Special Education Case Management

Each special education student is assigned a certified special education staff member as case manager. A certified special education staff member may serve as both a Specialist Case Manager and a Service Provider. Part-time certified staff members who are responsible for non-instructional duties, must have those times built into the schedule by the building administrator. If the part-time teacher must attend IEP meetings as part of case management responsibilities, the time must be included during the scheduled workday (if the scheduled workday does not include meeting time, another certified special education teacher should attend the IEPs).

Specialist Case Manager: The specialist assigned to a student, as the case manager, is responsible for coordination of the case. The Specialist Case Manager’s responsibilities are:

- Serve as the “go to” person for questions concerning the student. If they are unable to answer the question(s) they are brought back to the team for discussion and then this person disseminates the information.
- At the specialist team meeting, check to see if student service providers know of an upcoming meeting and what they are responsible for doing.
- Write the following sections of the IEP: cover sheet, special factors, nonparticipation justification, extended school year services, and placement determination page.
- Review IEP to see that each part has been completed.
- Following the meeting, coordinate and collect paperwork to give to the case manager assistant.

Service Provider: A specialist providing academic/behavioral services to a student who may or may not be the case manager. Each Service Provider’s responsibilities are:

- Provide services as stated in the IEP. Assess areas in which services are provided.
- Write the PLAAFP, the goal review, and the new goal and other sections of the IEP pertaining to the services he/she provides (e.g., services summary page, state/district assessment page). The case manager completes the rest of the IEP.
- Complete progress report and give to the case manager assistant.

Case Manager Assistant: The case manager assistant’s responsibilities include the following:

General Records Management

- Request files for new students from other districts
- Track paperwork when sent home or mailed
- Copy records that parents bring from other schools (i.e., IEPs, reports)
- Copy records of special needs students for parents, agencies, schools
- Review incoming files and check for missing paperwork Checklist Form 100
- Check to see that all forms are completed before sending to Special Education office
- Notify special education office when special education students move in or out of the school (email Daphne)
• Order special education paper forms (see Checklist Form 100)
• Use efficient tracking systems
• Attend monthly Clearinghouse meeting  OPTIONAL
• Upon completion of special education process, distribute copies of forms to the Special Education Office and other specialists; make copies of paperwork for all files

Meetings
• Schedule team meetings (SST, IEP, eligibility) in a timely manner
• Notify all participants of meetings
• Send notifications of reevaluations, change of placement, etc. to parents
• Maintain monthly calendar of upcoming SST and IEP meetings
• Coordinate communication and schedule meetings with outside the building specialists and agencies (Direction Services, Child Center, etc.)
• Email meeting reminder prior to team meetings

IEP and Eligibility Paperwork
• Track 60 day (school days) timeline from the date 125 was signed
  Initial Referral Form
• Maintain records and monitor IEP due dates, eligibility due dates
• Begin a new IEP by entering information on eSIS (dates and team members)
• Prepare file for IEP meeting with possibly needed forms such as 130, 210, 900, 505
• Print draft IEP for meeting
• Print eligibility form from eSIS (Signatures)
• Print final IEP form from eSIS

Preschool-to-Kindergarten Transition Process
• Enter eligibility dates for transitioning preschoolers into eSIS
• Enter IEP date and Federal Placement Code for transitioning preschoolers into eSIS
• Schedule transition meetings with preschool staff and evaluation team
• Contact parents and send written notice for preschool meetings
• Notify participants of meeting date and time
Case Management Clearing House Meetings

**Clearing House Meetings** - It is helpful to have monthly or quarterly “clearing house meetings” where Specialists meet together to review 1) upcoming IEP meetings and 2) students with upcoming 3-year re-evaluations due. Assign one designated Specialist to be the Case Manager for each student. For 3-year re-evaluations, use the Evaluation Planning Team Meeting forms to determine which assessments need to be done and who will conduct the assessment. Track this information on the Case Log. The Case Manager is responsible for coordinating with other Specialists to make sure all items are completed. When the team is ready for the meeting, the Specialist who is the acting Case Manager for that student will have the Case Manager Assistant schedule the meeting with the parent.
<table>
<thead>
<tr>
<th>Student Name</th>
<th>Teacher/Grade</th>
<th>File Review?</th>
<th>Date 125 signed</th>
<th>125 due</th>
<th>130/200 needed?</th>
<th>Dev. History needed?</th>
<th>Case Manager</th>
<th>Specialist #1</th>
<th>Specialist #2</th>
<th>Specialist #3</th>
<th>Eligibility/IEP Scheduled?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fred Student</td>
<td>Smith 4th</td>
<td>Yes- Ms. Learning</td>
<td>11/4/10</td>
<td>2/28/11</td>
<td>no</td>
<td>In file</td>
<td>Ms. Learning</td>
<td>Ms. Learning</td>
<td>Mr. Behavior</td>
<td>School Psych</td>
<td></td>
</tr>
</tbody>
</table>

