

**Developing a
Local Special Education Plan:**

**A Guide for New Hampshire
Special Education Directors
to Develop Special Education
Policies and Procedures Manual**



Notes to Directors

Revised January 2015



NHDOE & NHASEA

Dear NH Special Education Directors,

On behalf of the New Hampshire Department of Education, Bureau of Special Education, and the New Hampshire Association of Special Education Administrators, we are pleased to share this Guide with you. Enclosed you will find:

1. Local Special Education Plan template which provides you with the minimum requirements required to be included in your district's Special Education Plan.
2. Notes to Directors – Suggestions for things you should consider in developing your local procedures and items you might want to include in your plan.

This project is dedicated to New Hampshire Special Education Directors. It is hoped that through the production of this Guide, you will be able to update your local documents in a timely manner, thereby allowing you to spend your valuable time in leading your districts to effectively meet the needs of students with disabilities.



Special Education Policies and Procedures Manual
Requirement for District Plan
(Based on Ed 1126.01(b))

The _____ School District (the District) shall file a written request for federal special education funds on an annual basis with the Department of Education in order to qualify for assistance under Part B of the IDEA. The District shall review their requests annually and make revisions as necessary. The District request shall fully and accurately describe its policies and procedures regarding the provision of a free and appropriate public education (FAPE) to all children with disabilities and include:

1. A child find component;
2. A component describing the District's policies and procedures to ensure confidentiality of student records;
3. A section on special education facilities, personnel, and services providing a detailed description of all facilities, personnel, and services the District is required to make available in those instances where the educational needs of the child with a disability can not be met in a regular education setting;
4. A component describing the District's policies and procedures to ensure that professional development opportunities shall be available to teachers, staff and administrators which enhance their knowledge and skills related to the education of children with disabilities, including a description of current in-service activities and those for the next school year;
5. A component describing the District's policies and procedures, specifying the participation of parents in the process of identifying, evaluating, developing IEPs, and determining placement of children with disabilities;
6. A component describing the District's policies and procedures to ensure the District application is available for review by parents, other agencies, and the general public;
7. A component describing the District's policies and procedures which ensure that due process, confidentiality, and other required procedural safeguards are available in written form and/or alternative formats to children with disabilities and their parents;
8. A section describing the District's policies and procedures for referral, evaluation, development of IEPs, and placement for children with disabilities which shall describe, in chronological order, all participants in the decision making and implementation;



9. A component describing the District's policies and procedures on program evaluation;
10. A component describing the District's policies and procedures to ensure coordination with other local and state agencies in meeting the needs of children with disabilities; and
11. A component describing the District's policies and procedures to ensure that children with disabilities enrolled in private schools by parents who reside in the jurisdiction of the District have the opportunity for equitable participation in special education programs.
12. A component describing the district's reasonable efforts to provide instructional materials in accessible formats at the same timeframe as regular instructional materials.



Notes to Directors

1. Child Find

Each school district has an obligation to find children between the ages of birth and 21 who may have a disability. This responsibility is known as child find, and is defined in the NH Rules for the Education of Children with Disabilities under section Ed 1105.01.

Each district must establish a program in writing that assures that all children with disabilities and those suspected of having a disability within its jurisdiction are referred to the appropriate team. The District must locate, identify and evaluate all children residing in the District, and those children with disabilities who attend approved non-public private schools within the geographic boundaries of the District.

Things to remember:

- The District should disseminate information about the child find system, including a contact person in the school.
- The District should provide parents of children with disabilities information regarding parent rights and responsibilities.
- The District should ensure that all referrals from parents or others shall be forwarded to the appropriate team. Parents should be provided written notice of the referral (if from someone other than the parent).
- Refer to Parentally Placed Students in Private Schools for more information on children eligible under this section.
- The District should make significant efforts to ensure material is printed in language that is understandable to the parent.

