p>___ Notice of team meeting (<i>highly recommended for initial evaluations in order to acquaint parents and student with the process and staff involved, when the case is complex or when it is requested by parents</i>).</p> <p>___ Give parents adequate notice so they are able to attend. (14 days rule of thumb, can be less if parents agree and documented on team notice).</p>
	<p><u>Evaluation Plan/Prior Written Notice(PWN)</u> (<i>recommend starting a re-evaluation at least 2 months before the 3 year due date</i>)</p> <p>___ Procedural Safeguards given or mailed to parents.</p> <p>___ Parent involvement and information included in decision making. (<i>There is no legal requirement to conduct an evaluation planning meeting</i>).</p> <p>___ Discussion of conducting a comprehensive evaluation.</p> <p>___ Assistive Technology (AT) considered.</p> <p>___ Transition evaluation completed for students 7th grade and up.</p> <p>___ Parent permission for evaluation/re-evaluation received. (Team can proceed with a re-evaluation if permission is not received within the 14 calendar days. Cannot proceed with an initial evaluation without parental consent).</p> <p>___ PWN must be completed for students who do not qualify for special education services.</p>
	<p><u>Conduct Evaluation</u></p> <p>___ Communicate with team members</p> <p>___ All items on the Evaluation PWN are completed</p> <p>___ Evaluation and Report must be completed within 30 School Days of signed permission or 14 day.</p> <p><u>Evaluation Report</u></p> <p>___ Reason for referral</p> <p>___ Background/information reported by parents</p> <p>___ Educationally relevant medical findings</p> <p>___ Special considerations</p> <p>___ Areas assessed (intellectual, academic, transition etc). Must match the Eval PWN.</p> <p>___ Present Level of Performance Statements and Educational needs</p> <p>___ Evaluation data</p> <p>___ Academic and functional performance in the classroom</p> <p>___ Input from all those working with the student</p> <p>___ Information from observations, work samples, curriculum-based measures, grades, health history, state and district assessments.</p> <p>___ Educational Needs.</p> <p>___ Address skills/behaviors to improve in order to participate in general education</p> <p>___ Educational needs related to information from the evaluation</p> <p>___ Observations: Conduct in area(s) of concern, Use some type of structure/observation format.</p> <p>___ Summary: All areas on PWN addressed; addresses eligibility</p> <p>___ Adaptations/Modifications</p> <p>___ Eligibility Criteria</p> <p>___ Notice of Team Meeting to discuss results (either IEP or Does Not Qualify). See notice requirements above.</p> <p>___ Complete PWN for students who don't qualify.</p>

Date	Individual Education Plan (IEP) Special Education
	<p><u>Notice of Team Meeting</u></p> <p>___ Legally required core members</p> <p>___ Notify parents of the meeting early enough so they can attend. 14 calendar days ahead of the meeting (rule of thumb), but could be less if the parent agrees. Document 2 attempts to schedule and hold meeting.</p> <p>___ Meeting held on or before the meeting day of the previous IEP.</p>
	<p><u>Individualized Education Plan (IEP) - Identifying information</u></p> <p>___ Legal Core Team Members</p> <p>___ Parents/Guardians</p> <p>___ Student (must be invited when transition needs are being considered)</p> <p>___ General Education Teacher</p> <p>___ Special Education Teacher</p> <p>___ Administrator</p> <p>___ Team member licensed in the area of the student's disability</p> <p>___ When appropriate, other individuals with knowledge or expertise regarding the learner.</p> <p>___ Outside agency members when applicable</p> <p>___ Team members initial/sign attendance sheet or team meeting notice</p> <p>___ Student and parent information filled out accurately</p> <p>___ Disability listed</p> <p>___ Federal setting code</p> <p>___ Progress report: frequency (at least as often as non-disabled peers) & method</p> <p><u>Agreement Regarding IEP Team Member Attendance and Information Provided by Absent Team Member forms</u> completed for each team member not in attendance.</p>
	<p><u>Present Levels of Academic Achievement & Functional Performance</u></p> <p>The IEP includes an update of the student's present levels of academic achievement and functional performance, including how the disability affects the child's involvement and progress in the general education curriculum. If a student is in 9th grade or older, must include present levels in the 5 areas of transition (post secondary education, employment, home living, community participation, recreation and leisure).</p> <p>___ Academic and functional performance in the classroom</p> <p>___ Input from all those working with the student</p> <p>___ Information from observations, work samples, curriculum-based measures, grades, health history, state and district assessment (if included in the information plan)</p> <p><u>Educational Needs:</u></p> <p>Derive Educational needs from the present level. Needs will drive goals, accommodations and modifications</p>
	<p><u>Transition Planning</u></p> <p>___ Measureable Postsecondary goals for education or training, employment, and where appropriate independent living skills.</p> <p>___ Courses of Study: current year and projecting ahead 1 year. (by 12th grade, all 4 years listed). Courses and credits are updated to reflect each year completed.</p> <p>___ Anticipated month and year of graduation determined.</p> <p>___ Recorded transition services/activities that will assist the student in achieving their postsecondary goals and recorded agency/district/parent responsible for providing.</p> <p>___ Transfer of Rights: IEP team informed student/parents of transfer of rights prior to age 18. (Preferably done by the student's 16th year and each year thereafter).</p>
	<p><u>Measurable Annual Goals and Benchmarks</u></p> <p>___ Goals are written using the Specific, Measurable, Attainable, Realistic, Time based framework. Derived from PLAAFP and Needs with statements going FROM... TO...</p> <p>___ If applicable, annual transition goals are driven by postsecondary goals of student.</p> <p>___ Related to meeting student's needs that result from the identified disability and needs identified by the team through the current evaluation.</p> <p>___ Includes a description of how the student's progress toward meeting their goal(s) will be measured.</p>

	<p><u>Services</u></p> <p>___ Special education and related services are listed</p> <p> ___ Box 1: Disability area</p> <p> ___ Box 2: Instructional area</p> <p>___ Service start date is 14 days from the date the Prior Written Notice (PWN) was sent home.</p> <p>___ Anticipated frequency, location, and duration for services and supports is updated.</p>
	<p><u>Paraprofessional Support</u></p> <p>___ Includes a statement of the student's need for and the <u>specific</u> responsibilities of a paraprofessional.</p>
	<p><u>Assistive Technology (AT)</u></p> <p>___ Must be considered for all students.</p>
	<p><u>Special Transportation</u></p> <p>___ Is a Related Service and data is needed to support a need for special bussing and special equipment/personnel required.</p>
	<p><u>Extended School Year (ESY)</u></p> <p>___ Data collected to determine a need or lack thereof for services.</p>
	<p><u>Least Restrictive Environment (LRE)</u></p> <p>___ Includes an explanation of the extent, if any, to which the student will not participate with their nondisabled peers in the regular education setting and non-academic activities.</p>
	<p><u>Accommodations/Modifications/Supports</u></p> <p>___ Includes a statement of the program modifications and supports for school personnel.</p> <p>___ The statement must indicate: 1) <u>WHAT</u>- the specific modification or support needed, 2) <u>WHEN</u> -the conditions that trigger the modification or support, 3) <u>WHERE</u> - the environment(s) in which the modification or support is needed, and 4) <u>WHO</u> is responsible for implementing the modification or support.</p>
	<p><u>Assessments</u></p> <p>___ Determined if the student will take state (MCA, MTAS) and/or district assessments with or without accommodations. Specify which assessments the student will participate in.</p> <p>___ Appropriate accommodations for student are chosen based on needs.</p> <p>___ Explanations of how accommodations selected are representative of those used in the classroom for each assessment.</p> <p>___ Update when the student meets each graduation assessment requirement with date and score.</p> <p>___ Parental Notification of Alternate Assessment is checked if appropriate.</p> <p>___ If appropriate, discussed and recorded student participating in state assessments for ELL.</p>
	<p><u>Parental Notification</u></p> <p>___ Prior Written Notice along with Parental Consent/Objection Form was completed and sent to parent with new IEP.</p> <p>___ Parent Procedural Safeguards afforded to parents annually.</p>
	<p><u>Other Considerations</u></p> <p>___ IEP meeting was conducted within 30 calendar days of determining that a child needs special education and related services.</p> <p>___ IEP was written and implemented within a "reasonable" time after holding the meeting (14 dayrule); services can start when signed permission is received or after 14 calendar days. (Do Not change start date on IEP if parent signs earlier). <u>Initial IEP MUST have signature before proceeding.</u></p> <p>___ Assure there is a direct relationship between the evaluation, present levels of performance, goals and objectives, and services (internal consistency).</p> <p>___ IEP/accommodations/modifications shared with appropriate general education staff.</p> <p>___ Positive Behavior Support Plan included for student with behavioral needs.</p> <p>___ Individual Health Plan and/or PCA Plan of Care included with IEP.</p>

Part B Comprehensive Due Process Checklist

Date	Exiting from Special Education
	Exiting Developmental Delay at age 7
	No longer a child with a disability
	Revocation of Consent
	<p><u>Graduation/Aging Out</u> (<i>encouraged to conduct an exit meeting</i>)</p> <p>___ Annual IEP team meeting notice statement includes; "discussion of student's proposed graduation date of..."</p> <p>___ Invite representatives from outside agencies to IEP meeting (especially those that have a financial stake).</p> <p>___ Summary of Performance (SOP) must be completed.</p> <p>___ PWN must be completed as this is a change in placement - (<i>special education services are ending</i>).</p> <p>___ Recommend sending home one month prior to graduation along with SOP.</p> <p>___ Changes to IEP to double check:</p> <p>___ anticipated date of graduation</p> <p>___ service page: ending dates of when student graduates</p> <p>___ Progress reports must have data to support goals that are met.</p> <p><i>**Provide students with a copy of evaluation, IEP, progress reports, and summary of performance**</i></p>

February 2024