The online version of this handbook is official. Therefore, all printed versions are unofficial.
# Special Education Clearinghouse Meeting Agenda

*For meetings to be held in month of ___________*

## Annual Review IEPs:

<table>
<thead>
<tr>
<th>Student Name</th>
<th>Grade</th>
<th>Case Manager</th>
<th>Due Date</th>
<th>Who Needs to Attend</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tr>
</tbody>
</table>

## 3 Year Re-Evaluations:

<table>
<thead>
<tr>
<th>Student Name</th>
<th>Grade</th>
<th>Case Manager</th>
<th>Date completed</th>
<th>Who’s Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>140/125</td>
<td>test, attend</td>
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</tr>
</tbody>
</table>

## New referrals for Eligibility/IEP and Move-in Students who need a meeting:

<table>
<thead>
<tr>
<th>Student Name</th>
<th>Grade</th>
<th>Case Manager</th>
<th>Due Date</th>
<th>Who Needs to Attend</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tr>
</tbody>
</table>

## Follow-up from last month (any loose ends):

<table>
<thead>
<tr>
<th>Student Name</th>
<th>Grade</th>
<th>Case Manager</th>
<th>What is Needed</th>
</tr>
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<tbody>
<tr>
<td></td>
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</tr>
</tbody>
</table>

## Individual Student Support (ISS) meetings needed:

<table>
<thead>
<tr>
<th>Student Name</th>
<th>Grade</th>
<th>Case Manager</th>
<th>Date</th>
<th>Who Needs to Attend</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tr>
</tbody>
</table>
# Case Manager Assistant Duties

## Springfield School District

The following are appropriate tasks for the Case Manager Assistant:

### General Records Management

- Request files for new students from other Districts
- Track paperwork when sent home or mailed
- Copy records of special needs students for parents, agencies, schools
- Copy records that parents bring from other schools (i.e., IEPs, reports)
- Review incoming files and check for missing paperwork

**Checklist Form 100**

- Check to see that all forms are completed before sending to Special Education office
- Notify Special Education Office when special education students move in or out of the school (email Daphne dburroug@sps.lane.edu or send Checklist Form 100)
- Order special education paper forms *(see Sp Ed Form Order Sheet and Instructions)*
- Use an efficient tracking systems
- Attend monthly Clearinghouse Meeting  **OPTIONAL**
- Upon completion of special education process, distribute copies of forms to the Special Education Office and other specialists; make copies of paperwork for all files

### Meetings

- Schedule team meetings (ISS, IEP, eligibility) in a timely manner
- Notify all participants of meetings
- Send notifications of reevaluations, change of placement, etc. to parents
- Maintain monthly calendar of upcoming ISS and IEP meetings
- Coordinate communication and schedule meetings with outside the building specialists and agencies (Direction Services, Child Center, etc.)
- Email meeting reminder prior to team meetings

### IEP and Eligibility Paperwork

- Track 60 day *(school days)* timeline from the date 125 was signed **Initial Referral Form**
- Maintain records and monitor IEP due dates, eligibility due dates
- Begin a new IEP by entering information on eSIS (dates and team members)
- Prepare file for IEP meeting with possibly needed forms such as 130, 210, 900, 505
- Print draft IEP for meeting
- Print eligibility form from eSIS  **Signatures**
- Print final IEP form from eSIS  **Signatures**

### Preschool-to-Kindergarten Transition Process

- Enter eligibility dates for transitioning preschoolers into eSIS
- Enter IEP date and Federal Placement Code for transitioning preschoolers into eSIS
- Schedule transition meetings with preschool staff and evaluation team
- Contact parents and send written notice for preschool meetings
- Notify participants of meeting date and time

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*Individual Student Support Team*

Final 08/2010

SPED Handbook Ver 2

The online version of this handbook is official. Therefore, all printed versions are unofficial.
Tips and Reminders for Case Manager Assistants

To order forms, fill out the Special Education Form Order Sheet and attach a completed print order. Send the form to Special Programs (not Printing) and it will be processed. Be sure to include your school name on the form.

