

# **Western Schools Special Services Procedures Manual 2024-2025**



*To Educate and Inspire Today's Students  
for Tomorrow's Opportunities*

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# WSC Special Services Manual

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## The Six Guiding Principles of IDEA

The *guiding principles of IDEA* provide overarching guarantees to students with disabilities and their families that must be adhered to during the IEP process. There are six guiding principles, some of which were introduced on earlier pages but are described in more detail below.

1. **Complete, individualized evaluation:** All areas of the suspected disability must be assessed, including any specific parental concerns. The results of this assessment must be comprehensive enough to identify all of the student's relevant academic and functional needs in order to guide future instructional decisions.
2. **Free appropriate public education (FAPE):** Each eligible student with a disability—one whose disability adversely affects school performance—is entitled to FAPE that is individualized to meet his or her unique needs and provided in conformity with that student's IEP.
3. **Individualized education program (IEP):** An IEP is a written statement of the special education services provided to meet the unique needs of a student with a disability between the ages of 3 and 21. The IEP, a blueprint of the student's FAPE, is developed in collaboration with the student's parents.
4. **Least restrictive environment (LRE):** FAPE is to be provided alongside peers without disabilities in the general education settings to the greatest extent possible. Removal from the general education setting should only occur in instances when the nature or severity of the disability is such that an appropriate education cannot be satisfactorily achieved in that setting, even with the use of supplementary aids and services.
5. **Parent participation:** The most basic of IDEA's requirements is that parents are full and equal participants with the school district personnel on their child's IEP team—a group that includes a variety of education professionals, the student's parents, and the student, when appropriate.
6. **Procedural safeguards:** In addition to the right to active participation, parents have additional rights that include:
  - Giving informed written consent for their child to be evaluated, and to seek an independent evaluation if they feel compelled to do so
  - Access to their child's educational records
  - Dispute resolution through steps that can include state complaint, mediation, a resolution session, and/or a due process hearing
  - Explanation of these rights in writing, and in their native language when possible

**These guarantees are included in IDEA to ensure that each student with a disability receives the individualized FAPE to which he or she is entitled. To satisfy the requirements of the law, these provisions must be adhered to throughout the IEP process.**

# Eligibility Categories in Special Education: A Resource for Parents and Teachers



## Background

Indiana's special education law, Article 7, provides for special education and related services for students ages 3 through 22 with one or more of 13 identified disabilities. Each disability includes specific eligibility criteria, with all disabilities requiring that there is an adverse effect on the student's educational performance in order for the student to be considered eligible for special education and related services. A student must be found eligible under one or more of these categories in order to receive special education or related services.

The information below gives a brief description of each eligibility category, based on Article 7. More detailed information about Article 7 eligibility can be found at <http://www.in.gov/doe/files/art-7-english-may-2019-update-index.pdf>, beginning on page 62 of the document.

## Eligibility

**Autism spectrum disorder (ASD)** is a lifelong developmental disability, general evident before age 3. ASD significantly affects the student's verbal, nonverbal, or pragmatic communication skills, social interactions skills, and adversely affects the student's educational performance. ASD includes autistic disorder, Asperger's syndrome, and other pervasive developmental disorders, as described in the current version of the American Psychiatric Association's Diagnostic Statistical Manual of Mental Disorders.

**Blind or low vision**, or a visual impairment, means that the student's ability to use vision for learning adversely affects educational performance, even with the best correction. This includes significantly reduced or absence of vision and/or reduced visual field.

**Deaf or hard of hearing**, or a hearing impairment, is a disability that, with or without amplification, adversely affects the student's ability to use hearing for developing language and learning, educational performance, and developmental progress. This includes hearing losses that are permanent or fluctuating, range from mild to profound, and unilateral (one ear) or bilateral (both ears). Students who are deaf or hard of hearing may use spoken language, sign language, or a combination of both.

**Deaf-blind**, or dual sensory impaired, means that a student has both a hearing and vision loss or reduction in functional hearing and vision capacity that causes significant communication and adaptive behavior deficits and adversely affects the student's educational performance. Student who are eligible as deaf-blind have needs that exceed

programs or services designed for students eligible as blind or low vision or deaf or hard of hearing.

**Developmental delay** is a disability category for students who are at least three years old and less than nine years old. Developmental delay means a significant delay in one developmental area (at least 2 standard deviations below the mean) or a moderate delay in at least two developmental areas (at least 1.5 standard deviations below the mean). Developmental areas include gross or fine motor development, cognitive development, receptive or expressive language development, social or emotional development, and self-help or other adaptive development.

