Illinois State Board of Education Special Education and Support Services

ILLINOIS STUDENT RECORDS KEEPER

FOR PARENTS OF STUDENTS
WHO RECEIVE SPECIAL
EDUCATION SERVICES

OCTOBER 2010

Student's Name____

Date_____

Table of Contents

Hello and Welcome: How to Use This Book	1
Acknowledgements	1
Identifying Information	3
Things to Think About Before Your Child's Individualized Education Program (IEP) Meetin	g 5
Things to Think About Before the Transition Portion of the IEP Meeting	9
Response to Intervention (RtI)	12
Referral	13
Evaluation	14
Special Education Eligibility Meeting	
IEP Meeting	19
If Transition Is Part of Your IEP Meeting	23
Reevaluation	25
Independent Educational Evaluation (IEE)	28
Other Meetings (As Needed)	30
School Records	33
Dispute Resolution Checklist	35
First Steps.	35
Mediation	37
State Complaint or Due Process?	38
State Complaint	39
Due Process Hearing Request – First Steps.	42
Due Process Hearing – Pre-hearing Steps	42
Pre-hearing Conference Outcome	43
The Hearing – Are you ready to go?	45
The Hearing Decision	46
Call List	47
Telephone Log	48



How to Use This Book

This booklet is for you to use to keep important information about your child and his/her special education and related services. It is a companion to *Educational Rights and Responsibilities: Understanding Special Education in Illinois.*

Records play an important role as you plan your child's education. Dates, people, meetings and reports are important throughout your child's educational career. The records keeper was developed to assist you in preparing for Individualized Education Program (IEP) and transition meetings; getting ready for evaluations and reevaluations; and keeping track of paperwork and other materials you might need.

This book cross-references the Illinois State Board of Education (ISBE) publication, *Educational Rights and Responsibilities: Understanding Special Education in Illinois*. At the bottom of each page, locate the page number(s) that references a section or pages in the guide. The guide can be found at http://www.isbe.net/spec-ed/pdfs/parent_guide_english.pdf. The guide offers information to increase your knowledge and understanding about the topic or issue.

If you have any questions about special education and/or related services, call a consultant at the Special Education and Support Services Division at the toll-free number 1-866-262-6663. The direct number of the Springfield office is 217-782-5589, and the direct number of the Chicago office is 312-814-5560. The ISBE Special Education website has many resources and is located at http://www.isbe.net/spec-ed/default.htm.

This 2010 edition was written and produced by:

Deb Kunz, ISTAC Parent Consultant Andrew Eulass, Illinois State Board of Education

Identifying Information for 20___ - 20___ School Year

Child's Name:	Date of Birth:		
School District:			
School Attending:			
The school telephone number is:			
The school principal is:			
Dates for this year's IEP meeting(s):			
			
This year's teachers are: (include names of speech therapist, social worker, etc.)	— of persons who work with your child such as a		
General Education Teachers	Special Education Teachers		

Make a file and keep copies of any papers you receive during your meetings with the school. If you aren't given copies of reports that you want, ask for them. Then keep the papers in your file.

Things to Think About Before Your Child's Individualized Education Program (IEP) Meeting

My child's strengths at home are:
My child's strengths at school are:
A few things my child likes to do are:
A few things my child does not like to do are:
My child is good at:

Things to Think About Before Your Child's Individualized Education Program (IEP) Meeting (cont.)

My child needs help with:			
Problems my child has at home are:			
Problems my child has at school are:		 	
Concerns I have for my child's education are:			
How do I think my child feels about himself o	r herself?		
110 W do I diffin fify cliffid feels about fiffiliseff o	i iici ocii .		

Things to Think About Before Your Child's Individualized Education Program (IEP) Meeting (cont.)

How do I think my child feels about school (if he/she goes to school)?
I think the thing(s) my child needs to learn the most in school is:
The supports my child needs to be successful at school are:
The technology my child needs to help him ther learn or to show what he (she knows is:
The technology my child needs to help him/her learn or to show what he/she knows is:
My dreams for my child are:

Things to Think About Before Your Child's Individualized Education Program (IEP) Meeting (cont.)

Other thoughts, concerns or ideas about my child's education:				

Things to Think About Before the Transition Portion of the IEP Meeting

What does my son/daughter like to do when he/she has free time? What are his/her hobbies?
What kinds of paying jobs has my son/daughter done or want to do?
What kind(s) of volunteer work has my son/daughter done or want to do?
Is my young person interested in going on to school past high school? YesNo
What services does my son/daughter receive from state or community agencies?