Use the District Calendar with the number of school days noted in bold at the corner of each month to help you calculate the days for the Initial Referral Form.

Revised and New Forms (8/2009):

✓ 125 Prior Notice/Consent for Evaluation (Now has a spot to the date the evaluation and MDT meeting should be completed)
✓ 125B Evaluation and Testing Options
✓ 140 Team Evaluation Planning Form
✓ 210 Eligibility Summary
✓ 415 Consent for Initial Placement
✓ 505 Notice of Special Education Action
✓ 505R Notice of Special Education Action to Revoke Services (New)
✓ Parent Form Letter to Revoke Services (New)
✓ 900 Agreement Between Parent and District
✓ 901 Agreement Between Parent and District (To be used for students who transfer into the District)

Most Commonly Missed Items:

1. Initial Referral Form. Complete and submit any time an “initial” evaluation is being done. Submit this form with the 125 and evaluation paperwork if the student does or does not qualify.
2. 505 Notice of Special Education Action. Complete and submit any time you are taking away or adding a service, decreasing or increasing the amount of service time more than 15 minutes a week. Also, if there is a change in placement.
3. Progress Reports. Teachers/Specialists please submit them for the previous IEP with the annual review IEP.
4. IEP Service Summary and Non-Participation page. Please print these and put with the rest of the IEP.
5. 140 Team Evaluation Planning Form. Required with all re-evaluations.
6. Observations. Required with all LD evaluations and re-evaluations.
7. “Copy Provided to Parent” Note this on the bottom of the first and last page of the IEP.
| (**New/Move In**) Enroll Date: ________ | ☐ New ID | ☐ With In District | ☐ From Out of Dist | ☐ From Out of State |
| **Move Out** Exit Date: ________ | ☐ Decertified | ☐ In Dist | ☐ Out of Dist | ☐ Non Attendance | ☐ Graduate |
| HC1: _____ HC2: _____ HC3: _____ Next IEP Due: ________ | | | | | |
| Next ELG Due: ________ | **Initial Elg Date**: ________ |

| Last Name: ___________________________ | First: ___________ | MI: _____ | Birth Date: ___________________________ |
| Student ID#: ___________ | Attending Sch#: ________ | Home Sch#: ________ | Grade: ________ | CM: ___________________________ |

**Initial Evaluation Date**: ___________________________
- ☐ 115: Referral Form or ISS Worksheet
- ☐ 125: Prior Notice/Consent for Evaluation* | 60 Days
- ☐ 125B: Evaluation and Testing Options
- ☐ 130: Permission to Obtain Info. (if needed)*
- ☐ 200: Physician's Statement; (Initial only) (MR, ED, OHI, AU, HI, VI, OF, TBI)
- ☐ 210: Eligibility Summary
- ☐ 210+: Appropriate Addenda*
- ☐ 220: Assessment Summary (LD)
- ☐ Classroom Observation (LD)
- ☐ 620: Developmental History: AU, MR (Others as determined appropriate by team)
- ☐ Initial Referral Data Form (Eligible or Not)

**Initial IEP Date**: ___________________________
- ☐ 300: Notice of IEP Meeting
- ☐ 310: Cover Sheet *Note Copy to Parent*
- ☐ 311: Special Factors & PLEP
- ☐ 312: Transition Post Secondary Goals 16 and older
- ☐ 313: Assessment Participation Statewide
- ☐ 314: Assessment Participation District-wide
- ☐ 315: IEP Goals age 15 and younger
- ☐ 316: IEP Goals age 16 and older
- ☐ 320: IEP Service Summary/Non Participation
- ☐ 405: Placement Determination *Note Copy to Parent*
- ☐ 415: Consent for Placement For Initial IEP*