**Emotional disability** is an inability to learn or progress that cannot be explained by cognitive, sensory, or health factors. A student with an emotional disability shows one or more of the following characteristics over a long period of time and to a marked degree that adversely affects educational performance: a tendency to develop physical symptoms or fears associated with personal or school problems, a general pervasive mood of unhappiness or depression, an inability to build or maintain satisfactory interpersonal relationships, inappropriate behaviors or feelings under normal circumstances, and/or episodes of psychosis.

**Intellectual disability** mean that a student has significant limitations in cognitive functioning (measured intelligence below a standard score of 70) and limitations in adaptive behavior that were evident during the developmental period and adversely affect educational performance. Students identified with a cognitive disability are further identified by the level of the disability based on the student's cognitive and adaptive behavior skills – mild (typically intelligence between 55 and 69), moderate (typically intelligence between 40 and 54), or severe (typically intelligence below 40).

**Language or speech impairment** is a disability that includes language impairments and/or speech impairments that adversely affect the student's educational performance. Language impairments are impairments in the comprehension or expression of spoken or written language resulting from organic or nonorganic causes that are nonmaturational in nature that affect the student's primary language systems, in one or more of the following components: word retrieval, phonology, morphology, syntax, semantics, pragmatics. Speech impairments are impairments that may include fluency, articulation, and voice disorders in the student's speech in more than one speaking task that are nonmaturational in nature, including impairments that are the result of a deficiency of structure and function of the oral peripheral mechanism.

**Multiple disabilities** means that the student has more than one disability, one of which must be a *significant cognitive disability*. The coexisting disabilities are lifelong, interfere with independent functioning, and it is difficult to determine which disability most adversely affects educational performance. The term does not include deaf-blind.

**Other health impairment** means having limited strength, vitality, or alertness, including being overly alert to environmental stimuli, that results in limited alertness to the educational environment that is due to chronic or acute health problems, and adversely affects a

student's educational performance. Examples of chronic or acute health problems include (but are not limited to) asthma, attention deficit disorder or attention deficit hyperactivity disorder, diabetes, epilepsy, a heart condition, hemophilia, lead poisoning, leukemia, nephritis, rheumatic fever, sickle cell anemia, and Tourette syndrome.

**Orthopedic Impairment** is a severe physically disabling condition that adversely affects educational performance. The term may include impairments caused by a congenital anomaly; a disease, such as poliomyelitis or bone tuberculosis; or other causes such as cerebral palsy, amputations, or fractures or burns that cause contractures.

**Specific learning disability** means a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken, or written, that adversely affect the student's educational performance. A specific learning disability is evident when the student does not achieve adequately for the student's age or to meet state approved grade level standards in one or more of the following areas, when provided with learning experiences and instruction appropriate for the student's age or state approved grade level standards:

- Reading disability, which is a specific learning disability that is neurological in origin and has a continuum of severity. It is characterized by difficulties with accurate or fluent, or both, word recognition and by poor spelling and decoding abilities. A reading disability may be due to difficulties in basic reading skills, reading fluency skills or reading comprehension.
- Written expression disability, which is a specific learning disability that is neurological in origin and has a continuum of severity. Written expression is a complex domain that requires the integration of oral language, written language, cognition, and motor skills.
- Math disability, which is a specific learning disability that is neurological in origin and has a continuum of severity. The ability to perform mathematical computations and reasoning requires multiple core cognitive processes. A math disability may be due to difficulties in mathematics calculation, and/or mathematics problem solving.
- Oral expression disability, which is a specific learning disability that is neurological in origin, has a continuum of severity, and is characterized by deficits in using expressive language processes to mediate learning of reading, writing, spelling, or mathematics skills.
- Listening comprehension disability, which is a specific learning disability that is neurological in origin, has a continuum of severity, and is characterized by difficulties in using receptive language processes to mediate learning of reading, writing, spelling, or mathematics skills.