Things you may include in the section on Child Find:

- Special Education Referral forms
- Letters to Agencies
- Notice to Parents of Children Enrolled in Private Schools
- Notice to Parents of Children Previously Served by the District (This includes parents who have refused services and/or students who have dropped out of school)
- Letters to Private Schools
- Affirmation of Consultation Form
- Written district procedures for implementing Child Find
- Newspaper notices
- Brochures



Documentation for Assurances:

For monitoring purposes, the District must keep a file containing all the documents referenced in IDEA Part B Section 611 Assurances; Annual Request for Federal Funds. Include in this file:

- Copies of newspaper announcements about Child Find
- Schedules for Child Find Clinics
- School District website
- Copies of Town Report
- Parent Participation
- McKinney-Vento Homeless Act



Notes to Directors

2. Confidentiality

Confidentiality of education records is a basic right shared by all students and their parents. Your district must assure that the confidentiality of personally identifiable information and records maintained by the District relating to children with disabilities and their families are protected at collection, storage, disclosure, and destruction.

IDEA contains provisions to ensure that records are kept confidential, are accessible to parents, and are handled in compliance with the Family Educational Rights and Privacy Act of 1974 (FERPA). For more information concerning confidentiality, refer to your District policy and Parental Rights in Special Education Handbook (Procedural Safeguards).

Things to Remember:

- The District shall maintain a record of parties obtaining access to education records.
- The District shall list the types and locations of information.
- The District shall set fees for copying (if applicable).
- The District shall establish procedures for amending records and resolving conflicts over records, including the opportunity for a hearing.
- The District shall develop procedures for destruction of education records.
- The District shall notify parents of the transfer of their child's rights at the age of majority.
- The District shall annually provide parents information about their rights under state and federal law.
- Finally, the District should ensure appropriate staff receives training in these procedures.

Documents you might include in this section:

- FERPA policy - Consider setting a fee for copies and including it in your local policy or notice to avoid claims of discrimination or retaliation.
- Procedural Safeguards in Special Education
- Authorization to Exchange Information Form
- Access to Records Form
- Records Retention Schedule (NH DOE 9/99)
- If you adopt a destruction of records schedule, consider retaining records until a student reaches age 24, which is 3 years after students ordinarily age out of eligibility for special education. This reflects the statute of limitations contained in RSA 508:1, with some exceptions. Most special education attorneys recommend retaining special education records for 6 years after the student graduates or turns 21, whichever comes first.



Notes to Directors

3. Facilities, Personnel & Services

Each New Hampshire School District Special Education Plan must include a detailed description of all facilities, personnel, and services that are provided to children with disabilities. This includes information on the full range of opportunities available in public schools, as well as regional and non-public schools that the District uses for placements when it has been determined that the educational needs of a child with a disability can not be met in the public school.

Things to Remember:

- All special education personnel must hold the appropriate and current certification for their assignment(s).
- All special education personnel must meet Highly Qualified Teacher (HQT) requirements for the grade levels and content areas in which they provide direct instruction.
- Extended School Year services must be considered for each child. It is important districts consider the individual needs of the student when identifying appropriate ESY services, rather than relying solely on placement in existing programs.
- NH Rules of June 30, 2008 (**Amended as of May 15, 2014**) require that ESY programs be supervised by appropriately certified personnel, on site, no less than once a week if the ESY is offered in a non-special education or non-district setting.

Documents you might include in this section:

- Programs descriptions including information on the supports and services provided by each program and the age ranges and disabilities of students that program is approved to serve (a sample template is provided in draft plan).
- Rosters of personnel assignments
- List of approved private and other non-district programs for special education in NH in which students are or may be enrolled, including regional vocational centers and other community options
- Program description of Extended School Year supports and services and associated forms
- Continuum of Alternative Learning Environments-preschool - **Ed 1111.03 Table 1100.3**
- Continuum of Alternative Learning Environments-ages 6-21 – **Ed 1111.03 Table 1100.4**
- Sample IEP and Placement Forms



Notes to Directors

4. Personnel Development

Each district's Special Education Plan must include a personnel development component. This section describes the various policies and procedures established by the District to ensure that all teachers, staff and administrators have access to professional development opportunities which enhance their knowledge and skills related to the education of children with disabilities. This section must include a description of current in-service activities and those for the next school year.

