CONCORD SCHOOL DISTRICT

Special Education Policies and Procedures Manual

Approved by Concord School Board July 6, 2010 – See Policies #575 and #625
Reviewed by Concord School Board December 1, 2014

A copy of this manual is located in the office of each school, at Central Office and at our Transportation office. This manual is also posted on the Concord School District website (sau8.org) under “School Board – Policies” and “Departments – Special Education.”
Concord School District

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Concord School District Policy #625
Special Education Manual

The Concord School Board has authorized the superintendent to draft a manual of *Special Education Policies and Procedures* for use by the District.

The Concord School Board adopts the following procedure to ensure annual review and periodic amendments to the manual of special education policies and procedures.

1. The Superintendent is hereby authorized to annually review and update the *Special Education Policy and Procedures* without Board approval, provided that each change in the procedures will be dated and identified as a Superintendent’s Addition.

2. Changes or additions adopted by the Superintendent shall be minor in nature and will not involve additional staffing or other major personnel issues or increased expenditures for special education services. Changes will be consistent with NH Department of Education changes in administrative rules.

3. The Board will periodically review the manual at least every three (3) years. The Board will signify either its concurrence or its request to confer with the Superintendent regarding suggested amendments. Until and unless the Board decides that certain amendments are necessary, the manual, as reviewed and amended by the Superintendent, shall have the force and effect of District policy and shall be published and distributed as such.

Adopted July 6, 2010
Reviewed by Concord School Board December 1, 2014
*Also Policy #575*
Concord School District
Special Education Plan

INTRODUCTION

IDEA 2004 requires Concord School District has in effect policies, procedures, and programs that are consistent with the State’s policies and procedures and are established in accordance with IDEA 2004 and other relevant federal statutes.

Concord School District has developed this Special Education Plan and it serves as a tool for the District’s implementation of IDEA 2004 requirements in providing programs for children with disabilities. In addition, it provides the required assurances necessary for application for federal special education funds.

Throughout this manual, there are references to state and federal special education laws and regulations. To ensure a more readable document, the following abbreviations are used:


**District** – Refers to Concord School District
Concord School District ensures that all children who have disabilities, from 2.5 to age 21, who reside in the District, and who are in need of special education and related services are identified, located and evaluated. This applies to all children with disabilities, including highly mobile children (such as migrant and homeless children), children placed in homes for children, health care facilities, or state institutions, and children who are suspected of being eligible under IDEA, even though they are advancing from grade to grade. In addition, this applies to those children attending approved, non-public private schools within the geographic boundaries of the District.

For those students who are transitioning from Early Supports and Services to preschool, the District will participate in a transition planning meeting for the purposes of affecting a smooth and timely transition. See p. 7, 8 A i

All data and information collected and used under this section are subject to confidentiality requirements as described in Section 2 - Confidentiality.

The District child find program includes, at a minimum, the following:

1. The District has established referral procedures, which ensure that all students who are suspected or known to be a child with a disability are referred to the special education evaluation team for further evaluation. These procedures are found in Section 8 – Pupil Evaluation to Placement.

2. Any person may refer a child to the IEP Team for reasons including but not limited to the following (list is not exhaustive):
   a. Failing to pass a hearing or vision screening;
   b. Unsatisfactory performance on group achievement test or accountability measures;
   c. Receiving multiple academic and/or behavioral warnings or suspensions/expulsions from a child care or after school program; and
   d. Repeatedly failing one or more subjects.
   e. Inability to progress or participate in developmentally appropriate preschool activities; and
   f. Receiving services from family centered early supports and services.

3. On an annual basis, the District contacts all approved nonpublic private schools (including religious elementary and secondary schools) within its geographic boundaries regardless of where the child resides. The District shall conduct a consultation meeting and advise school officials of the District’s responsibilities to identify and evaluate all students who are suspected of or known to be a child with a disability enrolled in such schools. The District shall conduct Child Find activities that ensure equitable participation of private school students with disabilities and provide an accurate count of those students. All Child Find activities conducted for children enrolled in private schools by their parents shall be similar to those activities conducted for children who attend public schools in the District. Referrals from approved nonpublic schools shall be forwarded to an appropriate special education Team for further consideration.

4. On an annual basis, the District contacts all community agencies and programs within its geographic boundaries that provide medical, mental health, welfare, and other human services,
to advise them of the District’s responsibility to identify and evaluate all students who may be a child with a disability. This includes homes for children, health care facilities, or state institutions within the boundaries of the District that may have knowledge of children with disabilities who are involved with the state court and for whom a special education program may be appropriate. Referrals from these agencies shall be forwarded to the special education evaluation team for further consideration.

5. On an annual basis, the District publicizes and disseminates information, which describes its Child Find Program. This includes a description of the District’s special education program, supports and services, including a contact person, his/her functions, and the manner by which he/she might be contacted for further information or referral.

6. The District shall annually provide all parents of children with disabilities information regarding their rights and responsibilities under federal and state special education laws.

7. The District ensures that all referrals from parents and others who suspect or know a child with a disability are forwarded to the special education evaluation team. The District shall provide the parents with a written notice of any referral other than one initiated by the parent.

8. Ensure there are continuing efforts related to cultural competency in relationship to public awareness and child find activities, such as the ability to communicate with and relate to parents and families in ways which are appropriate to their individual racial, ethnic, and/or cultural backgrounds.

A. The District shall coordinate with area agencies and family centered supports and services to establish a process of District notification of children served by these programs consistent with the interagency agreement between the District and the area agencies providing family centered supports and services.

i. Ed 1105.04(a): The Local Educational Agency shall develop a written early transition process for children exiting family centered early supports and services which assures that any child who is potentially a child with a disability is evaluated and eligibility for special education is determined prior to the child’s third birthday. If a child is determined to be a child with a disability eligible for special education and related services, the LEA shall ensure that an Individual Education Program is developed and implemented on/before the child’s third birthday.

ii. Ed 1105.04 (b): The transition process in Ed 1105.04(a) shall include a written interagency agreement between the LEA and the local area agencies, as defined by RSA 171-A:21-b, responsible for the provision of family centered early supports and services in that community.
2. CONFIDENTIALITY OF INFORMATION
   Ed 1119, Ed 1119.02 (a)

Concord School District adheres to the Confidentiality of Information regulations set forth in the NH Rules, the Federal Family Educational Rights and Privacy Act of 1974 (FERPA) and the Individuals with Disabilities Education Act (IDEA 2004; 34 CFR 300.610-627), when it is implementing federal regulations.

The District provides written notice to fully inform parents about the requirements of this section including:

1. a description of the extent that the notice is given in the native languages of the various population groups residing in the District;

2. a description of the children for whom personally identifiable information is maintained, the types of information sought, the methods the District intends to use in gathering the information (including the sources from whom information is gathered), and how the information will be used;

3. a summary of the policies and procedures that participating agencies must follow regarding storage, disclosure to third parties, retention, and destruction of personally identifiable information; and

4. a description of all of the rights of parents and children regarding this information, including the rights under the Family Educational Rights and Privacy Act of 1974 and IDEA and its regulations.

ACCESS RIGHTS

The District permits parents to inspect and review any education records relating to their child that is collected, maintained, or used by the District under 34 CFR Part 300. The District will comply with a request without unnecessary delay and before any meeting regarding an IEP, or any hearing pursuant to IDEA and its regulations and in no case more than 45 days after the request has been made.

The right to inspect and review education records under this section includes:

1. the right to a response from the District to reasonable requests for explanations and interpretations of the records;

2. the right to request that the District provide copies of the records containing the information if failure to provide those copies would effectively prevent the parent from exercising the right to inspect and review the records; and

3. the right to have a representative of the parent inspect and review the records. The District may presume that the parent has authority to inspect and review records relating to his or her child unless the District has been advised that the parent does not have the authority under applicable State law governing such matters as guardianship, separation, and divorce. Ed 1119.02 (a)

RECORD OF ACCESS

The District keeps a record of parties obtaining access to education records collected, maintained, or used under Part B of IDEA (except access by parents and authorized employees of the participating agency), including the name of the party, the date access was given, and the purpose for which the party is authorized to use the records. Ed 1119.02 (a)
RECORD ON MORE THAN ONE CHILD

If any education record includes information on more than one child, the parents of those children have the right to inspect and review only the information relating to their child or to be informed of that specific information.

LIST OF TYPES and LOCATION OF RECORDS

The District provides parents on request a list of the types and locations of education records collected, maintained, or used by the District.

FEES

The District may charge a fee for copies of records that are made for parents under this part if the fee does not effectively prevent the parents from exercising their right to inspect and review those records. On 2/5/90, the Concord School Board adopted the following fee for copies: $.15/page in excess of 10 pages. The District does not charge a fee to search for or to retrieve information.

AMENDMENT OF RECORDS AT PARENT REQUEST

A parent who believes that information in the education records collected, maintained, or used under this part is inaccurate or misleading or violates the privacy or other rights of their child, may request this information be amended. The District will determine whether to amend the information in accordance with the request within a reasonable period of time of receipt of the request. If the District decides to not amend the information in accordance with the request, it will inform the parent of the refusal and advise the parent of the right to a hearing.

OPPORTUNITY FOR HEARING

The District, on request from the parent, will provide an opportunity for a hearing to challenge information in education records to ensure that it is not inaccurate, misleading, or otherwise in violation of the privacy or other rights of the child.

RESULT OF HEARING

If, as a result of the hearing, the District decides that the information is inaccurate, misleading or otherwise in violation of the privacy or other rights of the child, the District will amend the information accordingly and so inform the parent in writing. If, as a result of the hearing, the District decides that the information is not inaccurate, misleading, or otherwise in violation of the privacy or other rights of the child, it will inform the parent of the right to place in the records it maintains on the child a statement commenting on the information or setting forth any reasons for disagreeing with the decision of the District. Any explanation placed in the records of the child under this section:

1. is maintained by the District as part of the records of the child as long as the record or contested portion is maintained by the District; and

2. if the records of the child or the contested portion are disclosed by the District to any party, the explanation is also disclosed to the party.

HEARING PROCEDURES

A hearing held under this section is conducted according to the procedures under 34 CFR 99.22.

CONSENT

Except as to disclosures addressed in 34 CFR Part 300.535(b) for which parental consent is not required by 34 CFR Part 99, parental consent is obtained before personally identifiable information is (1) disclosed to anyone other than officials of participating agencies collecting or using the information under 34 CFR Part 300, subject to this section; or (2) used for any purpose other than meeting a
requirement of 34 CFR Part 300. The District will not release information from education records to participating agencies without parental consent unless authorized to do so under Part 99.

The District protects the confidentiality of personally identifiable information at collection, storage, disclosure, and destruction stages. All persons collecting or using personally identifiable information will receive training or instruction regarding IDEA-B policies and procedures under 34 CFR §300.123 and 34 CFR Part 99. The District maintains, for public inspection, a current listing of the names and positions of those employees within the District who may have access to personally identifiable information.

SAFEGUARDS (34 CFR 300.623):

Each District must protect the confidentiality of personally identifiable information at collection, storage, disclosure, and destruction stages. One official at each District must assume responsibility for ensuring the confidentiality of any personally identifiable information. All persons collecting or using personally identifiable information must receive training or instruction regarding the state’s policy and procedures under 34 CFR 300.123 and CFR part 99. Each District must maintain, for public inspection, a current listing of the names and positions of those employees who may have access to personally identifiable information.

DESTRUCTION OF INFORMATION

The District informs parents when personally identifiable information collected, maintained, or used under this part is no longer needed to provide educational services to the child. The information is destroyed at the request of the parents. However, a permanent record of a student's name, address, and phone number, his or her grades, attendance record, classes attended, grade level completed, and year completed shall be maintained without time limitation.

CHILDREN’S RIGHTS (Ed 1119.03)

The District ensures the rights of privacy afforded to children are consistent with those afforded to parents, taking into consideration the age of the child and type or severity of disability. The age of majority in New Hampshire is eighteen (18) years, thus parental rights regarding educational records in IDEA and FERPA transfer to students at age 18.

DISCIPLINARY INFORMATION (Ed 1119.04)

The District includes in the records of a child with a disability a statement of any current or previous disciplinary action that has been taken against the child. Such statements shall be included in, and transferred with the disabled child’s record to the same extent that the disciplinary information is included in, and transmitted with the student records of children without disabilities. The statement may include a description of any behavior engaged in by the child that required disciplinary action, a description of the disciplinary action taken, and any other information that is relevant to the safety of the child and other individuals involved with the child. If the child transfers from one school to another, the transmission of any of the child’s records includes both the child’s current individualized education program and any statement of current or previous disciplinary action that has been taken against the child.
Concord School District shall take steps to ensure that children with disabilities have equal access to the variety of educational programs and services available to non-disabled children. The District ensures that, to the maximum extent appropriate, children with disabilities, including children in public or private institutions or other care facilities, are educated with students who do not have disabilities. Special classes, separate classes, separate schooling, or other removal of students with disabilities from the regular educational environment occurs only when the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily. Placement decisions for children with disabilities shall be made on an individual basis by the IEP Team and in accordance with the procedures described in Section 8 – Pupil Evaluation to Placement.

The District shall provide a full range of opportunities, programs and services to meet the unique needs of children with disabilities in the least restrictive educational setting. The District shall ensure that every child with a disability shall have full access to the general curriculum with accommodations and modifications as delineated in the IEP. This includes the provision of non-academic and extra-curricular services. These opportunities shall be provided through public school programs within and outside of the boundaries of the District.

The District shall provide access to vocational training and transition services as appropriate. Vocational and transition services are provided primarily within the District and at the high school level. Other student specific circumstances may be addressed as determined by the IEP Team.

**Equipment, Materials and Assistive Technology**

- The District shall provide appropriate instructional equipment and material, including assistive technology devices and assistive technology services appropriate to implement each student’s IEP.

**Personnel Standards**

- Teachers of students with disabilities, prior to employment, shall have valid New Hampshire certification with an endorsement appropriate for the disabilities of the students they serve.
- Additionally, special education teachers within the District must meet highly qualified teacher requirements for their respective teaching assignments, as designated by federal and state guidelines.

**Programs and Services (Table 1100.4: Continuum of Alternative Learning Environment)**

- The District provides educational services to students with disabilities along a continuum of environments including the following:

**Regular Classroom**

- A child with a disability attends the regular class with supports and services as required by the IEP.

**Regular Classroom with Consultative Assistance**

- A child with a disability attends the regular class with consultative assistance being provided to the classroom teacher.
Regular Classroom with Assistance by Specialists
- A child with a disability attends the regular class with direct services provided by specialists or educational assistants working under the direction of professional teaching staff.

Regular Classroom plus Resource Room Help
- A child with a disability attends the regular class and receives assistance in the Resource Room Program.
- When the regular education setting, with accommodations, modifications, supplementary aides and services is inadequate to meet the needs of a student with a disability, the student may receive assistance (by Team agreement) in a Resource Room setting within the public school system for a portion of the school day.
- The student can spend no more that 60% of the school day in this setting.
- Instruction provided in the resource setting will ensure each student continued access to the general curriculum.
- The total number of students with disabilities being served in the Resource Room at any given time shall not exceed 12 students without the assistance of support personnel. The maximum number of children in a Resource Room shall not exceed 20 (Ed 1113.10(f)(4). The District shall ensure that the resource settings are staffed with personnel who meet state certification requirements and federal “Highly Qualified Teacher” requirements as applicable.

Regular Classroom plus part-time special class
- A child with a disability attends a regular class and a self-contained special education classroom.

Self-contained Special Education Class
- A child with a disability attends a special education class for more than 60% of their day.
- The class is organized either by the needs of the students or by the degree of severity of the disability.
- Self-contained special education classes serve students according to chronological age with a range of not more than four years.
- The number of students in a self-contained classroom cannot exceed 12.
- A minimum teacher-student ratio of 1:8 or 2:12 shall be provided unless the severity of disabilities warrants the assignment of additional staff. Maintaining this ratio can be accomplished through the assignment of two teachers or a teacher and an educational assistant.

Full-time or part-time special day school
- A child with a disability attends a public or privately operated special day program full-time or part-time.

Full-time Residential Programs
- The child attends a privately or publicly approved residential program on a full-time basis.

Hospital or Institution
- A child with a disability receives special education while in a hospital or institution.
Preschool Programs (Table 1100.3: Continuum of Alternative Learning Environments Pre-school)

- Children in preschool programs shall be grouped by age levels with a range of not more than three years. Children with disabilities shall be provided with appropriate special education and related services through the District’s preschool programs and services.

**PLEASE NOTE**: the maximum number of preschool children in an early childhood special education program shall be **12**, regardless of the number of staff members assigned to the program (Ed 1113.10 (d) (3)).

- **Early Childhood Program**: a preschool child with a disability attends an early childhood program.
- **Home**: a preschool child with a disability receives some or all of his/her supports and services in the child’s home.
- **Special Education Program**: a preschool child with a disability attends a special education program.
- **Service Provider Location**: a preschool child with a disability receives supports and services from a service provider.
  - **Separate School**: a preschool child with a disability attends a publicly or privately operated separate day school facility designed specifically for children with disabilities.
  - **Residential Facility**: a preschool child with a disability attends a publicly or privately operated residential school or residential medical facility on an inpatient basis.

**Home Instruction for School Aged Children (Ed 1111.05)**

- A child with a disability receives all or a portion of his/her special education program at home in accordance with Ed 1111.05.
- Home instruction for children at least six years of age but less than 21 years of age shall include no fewer than ten hours per week of specially designed instruction as specified in the child’s IEP so that the child will progress in the general curriculum and meet IEP goals.
- Home instruction will include related services in addition to the ten hours of specially designed instruction and will be delivered in accordance with the **NH Rules**.
- Home-based programs shall not exceed 45 days in a school year unless individual circumstances warrant an extension to this time period. If the IEP Team determines that home instruction should be implemented for more than 45 days of a school year, the District will complete the following requirements:
  - **Describe, in writing, the specific circumstances resulting in the need for the home instruction**;
  - **Develop an IEP which includes all the required elements; and**
  - **Develop a written plan of the transition of the child into a less restrictive environment**.
- Home instruction shall NOT include parent-designed home education programs as authorized in Ed 315.
- Home instruction shall be implemented by personnel qualified in accordance with 34CFR300.156 and Section 2122 in the ESEA.
Facilities and Location

- Instructional areas for children with disabilities shall be located in classrooms with students of a similar chronological age and shall be comparable to other classrooms within the school. They shall be located in facilities that are, in the judgment of the IEP Team, in the least restrictive environment.

- The physical space used for classrooms and other instructional programs and school activities for children with disabilities shall be of sufficient size to accommodate program modifications and accommodations necessary to implement the children’s IEPs and to provide for all other learning activities.

Length of School Day

- **Preschool level**: The IEP Team shall determine the length of the school day for preschool students with disabilities.

- **Elementary/High School**: The school day shall be a minimum of 180 days in each year or the equivalent number of hours approved by the Commissioner of Education, NHDOE, consistent with the provisions of RSA 189:1, 189:2, 189:24, and 189:25 and Ed 306.18-306.21.

When, due to a student’s limited physical and/or emotional stamina, the special education placement team recommends a school day of less than the minimum hours listed above, written consent shall be obtained from the Superintendent of Schools and the parent prior to implementing a shortened school day. A copy of the written consent shall be sent to the State Director of Special Education, a copy to the parent, and another placed in the student’s school records. If it would cause a serious adverse effect upon a child’s educational progress pursuant to RSA 193:1 I(c), the Superintendent shall not excuse a child from the required minimum school day. The District’s obligation to provide a free and appropriate public education to a child shall still be in effect even if the child attends school for a shortened school day.

Length of School Year

- The District shall provide a standard school year of at least 180 days or the equivalent number of hours per ED1113.15 (see above: Length of School Day). Students with disabilities in need of extended school year programming shall be provided for through the requirements described in Section 9 – Pupil Evaluation to Placement. Extended School Year Programming shall not be limited only to the summer months.

Supervision and Administration

- The Superintendent of Schools, the Assistant Superintendent, Special Education Director and Coordinators and the building Principals or their designees shall supervise the services and programs provided to students with disabilities.

- Educational Assistants shall work under the direct supervision of appropriately certified personnel and be supervised by the professional under whom they work as often as deemed necessary by the District, but no less than once each week. Paraprofessionals shall implement plans designed by the supervising professionals and monitor the behavior of student(s) with whom they work. They may not design or evaluate the effectiveness of programs. Educational Assistants performance shall be evaluated through a predetermined performance review process.
Diplomas

- Concord School District shall ensure that each child with a disability is entitled to continue in an approved program until such time as the student has earned a regular high school diploma or has attained the age of 21, whichever occurs first, or until the District determines that the student no longer requires special education in accordance with Section 8 – Pupil Evaluations to Placement.

All children with disabilities in the District shall have an equal opportunity to complete a course of studies leading to a regular high school diploma. A regular diploma shall be issued to all students who:

- successfully achieve the minimum number of 20 credits,
- meet specific course requirements as described in the Concord High School Student Handbook, and;
- meet all attendance requirements as stated in the Concord High School Student Handbook (and/or Local District Policy).

The term “regular high school diploma” does not include an alternative degree that is not fully aligned with the NH School Approval Standards, such as a certificate or a General Educational Development credential (GED). Any student who receives a diploma/certificate other than the District’s regular high school diploma remains eligible to receive a free appropriate public education until he or she reaches age twenty-one or until the IEP Team, through a formal evaluation process, determines that such student is no longer in need of, and thereby not eligible for, special education and related services.
4. PERSONNEL DEVELOPMENT

Ed 1126.01 (b)(4)

The District has adopted a Professional Development Master Plan to serve as a basic guideline for the operation of its professional development for the period of July 1, 2010 to June 30, 2017.

The District shall work to promote a climate that encourages the continuing education and training of all staff within the District. The Professional Development Master Plan shall advance an educational environment in which students receive high exposure to stimulating teachers, instructional materials and activities. Professional development activities that enhance the knowledge and skills of all staff related to the education of children with disabilities and increase their understanding of the diverse needs of all students shall be offered to all teachers, specialists, paraprofessionals, administrators and other IEP Team members.

A variety of professional development opportunities shall be available to District staff, including job-embedded activities, in-service workshops, conferences and/or formal coursework reimbursed through the District.

Professional development initiatives for the 2014-2016 school years are in Appendix C.
5. PARENT INVOLVEMENT
Ed 1120, 1126.01 (b) (5)

Concord School District shall actively involve parents in all steps of the special education process. In addition to fulfilling legal requirements, the District recognizes the crucial and irreplaceable role parents play in the education of their children. Therefore, consistent efforts will be placed on keeping parents well informed within the context of a collaborative team process. In part this is accomplished by the dissemination of Procedural Safeguards Notice and Written Prior Notices.

_procedural safeguards notice ed 1120_

Parents of a child with disabilities will be given New Hampshire Procedural Safeguards in Special Education describing the procedural safeguards available to them under state and federal law on an annual basis. In addition, parents will be provided a copy of procedural safeguards:

- Upon initial referral or parent request for evaluation.
- Upon receipt of the first State complaint and upon the receipt of the first due process complaint in a school year.
- In accordance with discipline procedures.
- Upon request by a parent.

Please note:Procedural Safeguards are attached in Appendix J. Written Prior Notice Ed 1120.03

Parents will be officially notified in writing any time the District:

- proposes to initiate or change the identification, evaluation or educational placement of the child or the provision of a free and appropriate public education to the child; or
- refuses to initiate or change the identification, evaluation or educational placement of the child or the provision of a free and appropriate public education to the child.

The notification shall include Ed 1120.03:

1. A description of the action proposed or refused by the District;
2. An explanation of why the agency proposes or refuses to take the action
3. A description of each evaluation, procedure, assessment, record or report the District used as basis for the proposed or refused action;
4. A statement that the parents of the child with disabilities have protection under the procedural safeguards of IDEA (if this notice is not an initial referral for evaluation, the means by which a copy of the description of the procedural safeguards can be obtained;
5. Sources for parents to contact to obtain assistance in understanding the provisions of the law; a description of the other options that the IEP team considered and the reasons why those options were rejected, and
6. A description of the other options the team considered and the reasons why they were rejected, and
7. A description of other factors that is relevant to the agency’s proposal or refusal.
Ongoing parent involvement is supported through the following actions:

a. Parents shall receive formal notification when their child is referred for special services, except in the case where the parent was the referring party. Procedural Safeguards and information regarding the Special Education Process shall be provided to the parent at this time.

b. Within 15 days of the receipt of the referral, the IEP Team (including the parents) will meet to determine the appropriate course of action.

c. The IEP Team shall determine if the referral is appropriate and whether there is a need for a comprehensive evaluation. If so, specific evaluations shall be determined by the Team. The District shall provide Written Prior Notice (WPN) and request written permission to proceed.

d. The evaluation process, including a written summary report, shall be completed within 45 days after receipt of parental permission for testing or at the conclusion of any extension provided in Ed1107.01(c). Parents shall be included as part of the Team which determines whether or not the child qualifies as a child with a disability. The Team decision shall be provided Written Prior Notice to the parent with a request for written approval of the decision.

PLEASE NOTE: Only one extension of no more than 15 days may be granted in the evaluation process with written consent of both parties.

e. If a child is determined to be a child with a disability, an IEP will be developed within the next 30 calendar days. As members of the IEP Team, parents are encouraged to be active participants in the IEP process. Parent concerns and input shall be considered in the development of the IEP. Written Prior Notice shall be provided to the parent. The parent must provide written approval before the IEP can be implemented.

f. Upon approval of the IEP, the IEP Team, including parents, shall determine an appropriate placement for the child. Written Prior Notice is again completed and parents must agree in writing to the proposed placement prior to its implementation.

g. Parents will receive 10 days’ notice for any meetings held for the purpose of developing or amending the child’s IEP and/or determining placement, unless the notification requirement is waived in writing by the parent. All IEP Team meeting notices include the purpose, time, location, and participants expected to attend the meeting. The District shall take steps to ensure that one or both parents of the child with a disability are present at each meeting of the IEP Team and are afforded the opportunity to participate. This includes scheduling the meeting at a mutually agreed upon time and place. Parents and the District are encouraged to use alternative means of participation, such as video conferencing and conference calls in order to include the parent.

Meetings will be rescheduled at parent request, unless the parent requests that the meeting continue without him or her in attendance. It is recommended that the District contact the parent a minimum of two times and document the attempts to secure their participation. If these attempts have been unsuccessful, a meeting may proceed without the parents.

h. District special education staff shall take whatever steps necessary to ensure that the parents understand the proceedings at the meeting, including arranging for an interpreter for parents who are deaf or whose native language is other than English.

i. The District shall provide copies of all written documents to parents including Written Prior Notice, evaluation summary report, and IEP.
j. The District shall file a request for appointment of a surrogate parent, to represent a child with a disability, when the parents or guardians are not known, or the student is a ward of the state or non-responsive.

k. For a student considered to be an unaccompanied homeless youth, as defined in the McKinney-Vento Homeless Assistance Act, who is or may be a youth with an educational disability, the District shall immediately enroll the child in school for the purposes of attending classes and participating fully in school activities. The District’s local homeless education liaison shall have no more than 30 days from the initial date of school enrollment to appoint a surrogate parent for the unaccompanied homeless youth.

l. A parent, as defined in Ed 1102.04 (h) or an adult student may authorize an individual to act on their behalf pursuant to a duly executed power of attorney. (Ed 1120.01 (c))

m. The District has the authority to initiate court proceedings to authorize initial provision of services, but a due process hearing may not be used in this circumstance. (Ed 1120.05 (d)) (If a parent refuses consent for the initial provision of special education services, the LEA shall not pursue the initial provision of special education services by initiating a due process hearing under Ed 1123. The LEA shall have the authority to initiate court proceedings to authorize the initial provision of special education services.)

n. Districts shall obtain informed parent consent annually and when there is a change in services paid for by public insurance. Parents may refuse permission, but this does not relieve the District of its responsibility to provide services detailed in the IEP. (Ed 1120.08 and Ed 1120.08 (a))

o. The LEA, upon a written request for an IEP Team meeting by the parent, guardian, or adult student shall: schedule a mutually agreeable time and date for the meeting, convene the IEP Team on the mutually agreeable upon time and date, OR provide to the parent/guardian/adult student with Written Prior Notice detailing why the LEA refuses to convene the IEP Team that the parent, guardian, or adult student has requested. (Ed 1109.06 (b)).
6. PUBLIC PARTICIPATION  
Ed 1126.01

A copy of the Concord School District’s Special Education Plan shall be available for review by parents, other agencies and the general public. Copies of the Plan shall be located at the SAU office, the principal’s office of each school and the Concord School District website www.sau8.org.

The Special Education Plan shall be reviewed and revised as necessary under the supervision of the Special Education Administrator. When the plan is under review, the public shall be notified and given a minimum of 10 days to review the information and provide written input.

Notice regarding the availability of this plan and its revisions shall be disseminated to the public through formal school District postings and notices in local newspapers.

Each year, Concord School District submits its “Annual Request for Federal Special Education Funds” to the NH Department of Education for approval. The District shall provide reasonable opportunities for participation of teachers, parents and other interested agencies, organizations, and individuals in the planning for and operation of this program. Prior to the submission of the application, the public will be notified through formal school District postings and notices in local newspapers and provided an opportunity to review the information and provide written input.
7. PROCEDURAL SAFEGUARDS
   Ed 1120, Ed 1120.03

Concord School District shall provide a copy of New Hampshire Procedural Safeguards in Special Education to the parents of a child with a disability one time per year. This is typically done at each annual IEP team meeting. A copy shall also be given to the parents:

1. Upon initial referral or parent request for evaluation;
2. Upon receipt of the first request for a due process hearing filed in a school year;
3. Upon receipt of the first State complaint in a school year;
4. Upon request by a parent.

The District shall ensure that the parents of children with disabilities are afforded all of the rights and procedural safeguards contained in federal law and described in the NH Rules (Ed 1120.01-.08) including, but not limited to, the right to:

- Receive Written Prior Notice of any action regarding their child which the District proposes or refuses;
- Grant or refuse consent for any District action regarding their child;
- Obtain an independent educational evaluation;
- Appeal specific proposals of the District regarding their child, and
- File a complaint.

All of the rights and guarantees included under procedural safeguards shall apply to parents, adult students, and public agencies, which include school districts. These rights shall be transferred to children with disabilities who are emancipated minors or who have attained the age of 18 years and have not been adjudicated as incompetent by a court.

PLEASE NOTE: A parent, as defined in Ed 1102.04(h), or an adult student may authorize an individual to act on their behalf pursuant to a duly executed power of attorney (Ed 1120.01 (c)).

Written Prior Notice

Parents will be officially notified in writing any time the District:

- proposes to initiate or change the identification, evaluation or educational placement of the child or the provision of a free and appropriate public education to the child; or
- refuses to initiate or change the identification, evaluation or educational placement of the child or the provision of a free and appropriate public education to the child.

The notification shall include:

1. A description of the action proposed or refused by the District.
2. An explanation of why the agency proposes or refuses to take the action.
3. A description of each evaluation, procedure, assessment, record or report the District used as basis for the proposed or refused action;
4. A statement that the parents of the child with disabilities have protection under the procedural
safeguards of IDEA (if this notice is not an initial referral for evaluation, the means by which a copy of the description of the procedural safeguards can be obtained;

5. Sources for parents to contact to obtain assistance in understanding the provisions of the law; a description of the other options that the IEP Team considered and the reasons why those options were rejected and

6. A description of other options that the IEP Team considered and the reasons why those options were rejected; and

7. A description of other factors relevant to the district’s proposal or refusal.

Informed Consent

The District shall obtain informed, written consent from the parent of a child with a disability prior to:

- conducting an initial evaluation,
- initial provision of special education and related services to a child with a disability, annual renewal of the IEP and placement of a child with a disability,
- determining or changing the disability classification,
- changing the nature or extent of the special education or special education and related services, or
- conducting a re-evaluation
- access to public insurance or when changes in services paid by public insurance are made; and
- each time the District proposes to access the private insurance.

Parents of children with disabilities shall have 14 days after the receipt of written prior notice to sign documents included with the notice to indicate consent, consent with conditions, or denial of consent. The 14-day time limit shall be extended if the District and parent mutually agree to an extension.

The District shall advise the parent in writing of the necessity of signing documents that describe actions requiring the parent’s consent for the purpose of ensuring the timely provision of appropriate services. Additionally, the District shall advise the parent of the right to access all of the rights and procedures outlined in this section if the parent disagrees with a proposal that the District makes.

The District shall take reasonable measures to obtain consent including, but not limited to phone contact, and letters. The District shall document all contacts made or attempted and the results of these contacts. Copies of all letters and responses received shall be kept in the student’s confidential file.

A copy of any document the parent gives consent in writing shall be provided to the parent, and a copy of such document shall also be placed in the child’s educational records.

Should a parent either deny consent or not respond to a request for written consent, the District is required to respond in the following ways:

Initial evaluation

The LEA is required to obtain informed consent for the initial evaluation. If a parent refuses consent to a proposal included in Ed 1120.04(a)(1) the LEA shall have the authority to pursue the initial evaluation by the initiation of a due process hearing under Ed 1123. (Ed 1120.05 (c))

Initial provision of services
The LEA is required to obtain informed consent for the initial provision of services. If a parent refuses consent for the initial provision of special education services, the LEA shall not pursue the initial provision of special education services by initiating a due process hearing under Ed 1123. The LEA shall have the authority to initiate court proceedings to authorize the initial provision of special education services. (Ed 1120.05 (d))

**Re-evaluation and Continuation of Services**

The LEA is required to obtain informed consent for both the re-evaluation and continuation of services. If the parent fails to respond to the request for consent, the LEA shall implement the proposed changes after the LEA has taken reasonable measures to obtain informed written consent. If the parent refuses consent for a re-evaluation or the continuation of services, the LEA shall pursue the reevaluation or continuation of services through dispute resolution processes.

**Other Consent Areas**

Public or Private Insurance - Consent is only obtained from the parent one-time for public insurance and each time for private insurance [Ed 1120.08(b)]. The LEA must notify the parents that the refusal to allow access to their public or private insurance does not relieve the public agency of its responsibility to ensure that all required services are provided at no cost to the parents. The District may not initiate dispute resolution processes if a parent refuses to grant consent.

Release of Records – The LEA must obtain informed consent for the release of education records. If the parent refuses consent, the LEA may initiate a court proceeding to obtain a court order for the release of information.

**Independent Educational Evaluation**

Parents shall have the right to request an independent evaluation at the District’s expense if they disagree with an evaluation conducted by the District. If parents request an independent educational evaluation at public expense, the District shall either initiate a due process hearing to show that its evaluation is appropriate or ensure that an independent educational evaluation is provided at public expense, unless it has demonstrated at a hearing that the evaluation obtained by the parent does not meet the District’s criteria.

The District may ask for the reason why parents object to the District’s evaluation; however, the explanation shall not be required and the District shall not unreasonably delay either providing the independent educational evaluation at public expense or initiating a due process hearing to defend the District’s evaluation.

If a parent obtains an independent educational evaluation at private expense, the District shall consider the results of the evaluation if it meets the District’s criteria. If an independent educational evaluation is at public expense, the criteria under which the evaluation is obtained, including the location of the evaluation and the qualifications of the examiner, must be the same as the criteria that the District uses when it initiates an evaluation, to the extent those criteria are consistent with the parent’s right to an independent educational evaluation. Results of an independent evaluation obtained at parents’ expense may be presented as evidence at a hearing regarding the child.

**Appeal Decisions**

The parent shall have the right to appeal any decision of the District or IEP Team regarding the referral, evaluation, determination of eligibility, IEP, provision of a free and appropriate public education, or placement of a child with a disability using the procedures detailed in the NH Rules - Ed 1122.

A due process hearing can be initiated by either party at any time and will be conducted in accordance
with the NH Rules - Ed 1122. Alternative dispute resolution shall be voluntary and available to parents and the District in accordance with the NH Rules - Ed 1122.

**Unilateral Placement**
When parents unilaterally place a student with disabilities in a private school, the parents have 90 days to file for a due process hearing seeking reimbursement. RSA 186-C: 16-b, II.

The statute of limitations does not begin to run until:

1. Parents receive notice of the Statute of Limitations and;
2. Proper written notice of their procedural rights pursuant to 20 U.S.C. section 1415 (d), RSA 186-C: 16-b, III.

**File Complaint**
The parent shall have the right to file a complaint, in accordance with the NH Rules - Ed 1121.01(a), to report actions taken by the District that are contrary to the provisions of state and federal requirements regarding the education of children with disabilities.

Please see Appendix J for a copy of the NH Special Education Procedural Safeguards Handbook.
8. PUPIL EVALUATION TO PLACEMENT

Concord School District implements the Special Education Process utilizing the following sequence:

a. Referral
b. Evaluation
c. Determination of eligibility
d. Development and approval of IEP
e. Placement
f. Ongoing monitoring of the IEP; and
g. Annual review of the IEP.

REFERRAL AND DISPOSITION OF REFERRAL (Ed 1106)

Any student age 2.5 to 21 years suspected of having a disability may be referred to the District by parents, District personnel, or any other concerned party. A child’s parents may also contact their child’s teacher(s) or other school professional to request an evaluation. This request may be verbal or in writing; however, parents will be asked to place their request in writing and submit it to the building principal (or designee). Assistance in completing this written request shall be available to parents upon request.

Upon receipt of a referral from someone other than parent and prior to the evaluation of a child suspected of being a child with a disability, the District shall immediately send written notification of the referral to the parent. Procedural Safeguards and any other relevant information your District provides parents will be included with the parent notification.

A meeting will be scheduled and held within 15 calendar days of receipt of the referral to review the referral and determine the appropriate course of action. At a minimum, the following people shall be invited to be part of the referral team:

- Parents,
- Classroom teacher or (if the child is not in school) another person knowledgeable regarding the student,
- Other school personnel as appropriate, and

This District representative shall be qualified to provide, or supervise the provision of, specially designed instruction to meet the unique needs of children with disabilities, knowledgeable about the general curriculum, and knowledgeable about the availability of District resources.

The team will review concerns raised in the referral and decide which of the following actions should occur.

1. Determination that student is not suspected to be a child with a disability

   a. The IEP team considers information available, including parent concerns, and determines that no evaluation is needed.

   b. The IEP team may recommend intervention strategies to be used in the regular class or other District options (SAT Team; Section 504 Team, etc).
2. **Determination that child may be a child with a disability**
   
a. The IEP Team considers information available, including parent concerns, and determines that further evaluation is needed to address concerns and determine if the child is eligible for special education and related services.

b. The IEP Team may request additional information from outside sources. Parents will be asked to provide written consent for the District to obtain this information.

c. The IEP Team shall document its decision(s) in a Written Prior Notice, and request written parental consent for evaluation.

In either situation, if the child’s parent disagrees with the team’s disposition of the referral, the parent or District may activate the due process procedures (described in Appendix B – Complaint/Dispute Resolution Procedures, Ed 1120). The District shall comply with federal and state law and regulations when accepting referrals and transitioning children from early supports and services programs to preschool programs.

**EVALUATION (Ed 1107)**

When the team determines that additional information is necessary, a full and individual evaluation is provided to determine if the child is a “child with a disability” and to determine the educational needs of the child. The IEP Team plans initial evaluations and re-evaluations, and parents are active participants in the evaluation planning process. Evaluations will be provided based on the suspected disability (or disabilities), and in accordance with the NH Rules. The child’s educational history shall be reviewed, including identification of the child’s past opportunities to have acquired important skills and information.

The District shall comply with state and federal laws and regulations relative to initial evaluations, evaluation procedures and re-evaluations, including the additional procedures required for evaluating children with specific learning disabilities.

Written parental consent is required in order for the District to conduct evaluations as a part of an eligibility determination. If parental consent for evaluation is not granted, the District shall have the authority to pursue dispute resolution processes. (Ed 1120.05 (c)) Written parental consent shall also be required for individual evaluations that are necessary to further diagnose the needs of a child who has previously been determined to be a child with a disability.

The District shall complete all evaluations within 45 calendar days of receipt of written consent from the parent. When circumstances warrant additional time to complete evaluations, only one extension of UP TO 15 days may be granted upon written consent of the parties (Ed 1107.01 (d)). A copy of this written agreement will be placed in the child’s confidential file with the signed permission to test. When an extension is requested, the team shall make every effort to complete the evaluation in the shortest amount of time possible.

If a child with a disability moves into the District from another NH District his/her disability identification will be honored without delay.

If the child is moving into the District from another state, an IEP Team meeting will be convened as soon as possible to review the types of evaluations that have previously been conducted and to plan any further evaluations necessary to determine eligibility in accordance with the NH Rules. If evaluations are not sufficient or current, further evaluations will be conducted as per Team agreement. Formal eligibility as a child with a disability, as defined in the NH Rules, shall be determined within 45 calendar days of receipt of parental permission to evaluate. The student will receive special services in
accordance with the out of state IEP during this interim period.

The District shall ensure that evaluation materials and instructions are presented in the child’s native language or other mode of communication and in the form most likely to yield information on what the child knows, and can do academically, developmentally and functionally, unless it is clearly not feasible. Standardized tests and materials in the child’s native language shall be used whenever possible. If it is not possible to administer a test in this manner, the test will not be used. Ed 1109.03(h)

Examiners shall be responsible for selecting current assessment tools that have been demonstrated to be reliable and valid. The District shall periodically review and consistently update test materials to the most current editions. Examiners shall be expected to use all test materials for their intended purpose. If an assessment is not conducted under standard conditions, a description of the extent to which it varied from standard condition must be included in the evaluation report. The District shall ensure that all evaluators are qualified according to the NH Rules. (See Table 1100.1 – Appendix D) Each evaluator shall prepare a test report reflecting the data and their conclusions.

DETERMINATION OF ELIGIBILITY FOR SPECIAL EDUCATION Ed 1107, Ed 1108, Ed1108.01(a), Ed 1109.03(h)

It shall be the policy of Concord School District to evaluate students suspected of having a disability in a manner consistent with the procedures and standards included in the district’s special education policies and procedures manual and with the Eligibility Determination Forms by Disability forms in Appendix H.

Upon the completion of the administration of tests, and other evaluation materials, a Team of qualified professionals and the parent of the child will meet to review the results and recommendations of the evaluations and to determine whether the child is a child with a disability and that the child requires specialized instruction. At this meeting, Team members will draw upon information from a variety of sources, including aptitude and achievement tests, parent input, teacher recommendations, physical condition, social or cultural background, and adaptive behavior. They must ensure that the information obtained from all of these sources is documented and carefully considered. The Team will complete a written summary containing the results of the various diagnostic findings and forward a copy of the report to the parent and maintain a copy for the child’s records. The report shall include, at a minimum Ed 1108.01(a), Ed 1109.03(h):

1. The results of each evaluation procedure, test record, or report;
2. A written summary of the findings of the procedure, test record, and/or report; and
3. Information regarding the parent’s right of appeal in accordance with the NH Rules – Ed 1120 and a description of the parent’s right to an independent evaluation in accordance with the NH Rules – Ed 1107.03.

NOTE: Upon request from parents, the IEP Team shall provide access to test results and other relevant records 5 days prior to the LEA Team meeting. (Ed 1107.04 (d))

A child may not be determined to be eligible if the determining factor for that eligibility decision is lack of instruction in reading or math, limited English proficiency, or the child does not otherwise meet the eligibility criteria under state guidelines. If a determination is made that a child has a disability and needs special education and related services, a meeting to develop an IEP shall be conducted within 30 calendar days of the eligibility meeting.

Additional Procedures for Evaluating Children with Specific Learning Disabilities
Concord School District specific learning disabilities procedures in Appendix H of the District special education manual will be utilized to determine the existence of a specific learning disability using multiple sources of data to identify a child’s pattern of strengths and weaknesses in performance, achievement, or both, relative to age, intellectual development, and state approved grade-level standards. A specific learning disability is determined though professional judgment using multiple supporting evidences. The manner in which a student responds to instruction and interventions will also be considered in the determination of eligibility as a child with a specific learning disability.

Determination of eligibility of specific learning disability

When a child is suspected of having a specific learning disability, the District shall comply with the additional evaluation requirements for this disability category.

A. A group may determine that a child has a specific learning disability if:

1. The child does not achieve adequately for his/her 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 child’s age or State-approved grade-level standards:
   - Oral Expression
   - Listening Comprehension
   - Written Expression
   - Basic Reading Skill
   - Reading Fluency Skills
   - Reading Comprehension
   - Mathematics Calculation
   - Mathematics Problem Solving

2. The child does not make sufficient progress to meet age or State-approved grade-level standards in one or more of the areas identified in paragraph 1 of this section when using a process based on the child’s response to scientific, research-based interventions or

3. The child exhibits a pattern of strengths and weaknesses in performances, achievement, or both, relative to age, State-approved grade-level standards, or intellectual development, that is determined by the group to be relevant to the identification of a Specific Learning disability, using appropriate assessments, consistent with §§ 300.304 and 300.305 and

4. The group determines that its findings are not primarily the result of:
   - A visual, hearing, or motor disability;
   - Intellectual disability;
   - Emotional disturbance;
   - Cultural factors;
   - Environmental or economic disadvantage; or
   - Limited English proficiency
**PLEASE NOTE:** The NH DOE clarifies that the initial evaluation of a child suspected of having a specific learning disability requires an intelligence test. Academic/Performance/Achievement Assessments, classroom observations and vision and hearing screenings are also required.

5. Teams must consider the student’s achievement measured against expectations for the child’s age and grade level standards/expectations set by the state.

B. In order to ensure that underachievement in a child suspected of having a specific learning disability is not due to lack of appropriate instruction in reading or math, the group must consider, as part of its evaluation.

1. Data that demonstrate that prior to, or as a part of, the referral process, the child was provided appropriate instruction in regular education settings delivered by qualified personnel; and

2. Data-based documentation of repeated assessments of achievement at reasonable intervals, reflecting formal assessment of student progress during instruction, which was provided to the child’s parents.

C. The District shall promptly request parental consent to evaluate the child to determine if the child needs special education and related services, and shall adhere to the established timeframes (unless extended by mutual written agreement of the child’s parents and the District.)

1. If, prior to a referral, the child has not made adequate progress after an appropriate period of time when provided instruction; and

2. Whenever a child is referred for an evaluation.

**Observation:**

A. At least one Team member other than the child’s regular teacher shall observe the child’s academic performance in the regular classroom setting.

B. In the case of a child of less than school age or out of school, a team member shall observe the child in an environment appropriate for a child of that age.

**Written Report:**

A. For a child suspected of having a Specific Learning Disability, the documentation of the Team’s determination of eligibility shall include a statement of:

1. Whether the child has a specific learning disability;

2. The basis for making the determination;

3. The relevant behavior, if any noted during the observation of the child; and the relationship of that behavior to the child’s academic functioning;

4. The educationally relevant medical findings, if any;

5. Whether the child does not achieve adequately for the child’s age or to meet State-approved grade level standards and the child does not make sufficient progress to meet age or State-approved grade level standards or the child exhibits a pattern of strengths and weaknesses in performance, achievement, or both, relative to age, State-approved grade level standards or intellectual development.

6. The determination of the group, concerning the effects of a visual, hearing or mother disability; intellectual disability; emotional disturbance; cultural factors; environmental or
economic disadvantage; or limited English proficiency on the child’s achievement level,

7. If the child has participated in a process that assesses the child’s response to scientific, research-based intervention. The instructional strategies used and the student-centered data collected; and the documentation that the child’s parents were notified.

For purposes of evaluating whether a child has a Specific Learning Disability one or more of the following criteria shall be used:

1. A discrepancy model between intellectual skills and achievements,

2. A process that determines if the child responds to scientific, research-based intervention as part of the evaluation procedures. Ed 1107.02

Each Team member shall certify in writing whether the report reflects his or her conclusion. If it does not reflect his or her conclusion, the team member must submit a separate statement presenting his or her concerns and reason(s) for not being in agreement.

RE - EVALUATION Ed 1107.05 (a)

The District shall ensure that a re-evaluation of each child with a disability is conducted at least once every three years or sooner if the child’s parent or teacher requests a re-evaluation.

The IEP Team, including parents as active participants and other qualified professionals as appropriate, shall plan re-evaluations. The Team may determine that previous assessments used to determine eligibility are still considered to be valid. Such decisions must be documented in the Written Prior Notice form.

INDEPENDENT EDUCATIONAL EVALUATIONS Ed 1107.03

Parents of a child with a disability have the right to obtain an independent educational evaluation at public expense if they disagree with an evaluation conducted by the District.

If parents request an independent educational evaluation at public expense, the District shall either initiate a due process hearing to show that its evaluation is appropriate or ensure that an independent educational evaluation is provided at public expense, unless it has demonstrated at a hearing that the evaluation obtained by the parent does not meet the District’s criteria.

The District may ask for the reason why parents object to the District’s evaluation; however, the explanation shall not be required and the District shall not unreasonably delay either providing the independent educational evaluation at the public expense or initiating a due process hearing to defend the District’s evaluation.

If a parent obtains an independent educational evaluation at private expense, the District shall consider the results of the evaluation if it meets the District’s criteria. If an independent educational evaluation is at public expense, the criteria under which the evaluation is obtained, including the location of the evaluation and the qualifications of the examiner, must be the same as the criteria that the District uses when it initiates an evaluation, to the extent those criteria are consistent with the parent’s right to an independent educational evaluation. The criteria determined by the District must not be so restrictive that it effectively prohibits the parent’s choices Ed 1107.03 (c). Results of an independent evaluation obtained at parent’s expense may be presented as evidence at a hearing regarding the child.

DEVELOPMENT OF THE INDIVIDUALIZED EDUCATION PROGRAM (IEP) Ed 1109, Ed 1109.01 (a)(1), Ed 1109.03 (h)

A meeting to develop an Individualized Education Program (IEP) for the child shall be conducted within 30 calendar days of a determination that the child needs special education and related services.
For previously identified children with disabilities, the IEP must be in place at the beginning of the school year. Ed 1109

The District shall take steps to ensure that one or both of the child’s parents attend each IEP meeting or are afforded the opportunity to participate. IEP meetings will be scheduled during the day at a mutually convenient time and place. The District shall ensure that parents of a child with a disability receive written notice no fewer than 10 calendar days before an IEP meeting is to occur. The notice shall include the purpose, time, location, and identification of the participants. The 10-day notice requirement may be waived with the written consent of the parent or upon the written request of the parent. If the parent is unable to attend a meeting, they may ask for it to be rescheduled or held in a different location. The District shall consider alternative ways for the parent to participate if he or she is not able to physically attend a meeting, such as a telephone conference call. If for some reason parents cannot take part in scheduled meetings, documentation of the attempts made to include the parent shall be kept. Ed 1103.01

THE IEP TEAM Ed 1103.01 (a), Ed 1107, Ed 1108, Ed 1109

A Team approach shall be used to develop an IEP for each child with a disability. The IEP Team shall include:

1. The parent(s) of the child
2. Not less than one regular education teacher of the child (if the child is, or may be, participating in the regular education environment)
3. Not less than one special education teacher of the child, or, where appropriate, not less than one special education provider of the child
4. A representative of the public agency who:
   a. Is qualified to provide or supervise the provision of specially designed instruction to meet the unique needs of children with disabilities.
   b. Is knowledgeable about the general curriculum; and
   c. Is knowledgeable about the availability of resources of the public agency
5. An individual who can interpret instructional implications of evaluation results,
6. Other individuals who have knowledge or special expertise regarding the child (at the discretion of the parent or school District).
7. Transition service representative if applicable. Ed 1109.01 (a)(10)
8. If appropriate, the child.

A Team member may be excused from the whole or part of the meeting if the parent and the District agree the member’s area of curriculum or related services is not being modified or discussed. PLEASE NOTE: The LEA must notify the other party 72 hours before a scheduled meeting or upon learning of the expected absence of a team member, whichever is earlier. (Ed 1103. 01 (d)).

The Team member may be excused only if the parent and the District provide written consent to the excusal. The Team member must submit written suggestions and about the development of the IEP to the parent and IEP team prior to the meeting.

In the case of a child who was previously provided Early Supports and Services (Part C of the IDEA), an invitation to the initial IEP Team meeting shall, at the request of the parent, be sent to the Part C service coordinator or other representatives of the Part C system to assist with the smooth transition of services.
Team members may, at times, fulfill more than one role. IEPs shall be developed collaboratively and include all necessary components as designated in state and federal laws and regulations. Transition goals, related services and/or other related services and/or supports shall be included in the discussion and incorporated into the IEP as appropriate. This includes transition to adult life as well as transitions from grade to grade, school to school or from one agency to another. Necessary supports to ensure successful transitions will be documented.

When a vocational education component is being considered for a child with a disability, vocational assessment(s) shall be administered to the child by diagnosticians qualified as specified by the publisher of the assessment. The IEP Team membership shall include an individual knowledgeable about the vocational program(s) being considered. If the IEP Team determines that vocational education is to be provided, a vocational education component shall be included as an integral part of the IEP. Goals and objectives, as well as any appropriate accommodations and/or modifications, will be developed for the IEP unless the student will participate in the vocational class/program without the need for modifications. Transition goals related to vocational programming will be reflected in the Individual Transition Plan and in the summary of the child’s academic achievement and functional performance (completed before graduation from secondary school with a regular diploma or exceeding the age of eligibility for FAPE). Ed 1109.01 (c)(10)

The District shall ensure that each child with a disability has access to appropriate instructional equipment and materials for the proper and timely implementation of the IEP, including assistive technology devices or aids. Ed 1109.03 (h)

The District shall provide complete copies of the IEP to all teachers and service providers listed as having responsibilities for implementing the IEP for working and monitoring purposes. In addition, the District shall provide a private school or non-District provider responsible for implementing the IEP with a copy of the child’s IEP. The NH DOE interprets this to mean a paper copy. Ed 1102, Ed 1109.01 (a)(9), Ed 1109.03 (a), Ed 1109.04, Ed 1109.04 (b)

The District shall maintain written evidence documenting implementation of the child’s IEP, including, but not limited to (Ed 1109.04 (b):

1. all special education and related services provided;
2. any supplementary aids and services provided; Ed 1109.01 (a)(1), Ed 1109.03 (h), Ed 1109.04 (b),
3. program modifications made; and
4. support provided for school personnel implementing the IEP.

The IEP Team shall determine the appropriate duration of an IEP, which shall not exceed 12 months. The IEP shall be reviewed at least annually and if necessary, revised. The LEA shall conduct annually, at or near the end of the term of the IEP, a meeting for the purpose of assessing the effectiveness of the present program, and to design an IEP, including Extended Year Services if determined by the IEP team to be necessary for FAPE. Ed 1109.01 (a), Ed 1109.04 (b)

The District shall seek to obtain informed consent from a parent on the IEP before providing special education and related services to a child.

- In accordance with IDEA 2004, if a parent refuses to consent to the initial provision of special education and related services, the District shall not initiate a request for mediation or due process hearing. The LEA shall have the authority to initiate court proceedings to authorize the initial provision of special education services. (Ed 1120.05 (d)).
• If a parent refuses to consent to the provision of special education and related services other than initial provision of such services, the District shall initiate a due process hearing as specified in Ed 1123.

At any time, the parent of District can request another meeting to discuss any areas of concern regarding provisions in the IEP.

IEP DEVELOPMENT FOR STUDENTS WHO TRANSFER Ed 1109.03 (e)(f)

If a child with a disability who had an IEP that was in effect in a previous New Hampshire school District transfers to Concord School District during the same year, the District shall consult with the child’s parents and provide services comparable to those described in the child’s IEP, or develops, adopts and implements a new IEP for the student.

If a child with a disability transfers from a District outside of New Hampshire, Concord School District shall additionally determine if an evaluation is necessary in order to complete the previously described IEP process for the new student. The District shall provide a free appropriate public education, including services comparable to those described in the child’s IEP from the previous District during this process.

MONITORING AND RE-EVALUATION (Ed 1109.06)

The District shall develop and implement procedures to ensure that IEPs are monitored in a regular and systematic manner. Student progress shall be monitored continually so that adjustments can be made as needed to ensure that each student is progressing adequately toward the goals and benchmarks/objectives in his or her IEP. Progress shall be monitored in accordance with the IEP through a variety of means such as consultation, observation, work samples and post testing. Parents will be notified of their child’s progress throughout the year at least as often as parents of children without disabilities are notified of their child’s progress. If a student is not progressing adequately toward the goals and benchmarks/objectives in the IEP, a Team meeting shall be called to discuss possible IEP or program adjustments which may facilitate progress. Conversely, if a student has met or exceeded the goals and benchmarks/objectives in the IEP, the IEP will be amended to reflect new goals. Ed 1109.01 (a), Ed 1109.01 (a)(9), Ed 1109.03 (h)

The IEP Team may be reconvened at any time to review the provisions of the IEP. The LEA shall, upon a written request for an IEP Team meeting, schedule a mutually agreeable time and date, convene the IEP Team, or provide the parent/guardian/adult student with written notice detailing why the LEA refuses to convene the requested meeting. All of the above must be completed within 21 days.

NOTE: Both IDEA (34CFR300.324 (a) (4) and NH Rules (Ed 1109.03 (h)) allow the parents and the District to agree to amend or modify the IEP without a meeting and to develop a written plan to amend or modify the IEP which must be shared with all IEP Team members.

PLACEMENT OF CHILDREN WITH DISABILITIES

The District shall ensure that, to the maximum extent appropriate, children with disabilities, including children in public or private institutions or other care facilities shall be educated with children who do not have disabilities. Special classes, separate schooling, or other removal of children with disabilities from the regular educational environment occurs only when the nature or severity of the disability is such that education in regular classes with the uses of supplementary aids and services cannot be achieved satisfactorily.

IEP Team Ed 1103.01 (a)

The IEP Team (including the parents) shall make placement decisions in accordance with state and federal laws and rules. For each child with a disability, the IEP team shall include:
1. The parents of the child
2. Not less than one regular education teacher of the child (if the child is, or may be, participating in the regular education environment).
3. Not less than one special education teacher of the child, or, where appropriate, not less than one special education provider of the child
4. A representative of the public agency who
   a. is qualified to provide or supervise the provision of specially designed instruction to meet the unique needs of children with disabilities
   b. is knowledgeable about the general curriculum; and
   c. is knowledgeable about the availability of resources of the public agency
5. Other who have individuals who have knowledge or special expertise regarding the child (at the discretion of the parent of school District),
6. Transition service representative if applicable, Ed 1109.01 (a)(10)
7. If appropriate, the child.

**PLACEMENT DECISIONS (Ed 1111)**

The decision where a child with a disability receives supports and services shall occur after the development and approval of the Individualized Education Program (IEP). The placement decision shall be based on the unique educational needs of the child as specified in the Individualized Education Program and the requirements for placement in the Least Restrictive Environment (LRE).

In making placement decisions, the IEP Team shall:

1. Draw upon information from a variety of sources, including but not limited to aptitude and achievement tests and teacher recommendations;
2. Consider information about the student’s physical condition, social or cultural background, and adaptive behavior;
3. Ensure that information obtained from all of these sources is documented and carefully considered;
4. Ensure that the placement decision is made by a group of persons knowledgeable about the child, the meaning of the evaluation data, and the placement options.
5. Ensure that the placement decision is made in conformity with the Least Restrictive Environment. That is, to the maximum extent appropriate, children with disabilities are educated with children who do not have disabilities and separate schooling occurs only when the nature or the severity of the disability is such that education in regular classes cannot be achieved satisfactorily. Ed 1111.01 (a), Ed 1108.01 (a)

The District shall offer a continuum of alternative learning environments from least restrictive to most restrictive. These learning environments shall be available for children with disabilities including children of preschool age. Supplementary services shall be provided in conjunction with regular class placement. Ed 1111.03

Each child’s educational placement shall be reviewed annually and shall be based on his/her Individualized Education Program (IEP). The placement shall be as close as possible to the child’s home. If possible, a child with a disability shall be educated in the school he/she would attend if a disability did not exist. The Least Restrictive Environment shall be selected with consideration given to
any potentially harmful effects to the child or on the quality of services described in the child’s Individualized Education Program (IEP).

The District shall ensure that children with disabilities participate with non-disabled peers, to the maximum extent possible, in non-academic activities, such as recess, lunch and specials (art, music). Ed 1109.01(a)(1)

The District shall ensure that parents are afforded the same notification for placement meetings as they receive for IEP meetings, including a minimum of 10 days’ notice, unless the 10-day notice requirement is waived in writing. Special education placements shall require written consent from parents prior to implementation, and shall be determined at least annually.

Graduation from high school with a regular high school diploma shall constitute a change in placement, requiring Written Prior Notice and parental consent. Graduation from high school with a regular high school diploma does not however, require evaluations to discharge from special education services. A summary of performance shall be developed by the student, IEP team and parents to facilitate information sharing after the student leaves school. Ed 1109.01 (a) (10)

**HOME INSTRUCTION Ed 1111.05**

The District shall provide students with home instruction as follow:

1. Preschool students with disabilities may receive all or a portion of their special education program at home depending upon the need as specified in the IEP.

2. Children with disabilities ages 6-21 may receive a home instruction program on a temporary basis. Such programs shall minimally include 10 hours per week of specially designed instruction as specified in the student’s IEP and may also include educationally related services as specified in the child’s IEP. Related services to be provided shall be in addition to the 10 hours of specially designed instruction. Services shall be implemented by qualified personnel.

3. Home instruction for children at least 6 years of age but less than 21 years of age shall offer access to the general curriculum and allow students to participate with non-disabled children to the maximum extent appropriate to the need of the student.

4. Except as noted in Ed. 1115.05 (g), temporary home-based programming shall not exceed 45 days in a school year.

5. Home-based programs described in Ed. 1111.05 shall not include parent designed home education programs as authorized in Ed. 315.

6. A child with a disability who is in a hospital or institution may receive special education or special education and educationally related services in that setting.

When rare, unusual, and extraordinary circumstances are such that it may be appropriate to implement the IEP for a child with a disability at home for more than 45 days of a school year, the District shall submit all required information, including the child's IEP, minutes of the IEP team meeting at which the decision to implement the home instruction was made, to the State Director of Special Education for review least 10 days prior to the 46th day of the home-based program. A written plan for transition of the child into a less restrictive environment shall be developed and submitted as part of this process.

**EXTENDED SCHOOL YEAR SERVICES (ESY) Ed 1110, Ed 1110.01**

Extended school year services are special education and related services provided to a child with a disability beyond the normal school year and in accordance with the child’s IEP, and at no cost to the parents of the child. The District shall ensure that ESY services will be available as necessary to
provide each child with a disability a free, appropriate public education.

The child’s IEP Team shall determine the child’s need for extended school year services. The District shall not limit extended school year services to particular categories of disability unilaterally limit the type amount or duration of those services of those services. The District shall provide extended school year services at times during the year when school is not in session, if determined by the IEP team to be necessary for the provision of FAPE, and shall not limit ESY services to the summer months.

**NOTE:** ESY services provided in non-special education or non-District programs shall be supervised on site by appropriately certified LEA personnel no less that once a week. Ed 1110.01 (c) The certification requirements for ESY personnel are the same as during the school year.
Concord School District is committed to providing effective, high quality special education services to all children with disabilities. The District continually evaluates the special education and educationally related services it provides to children with disabilities to ensure that all students’ unique needs are met.

The District determines, at least annually, the degree to which special education and related services being provided for children with disabilities are effectively meeting the students’ needs. As part of its evaluation activities, the District also identifies program deficiencies and plans for future needs.

Evaluation of the overall functioning, efficiency and success of the special education programs offered by the District is conducted through a combination of objective and subjective techniques. This process includes an internal monitoring and review component that considers both individual and general program impact, as well as an external review process, which consists of the NH Department of Education Program Approval and Improvement Process and the NH Department of Education Special Education Compliance Monitoring Process.

**Individual Program Impact**

The effectiveness of students’ individualized education programs is determined through a careful analysis conducted by each child’s IEP Team. The IEP Team monitors the child’s progress toward achieving the measurable goals, including post-secondary goals when age appropriate, detailed in the student’s IEP. Evaluation measures may include:

- Curriculum based measurement
- Student observation
- Post testing and diagnostic reevaluations
- IEP progress reports
- Report cards
- Input from parents
- Student movement from more restrictive to less restrictive educational settings

**General Program Impact**

Participation in state and District-wide assessments is part of the statewide accountability system that helps to ensure that all children have a fair, equal, and significant opportunity to obtain a high-quality education through the New Hampshire Curriculum. Concord School District ensures that all students with disabilities have the opportunity to participate in state and District-wide assessments with appropriate accommodations as necessary, to show what they know and can do, and how they are progressing, based upon challenging state academic achievement standards.

Decisions about accommodations are determined by IEP Teams and are specified in each student’s IEP. Students currently in grades 2, 3, 4, 5, 6, 7, and 10, who are identified by their IEP Teams as appropriate for alternate statewide assessment based upon alternate achievement standards, will be included in New Hampshire’s Alternate Portfolio Assessment of Reading, Writing, and Mathematics skills, also known as: NH-Alt. This process begins each school year in September and ends in April for all participating students.
In a similar manner, the IEP team determines alternate forms for District-wide assessments to be provided for all eligible students.

Results of group assessments are formally analyzed by District staff to determine trends and patterns that may reflect areas in need of improvement. Instructional decisions are made in accordance with the analysis of assessment results in order to more effectively meet the needs all students. Alternate assessments are examined in order to reflect on progress, programming needs and potential adjustments that may be needed for students with more significant disabilities.

The following strategies are included in those utilized to assess general program effectiveness in the special education department:

- Parent Surveys
- General Staff Surveys
- Special Education Focus Group Meetings
- Professional Development Needs Survey
- New Hampshire Special Education Information System data
- Progress-monitoring areas-web

The above information will be used to identify program needs, training needs and any gaps in services that may exist. Systemic changes for the upcoming school year will be considered and planned for, based on the information gathered. Additionally, the information will be used to plan District professional development activities.

All professional and educational assistant staff members within the District are evaluated using a predetermined system aimed at professional growth and development. Feedback is provided to all in the form of (commendations and recommendations; summative evaluation; etc). In this way, Concord School District ensures that all staff may continue to improve their knowledge and skills in order to effectively meet the needs of all students.

**NH Department of Education Focused Monitoring**

The findings and recommendations from the external “Program Approval and Improvement Process,” conducted by the NH Department of Education on January 15-31 2014, have been carefully considered and addressed by all members of the Concord School District Administrative Team. Team members/District officials have analyzed the August 18, 2014 NHDOE Special Education Compliance Monitoring Report and are implementing the necessary activities to ensure full compliance with state and federal laws and regulations. Upon notification from the NH Department of Education regarding areas of non-compliance, all corrective action activities shall be completed by October 15, 2014, but in no case later than one year.

**NOTE:** Concord School District was last monitored by the Department of Education on January 15-31, 2014 and all special education programs were approved. The resulting August 18, 2014 NHDOE Special Education Compliance Monitoring Review Report is posted on the NHDOE website.
10. OTHER AGENCIES Ed 1105

It is the practice of Concord School District to coordinate its efforts with other local and state agencies whenever possible, in order to meet the needs of children with disabilities and their families.

The District shall work cooperatively with all social service or other agencies within the surrounding area that provide medical, mental health, welfare, and other human services. Formal relationships with agencies are typically established through the Director of Student Services.

The Director of Student Services shall contact all public and private agencies to explain the District’s obligation to identify and evaluate all children suspected of being a child with a disability. Further, public and private agencies shall be notified of the process for their participation in the District’s special education procedures as detailed in Section 2 Child Find of this Plan.

Children Placed in Homes for Children, Health Care Facilities, or State Institutions Ed 1105.03

The District shall assure the provision of a free, appropriate public education to children with or who might have disabilities that are in residential placement or placements awaiting disposition of the courts and committed juvenile students with or who might have disabilities to the extent that such students are not covered under Ed. 1136. The District shall assuare compliance with all regulations and procedures established under the NH Rules – Ed 1105.03.

Transition of Children from Part C to Preschool Programs Ed 1105.04

Children participating in Family Centered Early Supports and Services (ESS) and who will participate in preschool special education shall experience a smooth and effective transition to those programs.

The District shall participate in transition planning conferences arranged by representatives of ESS. An IEP will be developed and will be in effect for eligible children by the third birthday.

PLEASE NOTE: The transition process must include a written interagency agreement (Memorandum of Understanding) between the LEA and the local area agency responsible for family centered supports and services in the community.
11. PARENTALLY PLACED CHILDREN WITH DISABILITIES
Ed 1112

Concord School District shall ensure that children with disabilities who are placed by their parents in private schools have equitable participation in special education programs pursuant to state and federal regulations.

In accordance with the New Hampshire Education Rules, children who are receiving home education shall not be considered to be children attending a private school.

**Child Find Ed 1105**

The District must locate, identify and evaluate all children with disabilities attending all private schools, including religious schools, within the geographic boundaries of the District. Private schools must be approved as “elementary” or “secondary” schools as listed in NHSEIS.

On an annual basis, the District consults with representatives of private schools and representatives of parentally placed students to decide:

1. How parentally placed private school children will participate equitably, and
2. How parents, teachers, and private school officials will be informed of the District’s year-round child find activities.

All child find activities conducted for children enrolled in private schools by their parents are similar to those activities conducted for children who attend public schools within the District. The District maintains records and reports the number of private school students evaluated, the number of children determined to be children with disabilities, and the number of parentally placed private school children with disabilities who are served to the NH Department of Education on an annual basis.

A “Notice to Parents of Private School Children” is distributed to local newspapers for publication, as well as posted at each private school located within the boundaries of the District each year. This notice fulfills the District’s obligation to invite representatives of parents of the children with disabilities who are enrolled in the school to the consultation meeting.

**Consultation**

The District conducts timely and meaningful consultation with representatives of private schools and representatives of parents of parentally placed private school children with disabilities in order to design and develop special education and related services for eligible children who attend private schools within the District. The consultation process operates throughout the school year to ensure that parentally placed children have the opportunity to meaningfully participate in special education and related services. For profit private schools are no entitled to any special education services.

Through the consultation process, the District decides:

1. Which children will be served,
2. What services will be provided,
3. How and where the services will be provided, and
4. How the services will be evaluated.

The District documents the decisions these decisions on the Affirmation of Consultation form. The completed form is sent to each private school providing and rationale of the District’s decisions.
Provision of Services

Services to parentally placed private (non-profit) school children are provided, by personnel meeting, the same standards as those required in the District. Eligible children have no individual right to services and they may receive different amounts of services than those provided to students in the public schools. An Individual Service Plan (ISP) will be developed for each child eligible to receive services.

Private elementary and secondary school teachers who are providing equitable services to parentally placed private school children with disabilities do not have to meet the highly qualified special education teacher requirements.

PLEASE NOTE: IDEA grant monies may be applied toward these procedures and any unexpended funds must be carried over for one year.
12. INSTRUCTIONAL MATERIALS IN ACCESSIBLE FORMAT
   Ed 1109.03 (h), Ed 1126.01 (b) (12)

Concord School District ensures that children with disabilities who need instructional materials in accessible formats will receive those materials, as set forth in their IEP's or dictated by their disabilities, at the same time other non-disabled children receive their instructional materials.

Such materials may include, but are not limited to, Braille texts, books-on-tape, specialized software, etc. Ed 1109.03 (h)
Appendices

Appendix A
DISCIPLINE PROCEDURES FOR CHILDREN WITH DISABILITIES
Ed 1124
34 CFR 300.530 – 300.536

Suspensions of Ten Days or Less During the School Year Ed 1124.01 (a)(3)
Children with disabilities shall be entitled to the same protections and procedures that are available to children without disabilities. School personnel may remove a student with a disability, who violates the code of conduct, from his or her current educational placement under certain circumstances. A student may be removed to an interim alternative educational setting, another setting, or suspension, for not more than 10 school days at a time for a violation of school rules in accordance with the discipline policy of the District that is used for all students, unless it is determined that the removal constitutes a change of placement.

When a child is removed from his or her current placement for 10 or fewer days in the school year, the District shall not be required to provide any special or regular education services during the suspension, as long as those removals do not constitute a change of placement under 34 CFR 300.536.

When these removals (10 days or less at one time) accumulate to more than 10 days in a school year, school personnel, in consultation with at least one of the child’s teachers, shall determine the extent of services needed to enable the child to progress in the general curriculum and toward the IEP goals, and the location in which the services will be provided.

School personnel may consider unique circumstances on a case-by-case basis whether a change in placement is appropriate for a student with a disability who violates the code of conduct. Change of placement includes removal for more than 10 consecutive days or a series of removals in excess of 10 days that constitute a pattern. When disciplinary action results in a change of placement, notice shall be provided to parents the day the decision is made.

Suspensions of More Than Ten Days Ed 1124.01 (d)(4)
When any change in placement is contemplated for more than 10 school days because of a violation of a code of student conduct, the District, the parent, and relevant members of the IEP Team shall convene no later than 10 school days after the school decides to suspend the child and review:

▪ all relevant information in the student’s file;
▪ the child’s IEP;
▪ any teacher observations; and
▪ any relevant information provided by the child’s parents

To determine:
▪ if the conduct in question was caused by the child’s disability or had a direct and substantial relationship to the child’s disability; or
▪ if the conduct in question was a direct result of the District’s failure to implement the IEP.

If either of the above determinations is affirmative, the conduct shall be determined to be a
manifestation of the child's disability. If determined that the child's conduct is a direct result of the District's failure to implement the IEP, the District shall take immediate steps to remedy those deficiencies.

If the behavior is not a manifestation of the student's disability, relevant disciplinary procedures that apply to students without disabilities may be applied in the same manner as they would be applied to other students, except that appropriate educational services must continue.

**Manifestation Determination Decision Ed 1124.01 (e)(f)**

If the District, the parent, and relevant members of the IEP Team determine that the child's conduct was a manifestation of his/her educational disability, the IEP Team shall:

1. Conduct a functional behavioral assessment and implement a behavioral intervention plan for the child, or
2. If a behavioral intervention plan has been developed, the Team shall review the existing plan and modify it as necessary to address the behavior; and
3. Except under “special circumstances” return the child to the placement from which he/she was removed, unless the parent and the District agree to a change of placement as part of the modification of the behavioral intervention plan.

"Special Circumstances” allowing for removal to an Interim Alternative Educational Setting Ed 1124.01

The child may be removed from his/her current placement by school personnel and placed by the IEP Team in an Interim Alternative Educational Setting (IAES) for up to forty-five (45) school days without regard to the manifestation determination in cases where the child:

1. Carried or possessed a weapon to or at school, on school premises, or to or at a school function under jurisdiction of a state educational agency (SEA) or District;
2. Knowingly possessed or used illegal drugs, or sold or solicited the sale of a controlled substance, while at school, on school premises, or at a school function under the jurisdiction of an SEA or District; or
3. Inflicted serious bodily injury* upon another person while at school, on school premises, or at a school function under the jurisdiction of an SEA or District.

* Serious Bodily Injury: defined in USC 1365 (g) means a bodily injury that involves a substantial risk of death; extreme physical pain; protracted and obvious disfigurement; or protracted loss or impairment of the function of a bodily member, organ or faculty.

No later than the date of the disciplinary decision, the District shall notify the parents of the decision and of the procedural safeguards. If parents disagree with the decision and request an appeal, the child shall remain in the alternative setting pending the appeal.

If there is a disagreement with the parents, the District may seek an order from a Hearing Officer for placement in an interim alternative educational setting when it believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others.

A child who has not been determined to have a disability and is subject to disciplinary action may assert the protections in this part if the District had knowledge that the child was a child with a disability before the behavior that precipitated the disciplinary action occurred. The District will consider cases on an individual basis and in accordance with CFR 300.534 – **Protections for Children Not Yet Eligible for Special Education and Related Services.**
Nothing in this part will prohibit employees of the District from reporting a crime committed by a child with a disability to appropriate authorities. Neither will it prevent state law enforcement and judicial authorities from exercising their responsibilities with regard to the application of Federal and State law to crimes committed by a child with a disability. If the District reports a crime committed by a child with a disability, then the District shall also ensure that copies of the special education and discipline records will be transmitted for consideration by the appropriate authorities, but only to the extent permitted by the Family Educational Rights and Privacy Act (FERPA).

**Attendance and Discipline**

It is expected that all students in Concord School District will comply with the attendance and behavior expectations and rules of the schools. The District shall not discriminate against anyone on the basis of disability when administering attendance and discipline systems. To this end, a minority of students may require accommodations or modifications to the discipline or attendance policies because of their educational disabilities. If a student with a disability is in jeopardy of not meeting the attendance requirements or school rules, the Individualized Education Program (IEP) Team will convene and review and/or revise the student’s Individualized Education Program (IEP) as appropriate.

The District has instituted procedures for manifestation determination meetings. Additionally, a functional behavior assessment shall be conducted and/or reviewed as required.
Concord School District Policy #249
Data/Records Retention

The Superintendent shall develop procedures for a records retention system that is in compliance with RSA 189:29-A and NH Department of Education regulations. The procedures should ensure that all pertinent records are stored safely and are stored for such durations as are required by law.

Additionally, the Superintendent shall develop procedures necessary to protect individual rights and preserve confidential information.

Legal References:
RSA 91A, Right to Know Law
RSA 189:29-a, Records Retention and Disposition
NH Code of Administrative Rules, Section Ed 306.04(a)(4), Records Retention
NH Code of Administrative Rules, Section Ed 306.04(h), Records Retention
20 U.S.C. 1232g, Family Educational Rights and Privacy Act (FERPA)

Appendix:
#249 Records Retention Schedule

Adopted October 2004
Revised May 4, 2009
### Concord School District – SAU #8
**Policy #249 – Records Retention Schedule**

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<th>LOCAL/STATE RECOMMENDED</th>
<th>STATE/FEDERAL MANDATED</th>
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<td>Accident Reports</td>
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<td>Student</td>
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<tr>
<td>Form C-2 Unemployment Wage Report (DES 100)</td>
<td></td>
<td>6 Years</td>
</tr>
<tr>
<td>Invoices</td>
<td></td>
<td>Until Audit</td>
</tr>
<tr>
<td>MS-22 Budget Form</td>
<td></td>
<td>6 Years</td>
</tr>
<tr>
<td>MS-23 Budget Form</td>
<td></td>
<td>6 Years</td>
</tr>
<tr>
<td>MS-25 Budget Form</td>
<td></td>
<td>6 Years</td>
</tr>
<tr>
<td>Minutes of Board Meetings</td>
<td></td>
<td>Permanent</td>
</tr>
</tbody>
</table>

5 years after submission of final audit report and documentation for expenditures unless there is an ongoing audit.
Purchase Orders Until Audit
Request for Payment Vouchers Until Audit
Requisitions Until Audit
Retirement Reports (monthly) 1 Year
Student Activities Records/Accounts Until Audit
Time Cards
Bus Drivers 5 Years
Custodial 5 Years
Secretarial 5 Years
Substitute Teachers Pay Slips 5 Years
Travel Reimbursements Until Audit
Treasury's Receipts
Cancelled Checks 6 Years
Treasury’s Report 6 Years
Vocational Education
AV-I Forms 1 Year
Vocational Center Regional Contracts 20 Years
Federal Vocational Forms 6 Years
Vouchers Manifests Until Audit
W-2s Yearly 6 Years
W-4 Withholding Exemption Certificates 6 Years
W-9 Taxpayer Identification 6 Years
941-E Quarterly Taxes 6 Years

**Personnel Records**

Applications (including Criminal Records) Term of Employment
Attendance Records
Leaves of Absence 1 Year
Requests for Leave 1 Year
Class Observation Forms 1 Year
Criminal Record Check Term of Employment
Civil Rights Forms 6 Years
Dues Authorization Term of Employment
Evaluations Term of Employment
HIPAA Documentation 6 Years
I-9 Employment Eligibility 1 Year after End of Employment
Medical Benefits Application Term of Employment
Medical Examinations Term of Employment
Re-employment Letter of Assurance 1 Year
Retirement application Term of Employment
Separation from Employment Form/Letter 6 Years
Staff Development Plan Term of Employment

**Student Records**

Disciplinary Records Term of Enrollment
Early Dismissal 1 Year
Emergency Information Form 1 Year
Health and Physical Records, including Immunization Record Term of Enrollment
Medical Reports Term of Enrollment
<table>
<thead>
<tr>
<th>Document</th>
<th>Term of Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Registration Form</td>
<td></td>
</tr>
<tr>
<td>Applications for Free/Reduced Lunch</td>
<td>6 Years</td>
</tr>
<tr>
<td>Transcripts</td>
<td>Permanent</td>
</tr>
<tr>
<td>Assessment Results</td>
<td>Permanent</td>
</tr>
<tr>
<td>Attendance</td>
<td>Permanent</td>
</tr>
<tr>
<td>Grades</td>
<td>Permanent</td>
</tr>
<tr>
<td><strong>Internal Records</strong></td>
<td></td>
</tr>
<tr>
<td>Child Abuse Reports/Allegations</td>
<td>Permanent</td>
</tr>
<tr>
<td>Criminal Investigation</td>
<td>Permanent</td>
</tr>
<tr>
<td>Criminal Records Check</td>
<td></td>
</tr>
<tr>
<td>Unsuccessful/Unfavorable</td>
<td>1 Year</td>
</tr>
<tr>
<td>Personnel Investigations</td>
<td>Permanent</td>
</tr>
<tr>
<td>Sexual Harassment</td>
<td>Permanent</td>
</tr>
<tr>
<td><strong>Special Education Records</strong></td>
<td></td>
</tr>
<tr>
<td>• Index of Documents contained in file</td>
<td></td>
</tr>
<tr>
<td>• Log of people who have accessed files</td>
<td></td>
</tr>
<tr>
<td>• All Notices of Team meetings</td>
<td></td>
</tr>
<tr>
<td>• Written Prior Notice Forms</td>
<td></td>
</tr>
<tr>
<td>• Student Referral Form</td>
<td></td>
</tr>
<tr>
<td>• Permission to Test Form</td>
<td></td>
</tr>
<tr>
<td>• Evaluation Summary Forms</td>
<td></td>
</tr>
<tr>
<td>• Evaluation Reports</td>
<td></td>
</tr>
<tr>
<td>• Individualized Education Programs</td>
<td></td>
</tr>
<tr>
<td>• SPEDIS/NHSEIS Forms</td>
<td></td>
</tr>
<tr>
<td>• Teacher/Student Comments</td>
<td></td>
</tr>
<tr>
<td>• Correspondence</td>
<td></td>
</tr>
<tr>
<td>• Out-of-District Progress Reports</td>
<td></td>
</tr>
</tbody>
</table>

*Revised March 24, 2009*

At a minimum, the records for students with disabilities should be kept as long as the student is in a program and there is District liability for the education of the student. Given court decisions that are retroactive you might be prudent to preserve for at least six (6) years after termination or program completion.
Appendix B

DISPUTE RESOLUTION
Complaint Procedures
Ed 1121.02

Individuals or organizations may file a complaint to report alleged violations of state and federal special education requirements that may have been committed by Concord School District regarding the education of children with disabilities. Individuals who live out of state may also file a complaint.

The NH Department of Education has a form available to file a complaint, which may be found on the Department’s website (www.ed.state.nh.us). Use of this form is not required, but all complaints must:

1. Be in writing and signed, including contact information for the signer;
2. Include a statement that the school District has violated a state or federal requirement regarding the education of a child with a disability under Part B of the Act or 34 CFR 300; and
3. Contain the facts on which the statement is based; and
4. Alleg a violation that occurred not more than one year prior to the date the complaint was received; and
5. The complaint must indicate how the complaining party would like to see this complaint resolved.
6. A copy of the complaint must be sent to the District.

Complaints shall be directed to:

Commissioner of Education
Attn: Special Education Complaints Office
101 Pleasant Street
Concord, NH 03301

All complaints received by the Bureau of Special Education will be reviewed by the Complaints Office. If the issues are determined appropriate for the complaint procedures, an investigation of the alleged violation(s) will take place, in accordance with Ed 1121.02
Dispute Resolution Procedures Ed 1122

Concord School District shall promote collaboration between teachers and parents. Communication between parents and teachers forms the basis for positive working relationships and may often prevent the need to use a more formal dispute process. When differences arise, parties will be encouraged to work to resolve them through informal problem-solving meetings whenever possible.

Several options are available for the informal resolution of differences regarding the provision of special education and special education related services. These methods of alternative dispute resolution include the following:

Facilitated Special Education Team Meetings Ed 1122.01, RSA 186-C: 23

Facilitation of a special education team meeting is a free service offered by the NH Bureau of Special Education upon request by the District or parent. A trained facilitator is sent by the Bureau to attend and conduct a regular special education team meeting scheduled and arranged by the District. The facilitator has no “interest” in the content or the outcome of the meeting; he/she is there to conduct the meeting and keep it moving forward. Facilitators are volunteers from various fields who receive training through the Department of Education.

PLEASE NOTE: The school District will apply rules of confidentiality to any Facilitated IEP meeting. Any discussion held during that team meeting must be kept confidential and cannot be used in a due process hearing unless the parent and LEA agree otherwise. (RSA 186-C: 23)

Mediation Ed 1122.02 – Ed 205.03

Mediation is a voluntary, confidential and informal dispute resolution process that is guided by a trained professional (mediator). The mediator helps the parents and the District engage in discussions of issues related to the child’s free appropriate public education in order to reach a mutually acceptable solution to their dispute. Either party may request mediation by writing to the Commissioner of Education. The mediation conference is conducted within 30 calendar days after receipt of the written request. The mediator is appointed by the Department of Education and the process is provided at no expense to the parent.

If mediation results in an agreement between parents and the District, a mediation agreement containing the details of the resolution is written and signed by both parties. If no agreement is reached, either party may decide to request an impartial due process hearing to resolve the matter.

If both parties agree to participate in mediation, the District shall file a request with the NH Department of Education.

Neutral Conference Ed 1122.02 – 186-C: 23-b

A neutral conference is a voluntary, confidential process presided over by a trained professional (neutral) who listens to both sides of a dispute and makes a recommendation, which both sides may either adopt or refuse. The neutral’s recommendation should guide both parties in determining whether to proceed with a due process hearing. The neutral’s recommendation is non-binding unless both parties agree to it.

If both parties agree to initiate a neutral conference, the District will file a request with the NH Department of Education.

Impartial Due Process Hearing Ed 1123
This is the most formal process with which to resolve a dispute between the school District and the parent. If the parent and the District cannot agree on a special education issue relating the identification, evaluation, or educational placement of a child with a disability, or the provision of a free and appropriate public education, either one has the option of requesting an impartial due process hearing. The one exception to this is with regard to disagreements relating to the initial provision of services. The hearing is conducted by a hearing officer appointed by the State Department of Education. A due process hearing can be requested by either the school District or the parent on any matters relating to special education.

If either party requests a due process hearing, the District shall inform the parents of free or low cost legal services. The District will offer mediation and if the parents request due process, the District will schedule a resolution session.

Requests for a due process hearing must be made in accordance with state statutes of limitations. The following is a brief list of the important time limits:

- A parent must request a due process hearing within 2 years of the date on which the alleged violation was discovered or reasonably should have been discovered.
- A parent must request a due process hearing within 90 days of a unilateral placement in order to recover the costs of the unilateral placement.
- Any appeal of a Hearing Officer’s final decision must be filed in either state superior court or federal court within 120 days from the receipt of the final Hearing Officer decision.
- A parent must file any action to recover their attorneys’ fees and reasonable court costs in state superior court or federal court within 120 days from the receipt of the final Hearing Officer decision.
# Appendix C

**Professional Development Initiatives – 2013-2017**

<table>
<thead>
<tr>
<th>ACTIVITY</th>
<th>DESCRIPTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summer 2013 Responsive Classroom Training</td>
<td>Introduction of Responsive Classroom principles and practices</td>
</tr>
<tr>
<td>Summer 2013 Summer PD Academy</td>
<td>Teachers had the opportunity to attend workshops on a variety of topics, including technology, literacy, mathematics, special education at the 3rd Annual Summer Professional Development Academy. Workshops were held throughout the summer months.</td>
</tr>
</tbody>
</table>
| School year, 2013-14 District PD Study Groups, K-12 | Teachers select from over 30 study group options for 8 hours of study across the school year, including:  
  - Unlocking Literacy  
  - Effective Co-Teaching  
  - Integrating Technology for Student—Centered learning and Assessment  
  - iPad Applications and Use in the Special Education Classroom  
  - Literacy Standards Across Content Areas  
  - Positive Behavior Support Plans  
  - Vocabulary Instruction  
  - Using Authentic Writing Samples with WIAT-III  
  - Supporting New Americans Transitioning to School  
  - Best Practices and the SLP’s Role  
  - Best Practices in Occupational Therapy  
  - Book Study: Anxious Kids, Anxious Parents  
  - Book Study: How the Brain Learns Math  
  - Writing IEPs aligned to the Common Core |
| School Year 2013-2014 Pro-Act Training | Opportunities throughout the year for our staff to receive training in Pro-Act. Pro-Act is a process and set of strategies that combine continuous assessment with a problem-solving framework that together offers staff the tools they need to make thoughtful decisions that increase safety and reduce potential risk when working with students with behavioral needs. |
| School Year 2013-2014 Educational Assistant Training | Workshops were provided to educational assistants during 5 early release days across the school year, on topics including use of technology, behavior management, working with students with autism spectrum disorders |
| February-March, 2014 Writing Measurable IEPs | Carol Kosnitsky presented a two-day workshop, “Writing IEPs with Relevant Measurable Goals and Objectives” for all special educators K-12. |
Mary Steady, DOE consultant, provided training in writing measurable goals for special education staff.

<table>
<thead>
<tr>
<th>May, 2014</th>
<th>Measurable Goals</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Teachers had the opportunity to attend workshops on a variety of topics, including technology, literacy, mathematics, special education at the 4th Annual Summer Professional Development Academy. Workshops were held throughout the summer months.</td>
</tr>
<tr>
<td>Summer 2014</td>
<td>Summer PD Academy</td>
</tr>
<tr>
<td>Summer 2014</td>
<td>Educational Assistant Workshop Days</td>
</tr>
<tr>
<td>School Year 2014-2015</td>
<td>District PD Study Groups, K-12</td>
</tr>
<tr>
<td>School Year 2014-2015</td>
<td>OGAP: Ongoing Assessment Project</td>
</tr>
</tbody>
</table>

*In this 8-hour conference, Educational Assistants had the opportunity to participate in workshops on these topics:
  - Using technology to support learners
  - Pro-Act Training
  - Working with the Anxious or Stressed Student
  - Best Practices for Working with Students with Asperger's Syndrome
  - Poverty and Its Impact on Student Learning*

Teachers select from over 30 study group options for 10 hours of study across the school year, including:
- Best Practices for Programming for Students with Emotional Disabilities
- Building Resiliency and Helping Transitions for Students at All Levels
- Cultivating Active, Self-Directed Learners through Best Practice in Special Education
- Student ePortfolios
- Engagement and Collaboration Strategies in the Math Classroom
- Evidence-Based Practice for Speech Pathology in the School Setting
- iPads in the Classroom
- Knowing the Math Learner
- Modifying Content Instruction in the HS Classroom for ELs
- Prompting for Comprehension
- Woodcock-Johnson Tests of Achievement-4
- Words Their Way, Grades 4-12
- What Does Student Writing Tell Us?
- Writing Triennial Evaluations
- Thinking Beyond the Textbook: iBook Author

The Ongoing Assessment Project: All classroom teachers, special educators and tutors working with students in grades 3-5 in math were trained in the Ongoing Assessment Project to use learning progressions, formative assessment, and deep content knowledge about multiplicative reasoning to support all students' success in math. All classroom teachers will participate in twice monthly grade-level data meetings, where student work will be reviewed and used as the basis for
<table>
<thead>
<tr>
<th>Date</th>
<th>Event Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Year 2014-2015</td>
<td>Data-Informed Literacy Instruction: All classroom teachers, special educators and tutors working with students in grades K-5 in literacy received job-embedded, ongoing support in using student work and other data to plan and monitor literacy instruction.</td>
</tr>
<tr>
<td>School Year 2014-2015</td>
<td>Opportunities throughout the year for staff to receive training in Pro-Act. Pro-Act is a process and set of strategies that combine continuous assessment with a problem-solving framework that together offers staff the tools they need to make thoughtful decisions that increase safety and reduce potential risk when working with students with behavioral needs.</td>
</tr>
<tr>
<td>Fall, 2014</td>
<td>All special education staff were trained in special education policies and procedures, including the use of all required forms.</td>
</tr>
</tbody>
</table>
| Summer 2015         | Teachers had the opportunity to attend workshops on a variety of topics including: technology, literacy, mathematics, special education at the 5th Annual Summer Professional Development Academy. Workshops were held throughout the summer months. The workshops included:  
  - Ongoing Assessment Project (OGAP) – Additive Reasoning  
  - Rundlett Middle School PRIDE Universal Team Summer Retreat  
  - Responsive Classroom  
  - New Teacher Orientation  
  - Students with Behavioral Challenges: How to support them, and teach them  
  - Literacy Grades K – 5  
  - Making Word Work Work!  
  - New Americans: Why New Hampshire and How Did They Get Here?  
  - Understanding the Impact of Trauma on Learning  
  - Pro-ACT Initial Training  
  - Unpacking Eureka Math  
  - Diversity & Cultural Competence in Education  
  - Strategies for Avoiding Power Struggles with Students Using the Conflict Cycle  
  - Strategies for Addressing Bullying Prevention in Classrooms  
  - Child Mental Health and De-Escalation Techniques  
  - Helping Anxious Students at School: Managing Anxiety in the Classroom |
| Summer 2015         | In this 8-hour conference, Educational Assistants had the opportunity to participate in workshops on the topics of:  
  - First Aid/CPR/AED Training  
  - iPad 101: Introduction to iPads, Advancing Student Learning |
<table>
<thead>
<tr>
<th>School Year 2015-2016</th>
<th>Teachers select to create study group options for 10 hours of study across the school year, including:</th>
</tr>
</thead>
</table>
| District PD Study Groups, K-12 | • Authentic Assessment  
• Best Practices in Incorporating Movement and Executive Functioning to Promote Learning  
• Blended Learning in the Elementary Classroom  
• Building on Student Thinking  
• Collecting Feedback and Assessing Students with iPads in the Elementary Classroom  
• Creating Safe School Spaces for LGBTQ Students and Their Allies  
• Developing Speech-Language IEP Goals and Objectives to Align with Performance Baselines  
• Eureka Math  
• Lost at School: Why Our Kids with Behavior Challenges are Falling Through the Cracks  
• Social and Emotional Factors that Impact Student Learning  
• Social Studies Accommodations and Modifications of Curriculum  
• Strategies for Helping Students with Math Even if You Don’t Totally Understand the Math  
• The New Responsive Classroom Course  
• OGAP Training – Additive Reasoning  
• Lexia Training  
• Youth Mental Health First Aid  
• Pro-ACT Training  
• Mindfulness |
| Summer 2016 | Teachers attended workshops on a variety of topics, including: |
| Summer PD Academy | • Performance Assessment Work for PACE  
• Engage NY Rubrics  
• Special Education Develop Curriculum Across Transition Skills |
| Summer 2016 Educational Assistant Workshop Day | In this 8-hour conference, Educational Assistants had the opportunity to participate in workshops on the topics of:

- Crisis Prevention Intervention (CPI) Training
- Best Practices for Supporting Students on the Autism Spectrum
- First Aid/CPR/AED Training
- Introduction to the iPad and Google: Supporting Student Learning
- Childhood Trauma
- Mindfulness Integration
- Strategies for Helping Students Develop Independence
- Beyond the Introduction: Next Steps with the iPad and Google
- Supporting Students with Anxiety
- Introduction to Chromebooks and Google
- Understanding the Sensory Needs of Students with Disabilities
- PBIS: Positive Behavioral Interventions and Supports
- Working with Students with Behavior Challenges |

| School Year 2016-2017 District PD Study Groups, K-12 | Teachers select to create study group options for 10 hours of study across the school year, including:

- Exploring and Sharing Resources for Children and Families
- Becoming a Trauma Sensitive Educator
- Building a Stronger Tier One Approach Using Responsive Classroom Practices
- Choice in the Classroom
- Connected Reading: Teaching Adolescent Readers in a Digital World
- Google Classroom
- Incorporating Movement and Executive Functioning to Promote Independence in Your Classroom
- Mathematics
- Mindfulness
- Project Based Learning
- Review of Resource Guide for Parents of Preschool Aged Children on Social-Emotional Topics
- Speech Therapy in the Schools: Focus Topics |
### School Year 2016-2017

| School Year 2016-2017 | Teachers, educational assistants and administrators are trained in CPI – Non-Violent Crisis Intervention. |

**PLEASE NOTE:** Staff members of the school District shall participate in child-specific training and professional consultation as required to help them understand various types of disabilities and meet the needs of individual students.
Appendix D
Interagency Agreement

CONCORD SCHOOL DISTRICT
38 LIBERTY STREET CONCORD, NH 03301

Interagency Agreement for Special Education Preschool Services

This agreement is between Concord School District and _________________ for the period _________________ to _________________. This contract is binding on the staff members of both agencies, and will be reviewed at least annually. