



Special Education Procedural Checklist

I. Initial Identification for Special Education

- _____ Student has exhibited problems over a period of time and other interventions have been tried and documented.
- _____ Referral form is completed and given to building principal.
- _____ Team determines what types of assessment need to be done.
- _____ Prior Notice of Special Education Action and Consent for Initial Evaluation is filled out by the school psychologist/case manager, signed by parents, and returned before the evaluation begins.
- _____ Student is scheduled for evaluation.
- _____ Evaluation is complete and data is summarized in a report by the school psychologist.
- _____ Eligibility is determined by the Team consisting of at least one person who is knowledgeable and experienced in the education of students with the suspected disability. The evaluator(s) needs to be present, as should a teacher who knows the student, and the parents.
- _____ Parents sign consent for Initial Placement in Special Education.
- _____ IEP is done (30 DAY MAXIMUM TIMELINE BETWEEN ELIGIBILITY AND IEP)

II. Annual IEP

- _____ Completed before the expiration date on the current IEP.
- _____ Prior Notice of Team Meeting sent to parents 7-10 days prior.
- _____ Make "sufficient" attempts to encourage parents to attend meeting (e.g. agree on time and place by phone or email and then send written notice or send notice registered mail.)
- _____ IEP team consists of parent/guardian/surrogate, special education teacher/provider (generally the case manager), student's general education teacher, district representative, individual interpreting instructional implications of evaluations, related service provider (as appropriate), student (where appropriate).
- _____ All sections of the IEP are completed with District forms.
- _____ The amount of service indicated on the Services page is specific.
- _____ All necessary Related Services, Supplementary Aids/Services; Accommodations, Supplementary Aids/Services; Modifications, Program Modifications/Supports for School Personnel are indicated, or noted as Team determined not needed.
- _____ Goals and objectives are appropriate, inclusive, and measurable.
- _____ Attach IEP meeting notice, IEP document and placement form together.
- _____ Transition Goals/Activities in place for students age 14 years and older.

III. Placement

- _____ Occurs after the IEP is done.
- _____ IEP Team completes all parts of the placement form and attaches it to the IEP document.

IV. 3-Year Re-Evaluation

- _____ Calendar it early enough to allow for the evaluation in a timely manner.
- _____ IEP Team determines what assessments are needed.
- _____ Parent signature for evaluation is necessary only when doing personality or IQ testing or when it is the initial evaluation.
- _____ Convene eligibility meeting and review results with parents. Parents given evaluation report.
- _____ Complete appropriate eligibility forms and attach reports used to make eligibility determination.
- _____ If student continues to be eligible, convene IEP meeting for new goals and objectives.

V. Student moves into the District from within Oregon with a current IEP

- _____ Request records/case manager assigned.
- _____ IEP team reviews the current IEP and eligibility.
- _____ If all documentation for eligibility is there and current, no new eligibility has to be done.
- _____ If IEP is appropriate and can be implemented as is, complete a Prior Notice of Special Education Action. The date of IEP review will be 364 calendar days from the date of the previous IEP.
- _____ If the IEP is not appropriate, either amend or complete a new IEP do a new one.

VI. Student moves into the District from another state with a current IEP

- _____ Request records/case manager assigned.
- _____ IEP team reviews the current IEP and eligibility.
- _____ Complete a new IEP within 30 calendar days.
- _____ If the eligibility meets the Oregon standards, a new Oregon eligibility form is completed.
- _____ If the eligibility doesn't meet Oregon standards, a complete re-evaluation is done within 60 school days.

VII. Dismissal from Special Education

- ***Student no longer is in need of services***
 - _____ Team meets and determines that the student may no longer qualify for services.
 - _____ An evaluation is completed to document this decision.
 - _____ Prior Notice of Special Education Action and eligibility forms completed.
- ***Student graduates or ages out of eligibility (21)***
 - _____ Change of Placement is sent to the parents.
 - _____ File is maintained at the high school for 5 years and then destroyed.
- ***Student drops out***
 - _____ Files are maintained as inactive at student's school and then forwarded with class to next school.
 - _____ Identify to Karen that this student has dropped out so that the District Office can send annual FAPE letter.
- ***Parent Refuses Services***
 - _____ Complete necessary documentation: A Prior Notice of Special Education Action and depending on circumstances, other forms such as Permission to Evaluate, Eligibility Forms, Consent for Initial Placement.
 - _____ Send forms to District Office and flag them for Karen so that we can send an annual FAPE letter to family.
- ***Student moves out of the district***
 - _____ Request for records comes from new school.
 - _____ Office manager organizes files and forwards to new district.

VIII. Home Schooled Students

- _____ Registered with Lane ESD.
- _____ Evaluated by school psychologist in neighborhood school or case manager, as appropriate.
- _____ Eligibility determined.
- _____ IEP written by Team with parent acting as regular ed teacher.
- _____ If student does not receive FAPE in public school, all services at home. Determine if student can receive FAPE at school.
- _____ 3 year re-evaluations done.
- _____ FAPE letter sent by District Office annually if student not receiving services.