**Re-Evaluation Date**: ___________________________
- ☐ 140: Team Evaluation Planning Form
- ☐ 125: Prior Notice/Consent for Evaluation* | 60 Days
- ☐ 125B: Evaluation and Testing Options
- ☐ 210: Eligibility Summary
- ☐ 210+: Appropriate Addenda*
- ☐ 220: Assessment Summary (LD)
- ☐ Classroom Observation (LD)
- ☐ 505: Prior Notice of Sp Ed Action*
- ☐ 505 If Changes*
- ☐ 405: Placement Determination *Note Copy to Parent*

**Annual IEP Review Date**: ___________________________
- ☐ 300: Notice of IEP Meeting
- ☐ 310: Cover Sheet *Note Copy to Parent*
- ☐ 311: Special Factors & PLEP
- ☐ 312: Transition Post Secondary Goals 16 and older
- ☐ 313: Assessment Participation Statewide
- ☐ 314: Assessment Participation District-wide
- ☐ 315: IEP Goals age 15 and younger & Progress Reports
- ☐ 316: IEP Goals age 16 and older & Progress Reports
- ☐ 320: IEP Service Summary
- ☐ 505: If Changes*

**In District Transfer Date**: ___________________________
- ☐ Verify complete Elg/IEP is in eSIS *If not complete & print*
- ☐ Attach Sp Ed Info/Records Checklist & send to Sp Ed

**From Out of State Transfer Eligibility**
- ☐ 140: Team Evaluation Planning Form *Not Testing*
- ☐ 210: Eligibility Summary Enter Using Existing Date
- ☐ 210+: Appropriate Addenda*
- If testing see Initial Eligibility Section

**Out of State Transfer IEP**
- Write a new IEP see Initial IEP Section
- May use existing IEP Information
- ☐ 505: Prior Notice of Sp Ed Action*
- ☐ 415: Consent for Placement*

**In State Transfer**
- ☐ 210: Eligibility Summary Enter Using Existing Date
- ☐ 210+: Appropriate Addenda*
- ☐ 415: Consent for Placement*
- If Eligibility is not current see Re-Eval Eligibility Section

**In State Transfer IEP**
- Accepting IEP see Annual IEP Review
- Not accepting write a new IEP Using the Annual IEP Section
- ☐ 505: Prior Notice of Sp Ed Action*
### 2011-2012 DISTRICT CALENDAR

**COMMUNITY VERSION**

**Adopted: June 2, 2011**

**Revised June 10, 2011**

#### IMPORTANT DATES

<table>
<thead>
<tr>
<th>Day</th>
<th>Month</th>
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</thead>
<tbody>
<tr>
<td>4</td>
<td>August</td>
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<tr>
<td>12</td>
<td>August</td>
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<tr>
<td>17</td>
<td>August</td>
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<tr>
<td>25</td>
<td>August</td>
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<tr>
<td>2</td>
<td>September</td>
</tr>
<tr>
<td>1,2 &amp; 6:</td>
<td>Staff Inservice Days</td>
</tr>
<tr>
<td>5</td>
<td>September</td>
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<tr>
<td>1,2 &amp; 6:</td>
<td>Staff Inservice Days</td>
</tr>
<tr>
<td>30 &amp; 31:</td>
<td>Staff Inservice Days</td>
</tr>
<tr>
<td>7</td>
<td>September</td>
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<tr>
<td>5</td>
<td>October</td>
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<tr>
<td>14</td>
<td>October</td>
</tr>
<tr>
<td>24 &amp; 25:</td>
<td>Holiday (Thanksgiving) - No School</td>
</tr>
<tr>
<td>2</td>
<td>November</td>
</tr>
<tr>
<td>3 &amp; 4:</td>
<td>Conf/Grading (S); Conf/Teacher Prep (T) - No School</td>
</tr>
<tr>
<td>11</td>
<td>November</td>
</tr>
<tr>
<td>19-30:</td>
<td>Winter Break - No School</td>
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<tr>
<td>19</td>
<td>November</td>
</tr>
<tr>
<td>2</td>
<td>December</td>
</tr>
<tr>
<td>30 &amp; 31:</td>
<td>Staff Inservice Days</td>
</tr>
<tr>
<td>1</td>
<td>January</td>
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<td>19</td>
<td>January</td>
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<td>2</td>
<td>January</td>
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<tr>
<td>30 &amp; 31:</td>
<td>Staff Inservice Days</td>
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<td>2</td>
<td>January</td>
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<td>1</td>
<td>February</td>
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<td>February</td>
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<td>March</td>
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<td>26-30:</td>
<td>Spring Break - No School</td>
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<td>6</td>
<td>April</td>
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<td>April</td>
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<td>April</td>
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<td>1</td>
<td>May</td>
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<td>28</td>
<td>May</td>
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<td>1</td>
<td>June</td>
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<tr>
<td>14:</td>
<td>Last Day of School</td>
</tr>
<tr>
<td>15:</td>
<td>Staff Grading Day</td>
</tr>
<tr>
<td>18:</td>
<td>Non-Contract Day</td>
</tr>
</tbody>
</table>