A specific learning disability does not include learning problems that are primarily the result of a visual, hearing, or motor disability, a cognitive disability, an emotional disability, cultural factors, environmental or economic disadvantage, limited English proficiency, or lack of appropriate instruction in reading or math

**Traumatic brain injury** is an acquired injury to the brain caused by an external physical force, resulting in total or partial functional disability or psychosocial impairment, or both, that adversely affects a student's educational performance. The injury can be an open or closed head injuries resulting in impairment in one or more areas, such as cognition; language; memory; attention; reasoning; abstract thinking; judgment; problem solving; sensory, perceptual, and motor abilities; psychosocial behavior; physical functions; information processing; and/or speech. The term does not apply to brain injuries that are congenital or degenerative or induced by birth trauma.



## Types of Case Conferences:

1. **Initial** - student does not have an IEP
2. **Re-evaluation** - student has a current IEP, but a different area of eligibility, an area of related service (OT/PT) is questioned, and/or an FBA functional behavior assessment is warranted.
3. **Move-in** - if the student moves-in with a current IEP, then a case conference must be held within 10 instructional days of the student enrolling.
4. **Annual Case Review (ACR)** - one time per year a case conference must be held in order to review the students progress on goals and develop new goals/services for the next year.
5. **Independent Educational Evaluation (IEE) review** - this is when the parent disagrees with the findings from the schools educational evaluation and has requested an independent eval through the school. The findings must be reviewed in a case conference.
6. **Parent provided outside evaluation** - if the parent provides the school with an outside evaluation in which they had completed, a form A must be completed as a school request, so that the school psychologist can review the outside evaluation and a case conference/meeting can be held in order to review the data.
7. **Manifestation Determination (MD)** - this is when a student has been suspended 10 days and a case conference must be held with KASEC admin in order to determine if the behavior is a manifestation of the students disability.
  - When a student has received **6 days suspension, a suspension review case conference** must be held to discuss the behavior and programming options moving forward.
  - When a student has 8 days suspension, the DELT office must be notified in order to plan accordingly moving forward.





## General Etiquette for Case Conferences:

Items to consider:	Items to avoid:
<ul style="list-style-type: none"><li>★ If you think it will be a contentious conference, conduct staffing ahead of time so that staff is on the “same page”.</li><li>★ If you think an advocate may be present be sure the DELT office knows and director is invited to cc.</li><li>★ Before the conference, identify who will be recording the notes at the conference. This should never be the TOR. It is very difficult to write notes and talk at the same</li><li>★ <b>If a parent requests an evaluation, document in the notes and complete a Form A. Submit the Form A to the DELT office the same day the request is made.</b></li></ul>	<ul style="list-style-type: none"><li>★ <b>Do not</b> hold a conference with just you and a parent.</li><li>★ <b>Do not</b> read the IEP document word for word to the committee members</li><li>★ <b>Do not</b> use the conference as a means of discussing happenings and/or other students.</li><li>★ <b>Do not</b> put a child on a reduced schedule or homebound without the DELT director present or consulted before the conference.</li><li>★ <b>DO NOT</b> change a student from diploma track to certificate track at the conference without the DELT Director present, as well as data to support why the student be taken off of diploma track. If needed reschedule the case conference and there will be a continuation on a later date in order to discuss this process.</li></ul>

### Other Items to keep in mind:

- Think about seating
- Speak and look at the parent, even if using an interpreter
- Use the parent’s name instead of referring to him/her as “dad” or “mom”.
- Avoid using educational jargon and acronyms.
- Be present and mindful of the atmosphere in the room.
- Be cognizant that you are talking about someone’s child. Be respectful at all times.
- Avoid sidebar conversations.
- Adhere to time limits.
- Least Restrictive Environment is our goal for all of our students.
- Inform the parent that he/she can ask for another case conference at any time



## Positive Panther Pride

### Case Conference Committee Norms

- ★ **Listen** carefully
- ★ **Share** information openly
- ★ **Ask questions**
- ★ **Disagree** respectfully
- ★ **Stick** to the **agenda**
- ★ **Honor timeline** for case conference
- ★ **Stay** focused on the **student**



## Case Conference Committee Agenda

- Welcome and Introductions
- Positive Panther Pride Norms
- Purpose of case conference
  1. Initial/Revise/ACR/Re-eval review
  2. Parent rights provided and explained
  3. *Invitation received and/or signed*
- Contact info verified with parent
- Student's strengths
- Review progress on IEP goals
  - Present levels of performance
  - Progress monitoring data
    1. General Education Teacher
    2. Speech
    3. Related Service
    4. Special Education Teacher
- Parent Concerns received via email
- Eligibility review
- Behavior concerns
- Transition/Graduation Pathways
- Accommodations
- Review of provisions (services)
- ESY
- Reevaluation needed
- Questions/concerns not addressed
- Wrap up conference
  - TOR will finalize then email/mail to parent



## Special Education Teacher Responsibilities

Every special education student will have a special education teacher designated as having the primary responsibility for that student's individualized education plan (IEP). This teacher is designated as the TOR, teacher of record. The TOR assigned to the student has the appropriate licensure to monitor the student's special education services.