Things to Remember:

- All professional staff must meet state certification and/or licensing requirements for their assignment(s).
- The District must file a 5 year Professional Development Master Plan for approval by the NH Department of Education and describe:
 - a variety of professional development activities focusing on content and pedagogy
 - a process to address recertification needs of all certified employees, including paraprofessionals

This plan includes a local professional development committee, established by the Superintendent of Schools. Check your Local Master Plan for details on District requirements.

Documents you might include in this section:

- Local Master Professional Development Plan – highlighted sections
- Annual Request for Federal Special Education Funds
 - Professional development activities supported by the IDEA project



Notes to Directors

5. Parent Involvement

Parent involvement is an essential component in the special education process. The Individuals with Disabilities Education Improvement Act expects and requires public agencies to involve parents in all aspects of their child's education planning. The law emphasizes parent involvement through provisions related to participation in eligibility determination, individualized education program (IEP) development, and transition planning; parent consent to periodic reevaluations of students; protections of due process rights; and the strengthening of family-school connections by regular reporting to parents of their child's school performance.

Things to Remember:

- The term "parent" includes natural or adoptive parents, legal guardians or surrogate parents, including foster parents who have fulfilled certain requirements.
- The District must ensure that parents understand the proceedings of an IEP meeting and provide "informed" consent. The onus is on district personnel to clearly describe each step of the process and to explain to parents the basis on which all decisions have been made.
- NH is becoming increasingly diverse. Districts must ensure that relevant special education information is communicated in language that is understandable to the general public and procedural rights are provided in the native language or other mode of communication used by the parent.
- The District must make reasonable efforts to obtain informed consent from parents of children who are wards of the State.

Documents you might include in this section:

- Overview of the Special Education Process (Procedural Safeguards Notice)
- IEP forms requesting parental input/concerns
- Team Meeting Notice
- Written Prior Notice Form
- Parent Response Form
- Parent Questionnaires/checklists/health history
- LEA policies governing parent involvement in special education procedures



Notes to Directors

6. Public Participation

The District's Special Education Plan must include a public participation component that describes policies and procedures designed to ensure its annual application for federal funds is available for review by parents, other agencies, and the general public.

Things to Remember:

- Develop a timeline that specifies when you will post notices in the local newspapers and/or on the school District website. This will ensure an opportunity for public participation prior to the submission of your Annual Request for Federal Special Education Funds and in time for the projected start date of the program.

Documents you might want to include in this section:

- Documentation that the Annual Request for Federal Special Education Funds is available for review by parents, other agencies and general public such as:
 - Press release inviting public participation
 - Sample notice for District website



Notes to Directors

7. Procedural Safeguards

The Individuals with Disabilities Education Act includes a section entitled "Procedural Safeguards". These safeguards are designed to protect the rights of children with disabilities and their parents. They also provide families and schools the means for resolving disputes that may arise throughout the special education process.

Districts must give a copy of the **current** procedural safeguards notice to parents, including plain language explanations of parents' procedural rights, once per year, but at a minimum upon:

1. Initial referral for evaluation or parental request for an evaluation
2. The first time in a school year that a request for a due process hearing is filed
3. The first time in a school year that a complaint is filed
4. **In accordance with the discipline procedures in 34 CFR 300.530(h)**
5. Upon request by the parent

Things to Remember:

- The District's application for federal special education funds must provide satisfactory assurance to the NH Department of Education that the District has procedural safeguards which meet the requirements of IDEA 2004.
- IDEA requires that Procedural Safeguards be written in an "easily understandable manner."

Things you may include in this section:

- Procedural Safeguards Notice (**October 2014**)
- Receipt of Procedural Safeguards Form
- Sample Written Prior Notice Form
- Parent Response Form
- Sample waiver form
- Information detailing electronic posting of Procedural Safeguards
e.g., District Website address



Notes to Directors

8. Evaluation to Placement

The Special Education Plan must include a pupil evaluation to placement section that describes the District's policies and procedures for referral, evaluation, development of IEPs, and placement for children with disabilities.