- **First & Last Day of School**
- **School Not in Session: See center detail**
- **Staff Inservice Days**

This is the Springfield Public Schools (SPS) district-wide calendar. For specific information pertaining to your school, please contact your school. Due to a decline in state revenue, this calendar reflects a reduction of 3 instructional days and 2 non-instructional days from the 2007-08 calendar. This calendar includes two more instructional days than the 2010-11 calendar. "Non-Contract Days" are unpaid for staff. SPS staff members should refer to their work schedule calendars for details. To indicate how schools are utilizing their No School days, we use (S) to refer to Semester schools (SHS, Gateways and all middle schools) and (T) for Trimester schools (THS and all elementary schools).

**NOTE:** In the event of budget adjustments, the school board reserves the right to revise the district's calendar.
Shaded numbers are not available on eSIS
Special Education Form Order Sheet
Attach a Print Order with your building information and send to Special Programs

Printing Department this is a double-sided form

<table>
<thead>
<tr>
<th>Form #</th>
<th>Description</th>
<th>Date Revised</th>
<th>Quantity</th>
</tr>
</thead>
<tbody>
<tr>
<td>115</td>
<td>Pre-Referral Information</td>
<td>08/05</td>
<td>✔</td>
</tr>
<tr>
<td>120</td>
<td>Motor Team Screening</td>
<td>06/04</td>
<td></td>
</tr>
<tr>
<td>125</td>
<td>Consent for Evaluation</td>
<td>08/09</td>
<td></td>
</tr>
<tr>
<td>125B</td>
<td>Evaluation and Testing Options</td>
<td>08/09</td>
<td></td>
</tr>
<tr>
<td>125SP</td>
<td>Consent for Evaluation (Spanish)</td>
<td>06/07</td>
<td></td>
</tr>
<tr>
<td>125B SP</td>
<td>Evaluation and Testing Options (Spanish)</td>
<td>06/07</td>
<td></td>
</tr>
<tr>
<td>130</td>
<td>Permission to Release Information</td>
<td>08/04</td>
<td></td>
</tr>
<tr>
<td>140</td>
<td>Team Evaluation Planning Form</td>
<td>08/09</td>
<td></td>
</tr>
<tr>
<td>200</td>
<td>Medical Statement</td>
<td>06/07</td>
<td></td>
</tr>
<tr>
<td>205</td>
<td>Notification of Meeting (SST or MDT)</td>
<td>No Date</td>
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</tr>
<tr>
<td>210</td>
<td>Eligibility Summary</td>
<td>08/09</td>
<td></td>
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<tr>
<td>210 AU #1</td>
<td>Autism Eligibility</td>
<td>08/04</td>
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<tr>
<td>210 AU #2</td>
<td>Autism Eligibility</td>
<td>08/04</td>
<td></td>
</tr>
<tr>
<td>210 ED #1</td>
<td>Emotional Disturbance Eligibility</td>
<td>08/05 ✔</td>
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<tr>
<td>210 ED #2</td>
<td>Emotional Disturbance Eligibility</td>
<td>08/05 ✔</td>
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<tr>
<td>210 HI</td>
<td>Hearing Impaired Eligibility</td>
<td>08/04</td>
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<td>210 LD #1</td>
<td>Learning Disability Eligibility</td>
<td>06/07</td>
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<tr>
