

## EXPLANATION OF SPECIAL EDUCATION FORMS

### **Parental Rights in Special Education**

Send with Forms 2.0 and 6.3 for initial evaluation and reevaluation and upon receipt by the school district of a petition in a special education due process case.

#### **1.0 Request for Student Assistance**

Starts process. To be completed by teacher or administrator when student is having difficulties.

#### **1.1 Student Assistance Team Report**

The SAT team reviews the student's difficulties and comes up with interventions. A referral for testing may result.

#### **3.0 Request for Service from ESU #1 Vocational Rehabilitation Counselor**

From ESU Vocational Rehabilitation Counselor. Teacher should complete Form 3.0 and 3.1 to receive assistance.

#### **5.1 MDT Speech/Language Evaluation**

#### **6.1 Transition Planning**

For age 14 and over. Focus on student's course of study, projected adult living and working environments, present level of performance (check if there is present or future need, if no need is checked, include number of source for rationale and short statement), inter-agency linkages for transition, statement regarding giving student rights (at age 19 they can give consent).

#### **6.2 Documentation of Receipt of IEP**

To be used when parents were not able to attend IEP conference and the document had to be sent. Discontinue using this form during the IEP conference. (In other words, one parent signature is sufficient.)

#### **10.0 Meeting Log**

For documenting any meeting other than MDT/IEP.

#### **11.0 Contact with Parent**

Attach to inside of each student's file to document every contact.

#### **12.0 Individual File Check Out**

Attach to outside front of each student's file. Note employees of the school who do not have to sign check out.

#### **13.0 Record Check Out**

To be attached to file cabinet where SPED files are housed. If an individual file has been checked out, this information is available to know where to find the information.

**14.0 Special Services Cumulative Folder Report** (optional)

Students receiving special services may have a copy of this report in their cumulative file in the school's central office. If the file is being requested by another agency, the school secretary knows there is more information with a special educator.

**15.0 Authorization for Release of Information**

Used when we are requesting information from other disciplines or to give us permission to send to others. It is not necessary for schools to get parent signature according to the Family Education Rights and Privacy Act (FERPA). The exception to this is when individual school districts have policies which require parent permission.

**16.0 504 Accommodation Plan**

For those students who the SAT team has determined qualify for Section 504 of the Rehabilitation Act of 1973.

**17.0 Surrogate Parent**

The information on this form should be received within seven days of a foster child being enrolled in your school. Foster parents or the Department of Social Services cannot sign IEP unless parents' rights have been terminated.