Things you may include in this section:

General:

- Flow Chart of Special Education Process
- Notification of Meeting
- Summary of Team Meeting
- Parent Response
- Written Prior Notice
- Receipt of Procedural Safeguards
- Parental Permission to Waive Time Limit (10 Day Notice only)
- IEP Team Attendance/Excusal Form

Referral:

- Special Education Referral
- Parent Questionnaire
- Authorization to Exchange Information
- Permission to Test form

Evaluation

- Table 1100.01 Qualified Examiners
- Table 1100.01 Required Assessments
- Documentation of Evaluation or Reevaluation Planning Consent to Evaluate
- Parent Questionnaire
- Evaluation Summary Report
- District guidelines on determination of various disabilities including the
- LEA policy describing the evaluation procedures and standards that will be used to determine whether a child has a specific learning disability (Ed 1107.02(b))
- Eligibility Determination Form(s)
- Information about assessment tools used by District
- Sample letters to outside evaluators

IEP

- IEP Template
- Parent Input
- Extended School Year Directions
- Extended School Year Eligibility Determination and Detail Page

Placement

- Continuum of placements offered by the District*
- Manifestation Determination Form
- Home Instruction Form(s)
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* **REMEMBER:** IDEA presumes that the first placement option considered is the neighborhood school with appropriate supports and services.



Notes to Directors

9. Program Evaluation

The Local Special Education Plan must include a program evaluation component that describes the procedures for:

1. determining the effectiveness of special education programs and services in meeting the needs of the children with disabilities;
2. determining the methods the district shall use for addressing deficiencies and future needs and strategies, designed to eliminate identified gaps and program needs,
3. complying with the findings of the report issued by the Commissioner of Education following an on-site compliance monitoring review of the district's special education programs
4. and complying with implementation of the IDEA by the District pursuant to the duties assigned by RSA 186-C:5.

Each school district is responsible for determining the effectiveness of the special education or special education and related services that are being provided for children with disabilities. The ultimate goal of a district's program evaluation process is to increase educational outcomes for all children with disabilities. To meet this requirement, districts must develop evaluation plans that allow them to analyze strengths and weaknesses of the programs and services they offer, as well as assess the outcomes achieved by individual students.

IDEA-97 incorporated a new IEP requirement - that all children with disabilities are to participate in state and district-wide assessment programs, with individual accommodations made, as necessary, in how the tests are administered. In accordance with this, each district's program evaluation should also include a systematic review of the results achieved on state and district-wide assessments in order to help make effective decisions for children with disabilities and meet children's needs.

Things to Remember:

- Work with your SAU administrators to coordinate special education program evaluation requirements with related district-wide efforts and policies.
- Develop a formal process of IEP review and revision.
- Develop a formal process for determining how students will participate in state and district assessments
- Develop a committee including all stakeholders to review and evaluate special education programs and services and the evidence of successes.

Things you may include in this section:

- NECAP Accommodations; Administrator Training Guide excerpts
- Table of Standard Test Accommodations
- Alternate Assessment Educators' Guide
- Parent/staff surveys
- Program Approval Report



Notes to Directors

10. Participation with Other Agencies

The Local Special Education Plan for special education must include a component about other agencies. This section must describe the District's policies and procedures that ensure coordination with other local and state agencies in meeting the needs of children with disabilities.

Each district shall ensure coordination with other local and state agencies, including District and Family Courts, in order to meet the needs of children with disabilities and provide FAPE. Some aspects of the special education process in which the District should coordinate with local and state agencies include child find activities, IEP development, and provision of services for children involved with the Division of Children, Youth and Families.

Things to remember:

- The District should disseminate annually information about its Child Find System to local agencies that may refer potential children with disabilities.
- IEPs for children transitioning from Part C to preschool special education services must be in place by the time a child turns three years of age.
- The District should have procedures in place to follow when joined by the District or Family Court for students with or who might have disabilities.