<td>210 LD #2</td>
<td>Learning Disability Eligibility</td>
<td>06/07</td>
<td></td>
</tr>
<tr>
<td>210 LD #3</td>
<td>Learning Disability Eligibility</td>
<td>06/07</td>
<td></td>
</tr>
<tr>
<td>210 CD #1</td>
<td>Communication Disorder Eligibility</td>
<td>08/04 ✔</td>
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<tr>
<td>210 CD #2</td>
<td>Communication Disorder Eligibility</td>
<td>08/04 ✔</td>
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<tr>
<td>210 CD</td>
<td>Communication Disorder Summary</td>
<td>07/07</td>
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<td>210 DB</td>
<td>Deaf and Blind Eligibility</td>
<td>08/04 ✔</td>
<td></td>
</tr>
<tr>
<td>210 TBI #1</td>
<td>Traumatic Brain Injury Eligibility</td>
<td>08/04 ✔</td>
<td></td>
</tr>
<tr>
<td>210 TBI #2</td>
<td>Traumatic Brain Injury Eligibility</td>
<td>08/04 ✔</td>
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<td>210 VI</td>
<td>Vision Impairment Eligibility</td>
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<td>210 MT</td>
<td>Motor Team Evaluation</td>
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<td>210 MR #1</td>
<td>Mental Retardation Eligibility</td>
<td>08/04 ✔</td>
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<td>Other Health Impaired Eligibility</td>
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<td>210 OI #1</td>
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<td>08/04 ✔</td>
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<td>08/04 ✔</td>
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<tr>
<td>220 #1</td>
<td>Assessment Summary</td>
<td>08/05</td>
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<td>Assessment Summary</td>
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<td>300</td>
<td>Notice of a Team Meeting</td>
<td>08/05</td>
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<tr>
<td>310</td>
<td>IEP Cover / Signature Page</td>
<td>04/07</td>
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<tr>
<td>311</td>
<td>Special Factors/Present Level of Performance</td>
<td>04/07</td>
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</tr>
<tr>
<td>312</td>
<td>Transition Post Secondary Goals 16 or older</td>
<td>04/07</td>
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<tr>
<td>313</td>
<td>Participation in Statewide Assessment</td>
<td>04/07</td>
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<td>314</td>
<td>Participation in Districtwide Assessment</td>
<td>04/07</td>
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</tr>
<tr>
<td>315 A</td>
<td>Goals/Objective 15 or younger</td>
<td>04/07</td>
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</tr>
<tr>
<td>315 B</td>
<td>Goals 15 or younger</td>
<td>04/07</td>
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08/2009

✔ = Revisions Coming

SPED Handbook Ver 2
The online version of this handbook is official. Therefore, all printed versions are unofficial.
### Shaded numbers are not available on eSIS

**Special Education Form Order Sheet**

Attach a Print Order with your building information and send to Special Programs

<table>
<thead>
<tr>
<th>Form #</th>
<th>Description</th>
<th>Date Revised</th>
<th>Quantity</th>
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<tbody>
<tr>
<td>316 A</td>
<td>Goals/Objective <strong>16 or older</strong></td>
<td>04/07</td>
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<tr>
<td>316 B</td>
<td>Goals/Activities/Strategies <strong>16 or older</strong></td>
<td>04/07</td>
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<td>320</td>
<td>IEP Service Summary</td>
<td>04/07</td>
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<tr>
<td>405 A</td>
<td>Placement Determination <em>(blank)</em></td>
<td>04/07</td>
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<tr>
<td>405 B</td>
<td>Placement Determination <em>(check list)</em></td>
<td>04/07</td>
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<tr>
<td>415</td>
<td>Consent for Initial Placement</td>
<td>08/09</td>
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</tr>
<tr>
<td>504</td>
<td>Notice of Section 504 Action</td>
<td>02/05</td>
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<tr>
<td>504</td>
<td>Statement of Eligibility</td>
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<tr>
<td>504</td>
<td>Section 504 Personal Education Plan</td>
<td>02/05</td>
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<tr>
<td>504 1 &amp; 2</td>
<td>Section 504 Manifestation Determination</td>
<td>02/05</td>
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<td>505</td>
<td>Notice of Special Education Action</td>
<td>08/09</td>
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<tr>
<td>505R</td>
<td>Notice of Sp Ed Action to Revoke</td>
<td>08/09</td>
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<tr>
<td>Form Letter</td>
<td>Parent Letter to Revoke Services</td>
<td>08/09</td>
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<tr>
<td>PMR 1</td>
<td>Progress Monitoring Report</td>
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<tr>
<td>PMR 2</td>
<td>Progress Monitoring Report</td>
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<td>620 #2</td>
<td>Developmental History</td>
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<td>640</td>
<td>MS to High Transfer Information</td>
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<td>690</td>
<td>Manifestation Determination</td>
<td>06/07</td>
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<td>OT/PT</td>
<td>Assistive Tech Parent Agreement</td>
<td>04/98</td>
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<td>680 R</td>
<td>ESY Worksheet</td>
<td>04/98</td>
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<tr>
<td>685 R</td>
<td>ESY Determination</td>
<td>04/98</td>
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<tr>
<td>900</td>
<td>Agreement Between Parent and District</td>
<td>08/09</td>
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<tr>
<td>901</td>
<td>Written Agreement Eval of Transfer Student</td>
<td>08/09</td>
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<tr>
<td>100</td>
<td>Special Education Records Checklist</td>
<td>07/07</td>
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<td>Parental Release (pictures)</td>
<td>No Date</td>
<td></td>
<td></td>
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<tr>
<td>Transfer of Rights (18 yrs &amp; older)</td>
<td>No Date</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sp Ed Student Information Sheet (Data)</td>
<td>No Date</td>
<td></td>
<td></td>
</tr>
<tr>
<td>OT End of Year Report</td>
<td>No Date</td>
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<tr>
<td>Page 1</td>
<td>Psych Educational Evaluation Data</td>
<td>No Date</td>
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</tr>
<tr>
<td>Page 2</td>
<td>Psych Educational Evaluation Data</td>
<td>No Date</td>
<td></td>
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</tbody>
</table>
# Initial Referral Data

Collect this data for each of the following:

1. Students being considered for initial Sp Ed evaluation/eligibility (include those who were previously decertified);
2. Students who have moved to Oregon from another state;

<table>
<thead>
<tr>
<th><strong>Student’s Full Name:</strong></th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th><strong>Student SSID #</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>NOT the E SIS Student ID#</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>A. Date of parental consent for Initial Evaluation.</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Date parent signed NOT the date of the referral.</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>B. Date of Initial Eligibility Determination.</strong></th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th><strong>C. Results of Initial Eligibility Determination.</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Child/Student found eligible;</td>
</tr>
<tr>
<td>2. Child/Student found ineligible;</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>D. If 60 school day timeline was not met, indicate the number of days over the timeline. Check your SPS School Calendar</strong></th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th><strong>E. Select the reason for the delay in meeting the timeline, if applicable (choose from the following menu):</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Prolonged student absence; <strong>Describe</strong></td>
</tr>
<tr>
<td>2. Parent did not present child/student for testing; <strong>Describe</strong></td>
</tr>
<tr>
<td>3. Parent/guardian did not attend eligibility meeting;</td>
</tr>
<tr>
<td>4. Initial testing results indicated need for additional testing not identified; through initial evaluation planning;</td>
</tr>
<tr>
<td>5. Delay by doctor/medical personnel;</td>
</tr>
<tr>
<td>6. Delay by district/program evaluation staff;</td>
</tr>
<tr>
<td>7. Within extended timeline by written agreement for a transfer student;</td>
</tr>
<tr>
<td>8. Within extended timeline by written agreement to determine Specific Learning Disability eligibility</td>
</tr>
<tr>
<td>9. Other; <strong>Describe</strong>.</td>
</tr>
</tbody>
</table>

**Description of 1, 2 or 9**

<table>
<thead>
<tr>
<th><strong>F. Was the child/student parentally placed in a private school during the initial evaluation and/or eligibility determination?</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>☐ Yes ☐ No</strong></td>
</tr>
</tbody>
</table>

*Send this completed form with the 125, 125B and initial eligibility or paperwork showing the student ineligible for Special Education to the Special Programs Department.*