Things to Think About Before the Transition Portion of the IEP Meeting

What services or supports do I think my son/daughter needs from state or community agencies?
My son/daughter is aware of different types of jobs available in our community.
Yes No
What kind of jobs or career paths would my son/daughter like to have?
Where would you like to see your son/daughter living and working five years from now?
Where does your son/daughter want to be living and working five years from now?

Things to Think About Before the Transition Portion of the IEP Meeting

What supports does your son/daughter need to prepare him/her for:				
working with adult services?				
college?				
conege.				
vocational training?				
a job or career?				
living independently in the community?				
1 6 1 . 1671 162				
advocating for himself/herself?				
Does your young adult need any special accommodations, such as interpreters or translators?				

RESPONSE TO INTERVENTION (RtI)

	school use	e a Response to Intervention (RtI) process to provide support to	your
child?	Yes	No	
	If yes, wha	at interventions did they use?	
Were tl	ne intervent	tions research-based? Yes No	
Do you	know how	the school determined what intervention(s) to try?	
	Yes	No	
	If yes, wha	at process did they use?	
What le	ength of tim	ne was used for an intervention to determine progress?	
How w	as your chi	lld's progress monitored?	
Did you		written intervention plan as part of the RtI process? No	
_	int during the	ed that you could ask (in writing) for a special education evaluate he RtI process? Yes No e you told that you had to wait until a later time (until data was until a period of time passed, or other reasons)? Yes N	

See Chapter 2, Response to Intervention (RtI) pages 7-14 of *Educational Rights and Responsibilities: Understanding Special Education in Illinois* for more information.

REFERRAL

Who made the referral to find out if yo	ur child might be eligible to receive special
education services?	
Was it made in writing? Yes	No When?
Why was the referral made?	
Did you attend a meeting about the refe	erral? Yes No
What was the date of the meeting	ng?
Who was at the meeting?	
D.1	
	ation about your child?
	Who wrote the report:
	on in the meeting?
Dia tiley allocate your informati	on in the meeting.
What were the results of the meeting?_	

EVALUATION

Were you asked to give your written consent for the evaluation? Yes No
What was the date you were asked?
Did you give written consent for the school to do the evaluation? Yes No
What was the date you gave written consent?
Child's age at this time:
Did the school explain the tests that they wanted to do? Yes No
List the name of the tests, assessments, or other type of evaluations.
Name and purpose of the test:
Who did the test:
Date of the testing:
Location where the test was done:
Name and purpose of the test:
Who did the test:
Date of the testing:
Location where the test was done:
Name and purpose of the test:
Who did the test:
Date of the testing:
Location where the test was done:
Name and purpose of the test:
Who did the test:
Date of the testing:
Location where the test was done:

Were you given a copy of the evaluation report(s) before the eligibility meeting?	
Yes No	
Did someone explain the report(s) to you? Yes No	
Who did?	
Who did not?	
Comments and notes about the evaluation report(s):	

SPECIAL EDUCATION ELIGIBILITY MEETING

Did you receive a written notice about the elig	ribility meeting? Yes No
What was the date of the notice?	
How many days before the meeting di	d you receive the notice?
Did you ask to change the date, time, or place	
If yes, did the school make a change?	Yes No
Did you go to the meeting? Yes No_	
If no, why not?	
	as, help, or suggestions in another way?
Yes No	
How did that happen?	
When was the meeting held?	
Where was the meeting held?	
How long did it last?	
Who was at the meeting?	
Name:	Position:
Name:	
Name:	Position:
Name:	Position:

Did you need more than one meeting? Yes No
When was the follow-up meeting?
What information and opinions did you share at the meeting?
Were you and the school staff able to agree on your child's special education eligibility? Yes No
If no, what did you disagree with?
Did you do anything? Yes No
If yes, what?
Were you told that you have a right to an independent evaluation if you were not satisfied with the evaluation done by the school? Yes No
Results of the meeting
Does your child have a disablility? Yes No
What happens next?
When will it happen?
Do you know what your child's program will look like? Yes No

Will your child be educated in a general education class:
more than 80% of the time?
somewhere between 40-79% of the time?
39% or less of the time?
not at all?
Comments and notes:

IEP MEETING

Did you receive a written notice about the meeting? Yes No
If yes, what was the date of the notice?
How many days before the meeting did you receive the notice?
Did you receive any other reminders or notices?
Phone call Visit Reminder note Email
Other
Did you ask to change the date, time, or place? Yes No
If yes, did the school make a change? Yes No
Did you go to the meeting? Yes No
If no, why not?
Did the school ask for your ideas, help, or suggestions in another way?
Yes No
How did that happen?
110w did that happen:
Who asked for the meeting? You School
If you, why did you ask?
When was the meeting held?
Where was the meeting held?
How long did it last?

Who was at the meeting?	
Name:	Position:
	Position: Position:
Did anyone attend who was not invited or list	sted on the notice? Yes No
How was the participation of this person add	dressed?
Did your child attend the meeting? Yes Why or why not?	
Did your child actively participate in the me	
suggestions, etc.)? Yes No	
If yes, what did they do?	
<u> </u>	

Did you need more than one meeting to complete the IEP? Yes No
When was the follow-up meeting?
What information, ideas, and opinions did you share at the meeting?
Were your information, ideas, and opinions included in the IEP? Yes No Some
What was included?
What was <i>not</i> included?
What changes were made to the IEP?
Were you and the school staff able to agree on the IEP?
Yes No Partially If partially, what part(s) did you agree on?
If partially or no, what part(s) did you disagree about?

If partially or no, what happened next?
Did you receive a copy of the IEP before you left the meeting? Yes No
Later after the meeting? Yes No When?
Comments and notes:
Comments and notes.

IF TRANSITION IS PART OF YOUR IEP MEETING

See Chapter 8, Secondary Transition, pages 61-71 of *Educational Rights and Responsibilities: Understanding Special Education in Illinois* for more information.

Does the transition plan include goals for:
Education and/or training? Yes No
Employment? Yes No
Adult living (if needed)? Yes No
Did the IEP team discuss what type of diploma your son/daughter will work toward? Yes No
Which diploma is your son/daughter working toward?
Standard diploma Special diploma or certificate of completion
If your son/daughter is graduating, did he/she receive a Summary of Performance (SOP)? Yes No Comments and notes:

REEVALUATION

Did you receive a notice about the reevaluation? Yes No When?
Whom.
Was it time for a three-year reevaluation? Yes No
If no, what is the reason for the reevaluation?
Did the school want to do any tests or other evaluations as part of the reevaluation?
Yes No
If no, did you agree with the school's decision not to give new test(s)?
Yes No
If you didn't agree, why not?
Did you ask the school to do new tests or other evaluations? Yes No Did the school agree to do the tests or evaluations? Yes No
Were you asked to give your written consent for any new tests or evaluations? Yes No
Did you give written consent to any new tests or other evaluations?
Yes No
What was the date of your consent?
Were the tests explained to you? Yes No

List the name of the tests, assessments, or other type of evaluations.
Name and purpose of the test:
Who did the test:
Date of the testing:
Location where the test was done:
Name and purpose of the test:
Who did the test:
Date of the testing:
Location where the test was done:
Name and purpose of the test:
Who did the test:
Date of the testing:
Location where the test was done:
Name and purpose of the test:
Who did the test:
Date of the testing:
Location where the test was done:
Were you given a copy of the evaluation report(s) before the eligibility meeting?
Yes No
Did someone explain the report(s) to you? Yes No
Who did?
Who did not?

Comments and notes about the evaluation report(s):		

INDEPENDENT EDUCATIONAL EVALUATION (IEE)

	Why do you want an independent education evaluation?
Did you send a written request to the school asking for an independent educational evaluation? Yes No Did you keep a copy in your file? Yes No On what date did you receive a written response? Did the school agree to pay for an IEE? Yes No What was the reason for the school's decision? Did you keep a copy of the school's letter in your file? Yes No If the school refused to pay, then what happened next? If yes, what was the date? If yes, who paid?	
Did you keep a copy in your file? Yes No On what date did you receive a written response? Did the school agree to pay for an IEE? Yes No What was the reason for the school's decision? Did you keep a copy of the school's letter in your file? Yes No If the school refused to pay, then what happened next? Was the IEE done? Yes No If yes, what was the date? If yes, who paid?	
Did you keep a copy in your file? Yes No On what date did you receive a written response? Did the school agree to pay for an IEE? Yes No What was the reason for the school's decision? Did you keep a copy of the school's letter in your file? Yes No If the school refused to pay, then what happened next? Was the IEE done? Yes No If yes, what was the date? If yes, who paid?	
Did you keep a copy in your file? Yes No On what date did you receive a written response? Did the school agree to pay for an IEE? Yes No What was the reason for the school's decision? Did you keep a copy of the school's letter in your file? Yes No If the school refused to pay, then what happened next? Was the IEE done? Yes No If yes, what was the date? If yes, who paid?	
On what date did you receive a written response? Did the school agree to pay for an IEE? Yes No What was the reason for the school's decision? Did you keep a copy of the school's letter in your file? Yes No If the school refused to pay, then what happened next? Was the IEE done? Yes No If yes, what was the date? If yes, who paid?	evaluation? Yes No
Did the school agree to pay for an IEE? Yes No What was the reason for the school's decision? Did you keep a copy of the school's letter in your file? Yes No If the school refused to pay, then what happened next? Was the IEE done? Yes No If yes, what was the date? If yes, who paid?	Did you keep a copy in your file? Yes No
What was the reason for the school's decision? Did you keep a copy of the school's letter in your file? Yes No If the school refused to pay, then what happened next? Was the IEE done? Yes No If yes, what was the date? If yes, who paid?	On what date did you receive a written response?
Did you keep a copy of the school's letter in your file? Yes No If the school refused to pay, then what happened next? Was the IEE done? Yes No If yes, what was the date? If yes, who paid?	Did the school agree to pay for an IEE? Yes No
Was the IEE done? Yes No If yes, what was the date? If yes, who paid?	What was the reason for the school's decision?
Was the IEE done? Yes No If yes, what was the date? If yes, who paid?	Did you keep a copy of the school's letter in your file? Yes No
Was the IEE done? Yes No If yes, what was the date? If yes, who paid?	If the school refused to pay, then what happened next?
If yes, what was the date? If yes, who paid?	
If yes, what was the date? If yes, who paid?	
If yes, what was the date? If yes, who paid?	Was the IEE done? Yes No
If yes, who paid?	
, <u> </u>	

List the name of the tests, assessments, or other type of evaluations.	
Name and purpose of the test:	
Who did the test:	_
Date of the testing:	
Location where the test was done:	
Name and purpose of the test:	
Who did the test:	_
Date of the testing:	
Location where the test was done:	
Name and purpose of the test:	_
Who did the test:	_
Date of the testing:	
Location where the test was done:	
Name and purpose of the test:	_
Who did the test:	_
Date of the testing:	
Location where the test was done:	
Were you given a copy of the IEE report(s)? Yes No	
Who presented the results of the IEE at the IEP meeting?	-

OTHER MEETINGS (AS NEEDED)

Did you receive a written notice about the	e meeting? Yes No
If yes, what was the date of the no	otice?
How many days before the meeting	ng did you receive the notice?
Did you ask to change the date, time, or p	place? Yes No
If yes, did the school make a chan	nge? Yes No
Did you go to the meeting? Yes	No
If no, why not?	
Did the school ask for you	ir ideas, help, or suggestions in another way?
Yes	s No
How did that happen?	
Who asked for the meeting? You	School
If you, why did you ask?	
When was the meeting held?	
How long did it last?	
Who was at the meeting?	
Name:	Position:
Name:	
Name:	Position:
Name:	Position:
Name:	
Name:	
Name:	Position:

What v	was the purpose of the meeting?
What i	nformation, ideas, and opinions did you share at the meeting?
Result	s of the meeting:
	Decisions:
	Passons for decisions:
	Reasons for decisions:
	What happens next?
	When will it happen?

Did you receive a written notice explaining the results of the meeting? Yes	No
If yes, what was the date of the notice?	
Comments and notes:	
Comments and notes:	

SCHOOL RECORDS

Records kept by the school:		
Record		Location (Place where record is kept.)
Have you read the records? Yes	s No	
If yes, list the date of you	ır review:	
Date of Review	Record	Location
		_
		_
Did you ask someone to explain	the records to you? Y	/es No
If yes, indicate who help		
Name	Title	Date
		_
		_
Did you ask for a copy of the rec	cords? Yes No	0
Were you asked to pay for the re	ecords? Yes	No

Did anyone tell you that you don't have to pay for the records if you could not afford
them? Yes No
Did you ask the school to change the records? Yes No
Were you able to add your changes? Yes No
If the school refused to change your child's records, did you add a written note explaining
why you disagree with the record? Yes No

DISPUTE RESOLUTION CHECKLIST

(For each question, add additional sheets if you need to)

First Steps

I. Describe the problem – can you describe the problem to your school representatives in
a sentence or two?
II. Are there any questions you need to ask (and have answered) that may help to resolve
the issue(s)? List them here:
III. What, in your view, would solve the problem? What does the district need to do
differently? Do you need to do anything differently?

IV. Have you talked this over with anyone at the district? List any discussions you've
had below:
Date of Conversation/Meeting:
With Whom?
What was discussed?
What was the outcome?
Date of Conversation/Meeting:
With Whom?
What was discussed?
What was the outcome?
Date of Conversation/Meeting:
With Whom?
What was discussed?
What was the outcome?
Date of Conversation/Meeting:
With Whom?
What was discussed?
What was the outcome?

Date of Conversation/Meeting:		
With Whom?		
What was discussed?		
What was the outcome?		
V. Have your discussions with the district worked out a way to solve the problem(s)?		
Yes No		
If yes, list what next steps, if any, need to happen and when those next steps have to be		
completed. Make sure to list things you need to do, if any.		
What needs to occur?		
What's the deadline for it to happen?		
What needs to occur?		
What's the deadline for it to happen?		
What needs to occur?		
What's the deadline for it to happen?		
If you and the district haven't been able to solve the problem at this point, proceed to the		
next section.		
Mediation		
I. Would a person who doesn't work for the district help resolve the problem?		
Yes No		
II. Would you be willing to sign a written agreement to solve the problem if a solution		
could be worked out? Yes No		

III.	Are you willing to be flexible about the possible outcomes (in other words, are you
	prepared to change your position on some things if the end result would be an
	acceptable solution to you)? Yes No
IV.	. Is the district also willing to work with a person outside the district to help you and
	the district reach a solution to the problem(s)? Yes No

If the answer to all four questions is yes, then contact ISBE Mediation Coordinator Sherry Colegrove at 217-782-5589 to arrange for a state-appointed mediator to meet with you and the district. If the answer to any one question is no, then proceed to the next section. (If you're unsure about the answer to any question, treat the question as if you answered "yes" to it.)

State Complaint or Due Process?

If you still haven't achieved a satisfactory solution to the problem(s), you may need to consider taking the next step of filing a formal complaint or hearing request. Please refer to pages 95-96 of *Educational Rights and Responsibilities: Understanding Special Education in Illinois* for a comparison of the two processes.

When deciding whether to file a complaint or a request for a due process hearing, consider some of the following questions before initiating your complaint or hearing request:

- 1) Has the problem occurred within the last calendar year? (If the problem arose more than one year ago, you may have only one choice: filing for due process.)
- 2) Are you prepared to appeal the outcome if it's not to your satisfaction? (If your answer is yes, due process may be your best option because it provides for an appeal to a court of law.)

- 3) Do you have the time (and if necessary the money) to make a formal presentation of your position in the matter? (If no, the complaint process may be the way to go because it is a less formal way of making your case.)
- 4) Are you willing to use a legal representative if necessary to argue for your position? (If no, then you may want to consider a complaint because the complaint process doesn't involve arguing your case as you would in a due process hearing.)

Consider your answers to the questions above. If your answers to the questions suggest that a complaint is the way to go, proceed to the next section. If the answers suggest that due process is the preferred course, then proceed to the section on due process, which follows the section on complaints.

State Complaint

Date Filed (the mailing date):	
Name of ISBE Investigator:	
Contact number of Investigator:	
Email of Investigator:	
Contact Log (remember to keep copies of all correspondence or notes from each	
contact):	
Type of Contact (phone call/email/letter):	
Date of Contact:	
Contact by/to whom:	
Summary of Contact:	

Next Steps, if any:
Type of Contact (phone call/email/letter):
Date of Contact:
Contact by/to whom:
Summary of Contact:
Next Stens if any:
Next Steps, if any:
Type of Contact (phone call/email/letter):
Date of Contact: Contact by/to whom:
Summary of Contact:
Next Steps, if any:

Type of Contact (phone call/email/letter):
Date of Contact:
Contact by/to whom:
Summary of Contact:
Next Steps, if any:
Type of Contact (phone call/email/letter):
Date of Contact:
Contact by/to whom:
Summary of Contact:
Next Steps, if any:

Due Process Hearing Request – First Steps

suggested request form at http://www.isbe.net/spec-ed/pdfs/dp_parental_19-86a.pdf. Date request sent to the <u>local district</u>: Date local district received your request, if known: Date you received your initial hearing packet from ISBE: (Remember that you have 5 calendar days from this date to decide if you want to request a substitute hearing officer.) Name of Hearing Officer: Contact Number for Hearing Officer: (The following dates can be found in your initial hearing packet from ISBE) Preliminary Pre-hearing Conference Date: Preliminary Hearing Date: (Remember that these dates are subject to change by the hearing officer. Please make note of any changes to these dates—they are EXTREMELY IMPORTANT) <u>Due Process Hearing — Pre-hearing Steps</u> Are you and the district going to conduct a resolution session? Yes No (Remember unless you and the district agree in writing to skip the process or conduct a mediation instead of a resolution session, you MUST participate in the resolution session.) If yes, when is the resolution session and where?

Refer to pages 100-101 of Educational Rights and Responsibilities: Understanding

Special Education in Illinois for completing a due process hearing request, or use ISBE

If yes, when did you contact the hearing officer?
If no, have you contacted the hearing officer to explain that the resolution session
will not occur? Yes No
Date and time set for the pre-hearing conference (if different from the preliminary date listed above):
Location of the pre-hearing conference:
Deadline for submission of witness & document lists:
Witness list completed? Yes No When submitted?
Document list completed? Yes No
When submitted?
Pre-hearing Conference Outcome
What is the final scheduled date for the hearing?
Where will the hearing occur?
Will the hearing be open or closed to the public?
What are the issues/questions the hearing officer will address at the hearing?

Are any district witnesses excluded from the hearing? Yes No If yes, who?	
Are any of your witnesses excluded from the hearing? Yes No If yes, who?	
Are any district documents excluded from the hearing? Yes No If yes, which ones?	
Are any of your documents excluded from the hearing? Yes No If yes, which ones?	
Deadline for submission of your final witness list and documents:	
Any other rulings by the hearing officer? Yes No If yes, what were they?	
Date you received the pre-hearing conference report?	

The Hearing – Are you ready to go?

Final witness list prepared and submitted to the district and the hearing officer?
Yes No
If yes, when submitted?
Clean copies of your supporting documents prepared and submitted to the district and the
hearing officer? Yes No
If yes, when submitted?
For witnesses who do not work for the district, have you provided them with the date,
time and place for the hearing and when they should appear? Yes No
If you need subpoenas for some witnesses, have you obtained signed subpoenas from the
hearing officer? Yes No
Have you served the subpoenas on those who require them? Yes No If yes, how did you serve them and when?
If yes, now did you serve them and when:
Have you reviewed both your documents and the district's documents carefully before the hearing? Yes No
Have you reviewed both your witness list and the district's witness list carefully so
you're aware of who may be testifying at the hearing? Yes No
$\sqrt{}$ If you have answered "yes" to all the questions above, you should be ready to
participate in the hearing.
Remember to listen carefully to everything being said at the hearing and to take notes throughout the hearing.

The Hearing Decision

Date the hearing ended:
Date you received the decision:
Do you need to clarify anything in the hearing officer's decision or order? Yes No
(Remember you must file a written request for clarification of the hearing officer's decision within 5 calendar days after you receive the decision.)
Did the result of the hearing favor you or the district?
(If more than one issue was decided by the hearing officer, note which issues were decided in your favor and which ones were decided in the district's favor.)
***Remember that you can seek a review of the hearing officer's decision with regard to those issues with which you disagree. Your request for review must be filed in either State or Federal court within 120 calendar days of the date of the hearing officer's decision.



Call List



School:	Phone:
School,	1 mone.

Who?	Name	Phone	Email
General Education Teacher			
Special Education Teacher			
Related Service Provider (OT, PT, Speech)			
School Psychologist; School Social Worker			
School Nurse			
Principal			
Superintendent			
Case Manager			
Special Education Administrator			
Board of Education Member(s)			



TELEPHONE LOG:

D-4-	Daniel Cantactal	Natara
Date	Person Contacted	Notes:



Illinois State Board of Education

100 North First Street • Springfield, Illinois 62777-0001 www.isbe.net