Things you may include in this section:

- List of local agencies with which the District coordinates
- Chapter 402 information and forms from NH DOE Website
- Sample letters to District or Family Court
- CHINS Brochure
- Child Find Brochure/informational material describing smooth and effective transition process from Early Supports and Services to preschool services
- Transition planning/participation forms for outside agencies (Division of Vocational Rehabilitation; Area Agency, etc.)
- Parent Permission form allowing representatives from above to attend IEP meetings



Notes to Directors

11. Private School Requirements

IDEA 04 went into effect in July, 2005. One significant change from the previous law concerns the obligations of school districts to IDEA eligible students who are voluntarily enrolled in nonpublic schools by their parents. Previously, a district's responsibilities extended to children residing in the District, regardless of where the private schools were located. The new law requires the District to focus on students "in private elementary and secondary schools in the school district serviced by a local education agency." This means that the District is now responsible for child find and service provision to eligible children attending a private school within the geographic boundaries of the District, regardless of where the child resides.

The consultation standard under IDEA 2004 is more specific than under the previous law, requiring "timely and meaningful consultation" with representatives of each of the approved private school(s) located within the geographic boundaries of the District and documentation of this consultation. Representatives of the parents of the children with disabilities enrolled in the approved private school must be invited to this consultation also. The consultation and documentation must cover a specific list of topics. (These topics are itemized in the Affirmation of Consultation Form).

Things to Remember

- The District must design child find activities that ensure **equitable participation** of private school students with disabilities and an accurate count of them.
- Child find activities conducted must be similar to those conducted for children who attend public schools in the District.
- The District must maintain records and report the number of private school children evaluated, the number determined to be children with disabilities, and the number of children served to the NH Department of Education at the end of the school year.
- The District must conduct "timely and meaningful consultation" with representatives of the private school and representatives of parents of parentally placed private school children with disabilities during the design and development of special education and related services to children.
- The District must complete the "Affirmation of Consultation" form subsequent to the Consultation Meeting and submit a copy of this form to the NHDOE when applying for federal entitlement grants.

Things you may include in this section:

- Child Find –Private Schools
- Notice to Representatives of Parents
- Notice to Parents – Previously Served
- Affirmation of Consultation
- Consultation Decisions



Notes to Directors

12. Accessible Instructional Materials

The district must ensure that it has taken reasonable steps to provide children with disabilities who need instructional materials in accessible formats those appropriate materials at the same time other children receive their instructional materials.

Things to remember:

- The student's IEP must reflect the appropriate materials
- Appropriate materials are dictated by the student's disability
- Such materials may include, but are not limited to, Braille texts, books-on-tape, specialized software and technology, etc.



Notes to Directors Appendix A

Discipline Procedures

The IDEA has specific requirements of how schools must address discipline issues with respect to students with disabilities. Federal special education law states:

“In general.--A free appropriate public education is available to all children with disabilities residing in the State between the ages of 3 and 21, inclusive, including children with disabilities who have been suspended or expelled from school.”

Ed 1124.01 Disciplinary Procedures

Each school district shall develop discipline procedures including, but not limited to, suspension, manifestation determination review, appeals, placement, protection and referrals for children with disabilities consistent with CFR 300.530-536.

Federal and state laws and regulations allow school personnel to remove children with disabilities from school for up to 10 days without providing services, whether or not the behavior causing the removal is related to the child’s disability. When school personnel remove a student, the student may be treated the same as students without disabilities.

Strict requirements take effect once a student with a disability has been removed from his or her current placement for more than 10 days in a school year. When this happens, the student is entitled to receive services to enable him or her to appropriately progress in the general education curriculum and advance towards achieving the IEP goals, and there are specific steps for IEP teams to follow.

These steps include conducting a manifestation determination, a functional behavioral assessment, and the development of a behavior intervention plan.

Things to Remember:

- When a child is removed from his/her placement for 10 or fewer days in the school year, the district is not required to provide special or regular education as long as the removal does not constitute a change in placement (34CFR 300.536).
- When a child is removed for more than 10 cumulative days the LEA must provide services to allow the child to progress in his./her IEP goals and have the opportunity to participate and progress in the general curriculum.
- A “change in placement “ occurs if a) a student is removed for more than 10 consecutive days or b) has a pattern of removals that totals more than 10



school days in a school year and the student's behavior is similar to prior incidents or the length and frequency of removals is similar.