### **TOR (teacher of record) responsibilities:**

- **Oversee the implementation of IEPs for all students for which you serve as TOR. The services must follow the frequency and duration as set out in the IEP for each student.**
  - A. Monitor related services such as OT, PT, transportation, etc. If services are not being implemented, contact the therapist directly. If a problem with service delivery persists, contact the Director of Exceptional Learners and Testing.
  - B. Report on student progress on IEP goals/objectives at the same frequency as general education students receive progress reports (i.e. report cards). This is done through the Progress Monitoring Wizard tab in IIEP.
  - C. Collect data and keep documentation of student progress on goals and objectives.
  - D. Complete necessary paperwork and upload to IIEP.
- **Arrange case conference meetings at a minimum of one time annually. The ACR should be held within a 12-month period of the previous year's ACR. Proper personnel must be in attendance at the conference.**
  - A. Communicating the potential date/time of all case conferences to all committee members. This includes confirming the actual date/time, reminding the committee if the conference is in-person/virtual, and following up with the parent.
  - B. Creating a draft to present to the case conference committee during the case conference. Do not send the draft to the parent prior to the case conference, unless the specifically ask for it.
  - C. Gathering any input from general education staff, related service providers (OT/PT), and/or statements from staff who can not attend the case conference.
- **Keep documentation of parent contacts and attempts to contact parents. These attempts should be logged in IIEP, in the Parent Communication tab.**
- **Communicate with general education teachers about student needs and how the needs are to be addressed, as outlined in the student's IEP. Staff who will be working with the student should review the IEP's particularly the areas of:**
  - A. Modifications and Accommodations
  - B. Statewide assessments

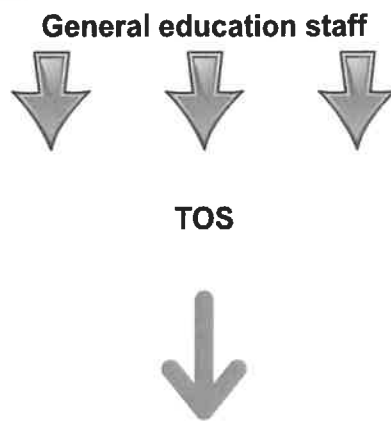
- Know and understand any assistive technology needs, if applicable. Monitor the operation of any devices that may be required to meet the needs of the student.
- If the student is 14, or will be 14 before the next ACR, the TOR must complete the transitions IEP as prompted by IIEP.

**TOS (teacher of service) responsibilities:**

A **teacher of service (TOS)** is any teacher who is providing services to a student who is eligible for special education services. The TOR should collaborate with the TOS in regards to specific needs for the student. A meeting should be held with both the TOR and TOS in order to determine the responsibilities of each party.

A service delivery plan should be completed when the TOR and TOS meet to outline responsibilities.

**TOR/TOS Service Delivery Model:**



**TOR - point of contact to parent as needed**

TOR and TOS collaborate on the needs of the student  
 TOS shares the info with the general education staff.

**TOS (teacher of service) responsibilities:**

- Collaborate with the TOR on the needs of the student
- Assist and collaborate with general education staff on the needs of the student
- Review the student's IEP - Read and know the goals, accommodations, services
- Collect/gather data based upon the IEP goals that are in the IEP.
- Attend case conferences for students who they are assigned to serve and provide a progress report of progress on goals, services/accommodations that are working, as well as any areas of concern to address with the ccc. If not able to attend the cc, a summary of this info can be provided to the TOR to share at the case conference.

## **TOR/TOS Student Services Delivery Plan**

This form is to be completed as a collaborative effort between the Teacher of Record and the Teacher of Service. Copies are to be maintained by both the TOR and TOS, as well as a copy to the building level administrator and Special Ed Director.

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Student Name	School Attending	Date of Meeting
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List responsibilities of TOR and TOS.

<b>Teacher of Record TOR</b>	<b>Teacher of Service TOS</b>



## TOR Pre-Case Conference Checklist

- Determine ccc meeting purpose**  
Initial, ACR, Re-evaluation, Review/Revise, MD, Exit CC
- Determine Participants**  
PAR, TOR, General education teacher, M-team (initials/reevals)  
Parent, Student (13+), TOS, Related Service provider (OT/PT), School counselor, guidance counselor
- Communicate with parents to determine a mutually agreed upon time for all team members**  
Document communication with parents in IIEP  
Initial Case Conferences - Amy communicates and creates the consent.
- Confirm the meeting time with parents and team members.**  
Document requests for excusal. Include requests in the Notice of Case Conference.  
Send the Notice of Case Conference to parent(s).
- Document receipt of parent written consent and excusals**  
If no written consent for excusals received from the parent, the response defaults to no excusals for the meeting.
- Gather additional information for ccc**
  1. Review current IEP - be sure its being implemented as it is written
  2. Document questions or concerns
  3. Talk with student
  4. Contact all teachers of service - gather progress monitoring data, present levels
  5. Gather any relevant and/or updated medical information
- Create a draft IEP**  
Bring copies of the draft IEP to the case conference - be sure to have enough copies for the committee members to have one to follow along.

**\*\*EXCUSAL** - Article 7 allows all or partial excusal from attendance for these roles, with written parental consent of the parent prior to the CCC. A required CCC member who has been excused in (in whole/in part) must submit input into the development of the IEP in writing, prior to the conference, to the parent and CCC.



## TOR IEP Finalization Checklist

**Verify all information before sending the draft to Lindsay for review:**

- Guardian information - i.e. address, phone number
- Case conference date
- Make sure the data on the provisions match the ACR dates
- Participants must be listed (Click on last tab to checkmark all participants)
- Create Eligibility after the cc - be sure the eligibility statement reflects the eligibility (Check with Lindsay/Amy to be certain this is completed)
- If ED eligibility: select full time or part time
  - 50% or less of day in sped - part time
  - 50% or more of instructional day in sped - full time
  - Student must have an FBA and BIP embedded in the IEP
- If reevaluation is determined by ccc, make sure that is documented in IIEP and who is completing the Form A request to submit to referrals
- Continuous Learning Statement in IEP
- All IEP's must be finalized within 10 days of the date of the case conference.



## Western TOR Progress Monitoring Procedures

Progress monitoring data points inform instructional decisions and ensure that the IEP goals remain relevant for the student. It also enables curriculum-based measurements and other forms of assessment to become tailored for the student's individual needs.

**A good rule of thumb is to provide progress reports on the student's annual goals at least as frequently as parents of students without disabilities receive progress reports (e.g., report cards).** This is in addition to the daily or weekly progress reports that many teachers send home. For example, the parents of a 2nd-grade student who only receives special education services for reading might receive:

- The same weekly academic and behavior updates as the other parents
- A report card every nine weeks with grades for all of their child's subjects
- A report on her progress toward meeting her annual IEP goals in reading

### **TOR Progress Monitoring Responsibilities:**

- Be sure to know your student's IEP goals and the method for measuring the goals.
- Progress monitoring data is reported to the parent at the end of each 9 weeks.

***Each 9 weeks, the TOR is responsible to ensure:*** (PM = progress monitoring)

- A. PM is completed for academic/behavioral goals
- B. Collaboration with TOS/General Education teachers to gather any essential data to report in the PM data
- C. If you are TOS for students, that data you have collected is shared with the TOR in a timely manner.
- D. SLP and Related service providers are aware of the dates for the end of the 9 weeks and that the PM data is completed for their related goals. (This can be done with a simple email.)
- E. Once all PM data is created in IIEP, print the PM data sheets and place them in an envelope to send home to the parent.
- F. ALL goal PM data should be sent to the parent altogether in one envelope
- G. All PM data should be sent to the parent no later than 1 week following the end of the 9 weeks.



## Building Transition Case Conferences Procedures Spring Semester



During the spring semester (in the months of March, April), a case conference will be held when a student is transitioning to a new building for the next school year. This would include those students transitioning from:

- 2nd grade to 3rd grade
- 5th grade to 6th grade
- 8th grade to 9th grade

### **The purpose of the conference: Revise/Review**

*During these case conferences, the accommodations and services will be reviewed/revise to reflect the needs of the student as they transition to the new building. Goals can be reviewed, as well.*

### **Participants to include:**

- Lindsay and/or building level administrator
- Current TOR/TOS
- Parents
- General Education teacher
- Receiving TOR for the next school year
- Related Service Providers
- SLP

***These conferences will be held on Fridays during March and April of the spring semester.***

### **Exception:**

***If a student transitioning to a new building has an ACR in March, April or May, then that case conference will serve as the building transition conference, and the receiving TOR should be invited and plan to attend the ACR.***



## Procedure for Monitoring Speech/Language Evaluations

Revised 24-25 SY

- Form A completed with administrator's signature
- Email Form A to [referrals@kasec.k12.in.us](mailto:referrals@kasec.k12.in.us)
- For ALL evaluations, send the following to [referrals@kasec.k12.in.us](mailto:referrals@kasec.k12.in.us)
  - Send the date the written consent was mailed to parents and identify the student with the first initial and last name
  - Upon receipt, write the date the written consent was received by certified personnel on the top of Page 1 (First Page) and send **both pages**.
  - After the completion of the evaluation, email the date the evaluation completed (make sure it is in IIEP), and identify the student with the first initial and last name.
- Convene case conference and follow local procedures.
- CLSI Secretary will be able to identify and locate the completed case conference in IIEP by using the individual Speech/Language testing status report. Thus verifying compliance with evaluation timeline.
- For all move-in, revisions and manifestation determination conferences, send CLSI Secretary notice of the completion of case conferences via the [referrals@kasec.k12.in.us](mailto:referrals@kasec.k12.in.us) email address.

*This information is gathered and monitored in a testing status report. Each SLP's testing status report is reviewed monthly by the local district Superintendent and Special Education Coordinator, and more frequently by the Cooperative Director of Special Education.*

## SLP Student Evaluation/Re-evaluation Information

Please list dates for the following.

Send complete form to [referrals@kasec.k12.in.us](mailto:referrals@kasec.k12.in.us)

Student name: \_\_\_\_\_

1. Form A Completed \_\_\_\_\_
2. Consent created (initial/re-eval) \_\_\_\_\_
3. Consent received by school \_\_\_\_\_
4. Evaluation completed on \_\_\_\_\_
5. Case conference held on \_\_\_\_\_

# Support Structures for Paraprofessionals

If the teacher is.....  The paraprofessional can.....

Taking attendance	Collect and review homework
Giving directions	Write the directions on the board, providing visual cues for all students
Providing large group instruction	Model note taking on the board; implement curricular accommodations or modifications as needed
Giving a test	Assist individuals or small groups who require assistance
Facilitating stations or a small group	Support students within stations or small groups, at the teacher' s direction
Facilitating silent reading	Assist students with reading material; redirect as needed
Teaching a new concept	Present visuals or models to enhance student understanding
Re-teaching or pre-teaching with a small group	Monitor the larger group of students

## Western Special Education Staff

<b>Name</b>	<b>Building</b>	<b>Extension</b>	<b>Title</b>
Ashley McCoy	WPS	1217	Special Education Teacher
Caylee O'Neal	WPS	1501	K-2 resource, behavior
Nina Sonnenberg	WPS/ St. Joan	1503	Resource Teacher
Candace Yeagley	WPS	1203	Resource Teacher
Caroline Joyce	WIS	2356	Resource Teacher
Kylie Moyers	WIS	2341	3rd-5th gr self-contained/resource
Stephanie Wooten	WIS	2358	Resource Teacher
Carrie Worland	WIS	2333	Resource Teacher
Gen Turner	WMS	3600	6th grade resource
Bev Austin	WMS	3700	7th grade resource
Nancy Erb	WMS	3800	8th grade resource
Andrea Turner	WMS	3105	6th-8th gr self-contained/resource
Roger Guinn	WHS	4115	Resource Teacher
Angie Heston	WHS	4128	Resource Teacher
Kendra Metcalf	WHS	4126	Resource Teacher
Kim Bollinger	WPS WIS	1504 2027	Speech-Language Pathologist
Erika James, SLP	WPS	1504	Speech-Language Pathologist
Jill Wyrick, SLP	WPS	1504	Speech-Language Pathologist
Samantha Minns,	WPS	1504	Speech-Language Aide
Tricia McClain	KASEC	6012	Occupational Therapist
Amanda Oldfather, PT	KASEC	6013	Physical Therapist



**KOKOMO AREA SPECIAL EDUCATION COOPERATIVE**  
**CASE CONFERENCE DATA INFORMATION SHEET**

This Data Information sheet is to be completed following **EVERY** case conference. Upon completion, email to [referrals@kasec.k12.in.us](mailto:referrals@kasec.k12.in.us) This will be used for student data management for corporation reporting purposes.

Student	
STN	
Grade	
Placement School	
Educating School	
Guardian Name	
Address	
<input type="radio"/> No change	
Corp of legal settlement	

Date of Conference	
Teacher of Record	
Related Services	(21) OT _____ (22) PT _____ (35) Transportation _____
List frequency and duration of each related service	Other: _____ Other: _____
Next ACR date	

Type of Case Conference
Move in
ACR-Annual Case Review
Revision to IEP
Revise without a Conference
Initial Case Conference <input type="radio"/> Qualified <input type="radio"/> DNQ
Re-evaluation
Dismissed from Speech --continues in another area
Dismissed from Speech --no longer eligible for SE
Manifestation
Homebound 60- day review
Withdrawn to Homeschool <input type="radio"/> Without Services <input type="radio"/> With Services
Service Plan (ISP) <input type="radio"/> Non-Public School <input type="radio"/> Homeschool
First Steps

Program Areas
01 Multiple Disabilities
02 Orthopedic Impairment
03 Visual Impairment
04 Deaf/Hard of Hearing
05 Emotional Disability Full-Time
06 Emotional Disability Other
07 Specific Learning Disability
08 Developmental Delay
09 Speech/Language Frequency _____ Length _____
10 Intellectual Disability Mild
11 Intellectual Disability Moderate
12 Intellectual Disability Severe
14 Deaf/Blind
15 Autism Spectrum Disorder
16 Traumatic Brain Injury
17 Other Health Impairment

Placement
50 Regular Class (80% or more GE)
51 Resource Room (40%-79% GE)
52 Separate Class (less than 40% GE)
53 Separate Day School Facility
54 Residential Facility
55 Correctional Facility
56 Parentally Placed in Private School
57 Homebound/Hospitalized
<b>Preschool</b>
33 Separate Class
36 Receiving the majority of SE and related services at the service provider location or some other location NOT in any other category (walk in speech)

Form A



Eastern • Maccoaquah • Northwestern • Taylor • Tipton • Tri-Central • Western

**NOTIFICATION OF REQUEST FOR EDUCATIONAL EVALUATION**

Sent Procedural Safeguards  Provided Copy of Procedural Safeguards

Parent Request  School Request, specify Name & Title: \_\_\_\_\_

The following information must be sent immediately upon a parent OR teacher request for an educational evaluation for a student. This page must be emailed immediately to the KASEC referrals box at [referrals@kasec.k12.in.us](mailto:referrals@kasec.k12.in.us) and will begin the 10-school-day timeline to review all records. This specific information is required to enter the data into the State computer system. (2023)

Student Last Name:		Student STN#	
Student First Name:		Middle Name:	
Gender: <input type="checkbox"/> Male <input type="checkbox"/> Female	Birthdate:	Grade Level:	
Ethnic: (CHECK ONE) <input type="checkbox"/> American Indian <input type="checkbox"/> African American <input type="checkbox"/> Asian <input type="checkbox"/> Hispanic <input type="checkbox"/> White <input type="checkbox"/> Multiracial <input type="checkbox"/> Hawaiian/Pacific			
Corporation of Legal Settlement & Corp#:			
School Corporation Attending & Corp#:			
School Attending & Corp#:			
Parent(s) Name:			
Address:			
City:		Zip Code:	
Main#:	Cell#:	Email:	
Custody: (check one) <input type="checkbox"/> Natural <input type="checkbox"/> Paternal <input type="checkbox"/> Maternal <input type="checkbox"/> Legal Guardian <input type="checkbox"/> Other Relative <input type="checkbox"/> Friend <input type="checkbox"/> Educ. Surrogate <input type="checkbox"/> Other			
<input type="checkbox"/> First Steps <input type="checkbox"/> Title One		Current Services Provided: <input type="checkbox"/> OT <input type="checkbox"/> PT <input type="checkbox"/> Speech <input type="checkbox"/> Language	
Reason for Testing:			
Specific Area(s) of Concern:			
Teacher Full Name:		Teacher Email:	
How was the request made to certified school personnel? (If in writing, include with fax)			
Date Request was received by certified school personnel:			
Principal/Coordinator Signature: _____			Date: _____