- If a change of placement exists, the parent shall be notified immediately and a team meeting scheduled within 10 days in order to conduct a Manifestation determination.
- If it is determined that the behavior that violated a student code of conduct is a manifestation of a student's disability the team must conduct (or review) a functional behavioral assessment (FBA) and a behavioral intervention plan (BIP). ALSO, if a manifestation is determined the LEA must return the student to his/her last placement UNLESS the team and parent agree on an alternative setting. **NOTE:** A manifestation exists if the behavior was "caused by or had a direct and substantial relationship to the child's disability" (CFR 300.530(e) (1) (i)) **OR** the child's behavior was the "direct result of the school's failure to implement the IEP" (CFR 300.530(1) (ii)).
- If no manifestation is determined regular school discipline may be applied but **WITH** special education services including behavioral supports to prevent a recurrence.
- School officials may remove a student for 45 school days regardless of manifestation if the student a) carries or possesses a weapon to or at school, on school premises, or at a school function; b) the student knowingly possesses, uses, sells, or solicits the sale of illegal drugs or controlled substances at school, on school premises, or at a school function; or c) the student inflicts "serious bodily injury" (see CFR 300.350 (g) (3) for definition) at school, on school grounds, or at a school function.

You may want to include in this section:

- Functional Behavioral Assessment – District format/guidelines *
- Behavioral Intervention Plan *
- Manifestation Determination Form *
- Copy of student discipline code (Student/Parent Handbook)
- District policies about codes of conduct



Notes to Directors Appendix B

Dispute Resolution

Under IDEA 2004 and the NH Rules for the Education of Children with Disabilities, there are several ways to resolve disagreements over identification, evaluation, IEP or educational placement for a child with a disability, or the provision of a free appropriate public education. The particular circumstances of each individual case will determine which option will best serve the parties involved.

Disagreements between a parent and school officials can be resolved through a variety of formal and informal means. New Hampshire offers alternative dispute resolution options that can be accessed before or instead of engaging in a due process hearing. Three formal options available to assist parents and schools to resolve their differences without having a due process hearing are Facilitated IEP meeting, Neutral Conference, and Mediation.

Any school district may file a request for facilitated IEP meeting, mediation, neutral conference, or due process hearing with the NH Department of Education. Detailed information about each option is available on the Department's website.

Documents and forms regarding dispute resolution options are available on the NH Department of Education's website (www.education.nh.gov). In this section of your Local Special Education Plan, you may include the following documents:

Facilitated IEP Meetings

- Facilitation of Special Education Team Meetings

Neutral Conferences

- Take a look at Neutral Conferences
- Request for Neutral Conference

Mediation

- Take a Look at Mediation
- Basic Features of Mediation
- Request for Mediation
- Agreement to Mediate
- Agreement to Commit Resources (for School Districts)

Local school district Alternative Dispute Resolution programs (see NHRSA 186-C: 23-a, I and II)

Due Process Hearings for Special Education

- Notice of Resolution Session
- Forms to Request a Due Process Hearing



Notes to Directors Appendix C

IDEA Part B Section 611 Assurances

Each year, as a condition of receiving the federal flow-through funds, school districts must assure compliance with all requirements of the IDEA. A section of the “Annual Request for Federal Special Education Funds” is dedicated to this requirement. Each district must assure certain procedures and indicate the sources of documentation within the district. The following chart has been provided to assist in organizing the information that supports your annual assurances.

Things to Remember:

- Clearly identify the documentation that supports each of the Federal Assurances and indicate where the document is located.
- Documents do not need to be submitted, but it is up to the district to maintain folders with back up records and documents and add to it or revise as needed throughout the year.
- Set up files for each section that requires back-up documentation that is not included in the Local Special Education Plan (e.g., A Child Find folder that includes copies of child find letters; newspaper announcements, etc).

IDEA Part B SECTION 611 ASSURANCES - SECTION II

Federal Assurance	Document Name	Document Location	Page
Free Appropriate Public Education (FAPE)	<ul style="list-style-type: none"> • Written school board policy that ensures FAPE • District procedures that describe the process to ensure that all eligible students aged 3-21 have a right to FAPE, including children with disabilities who have been suspended or expelled from school. 	<ul style="list-style-type: none"> • District Policy Manual located in the SAU Office • DISTRICT Plan located at SAU Office 	Pg. Pg.
Child Find	<ul style="list-style-type: none"> • Written District procedures for implementing Child Find Program Sample Documents: <ul style="list-style-type: none"> ○ Newspaper Notice Child Find ○ Child Find excerpt from Parent/Student Handbook ○ Sample letters to children who have refused services ○ Notices for Child Find screenings/data on number of students screened ○ Brochures • Written District procedures describing child find procedures for private school children • Public Notice announcing Child Find effort to parentally placed children in private schools • Letters to representatives of private schools regarding referral process • Invitation and minutes of consultation meeting • Written Memorandum of Agreement between the district and the local area agency(s) responsible for providing family centered supports and services. 	<ul style="list-style-type: none"> • DISTRICT Plan located at SAU Office • Document file - SAU Office • Document file that includes copies of all child find documents – SAU Office 	Page
Confidentiality of Information	<ul style="list-style-type: none"> • FERPA Notice • Written school board confidentiality policy and/or District procedures • District forms: Access to Records; List of persons having access to records; Permission to Release Information; Amendment of records at parent request; 	<ul style="list-style-type: none"> • Student Handbook • District Policy Manual located in the SAU Office • DISTRICT Plan located at SAU Office 	Pg. Pg. Pg.
Individualized Education Programs	<ul style="list-style-type: none"> • Written procedures for developing District IEP form • Forms for gathering information for writing IEPs • Forms used to document IEP process (notices, minutes, etc) 	<ul style="list-style-type: none"> • District Policy & Procedures Manual • DISTRICT Plan located at SAU Office 	Pg. Pg.

Federal Assurance	Document Name	Document Location	Page
Procedural Safeguards	<ul style="list-style-type: none"> Procedural Safeguards Handbook for Special Education (October 2014) Forms (e.g., WPN; access to records, informed consent) 	<ul style="list-style-type: none"> District Plan located at SAU Office District Policy & Procedures Manual 	Pg. Pg.
Participation in LRE	<ul style="list-style-type: none"> Written procedures used by District IEP teams for determining student placements Forms used to document the placement decision, the process by which it was reached, and the information on which it was based. 	<ul style="list-style-type: none"> District Plan located at SAU Office District Policy & Procedures Manual 	Pg. Pg.
Participation in State & District Wide Assessment	<ul style="list-style-type: none"> Written procedures to include children with disabilities in general state and District-wide assessment programs with appropriate accommodations if necessary. List of approved accommodations District guidelines for participation in NH-Alt and district-wide alternate assessments School District policy for including children with disabilities in general state and district-wide assessments. District POLICY regarding evaluation of students suspected of having learning disabilities. 	<ul style="list-style-type: none"> District Plan located at SAU Office District Policy & Procedures Manual School Board Policy Manual 	Pg. Pg. Pg.
Parent Participation with Special Education Process	<ul style="list-style-type: none"> Written procedures and notifications for including parents in the special education process Written policies and procedures that address participation of children with disabilities in the special education process Handbooks and manuals developed for parental use, which explain their role in the special education process Newspaper articles inviting parents to participate in Child Find; Private School Consultation Written Prior Notice 	<ul style="list-style-type: none"> District Plan located at SAU Office District Policy & Procedures Manual School Board Policy manual District flyers, brochures; manuals located at SAU Office and each District school (Principal's office) Copies of website information Document file located at SAU Office 	Pg. Pg. Pg.
Full Educational Opportunity Goal	<ul style="list-style-type: none"> School District policy (or procedure) Detailed written timetable for accomplishing goal 	<ul style="list-style-type: none"> District Plan located at SAU Office SAU Office – Special Education Administrator's files 	Pg.
Federal Assurance	Document Name	Document Location	Page

McKinney Vento Homeless Assistance Act (42 U.S.C.1143) (300.149(a)(3))	<ul style="list-style-type: none"> • School District policy (or procedure) 	<ul style="list-style-type: none"> • School Board policy at SAU Office 	Pg.
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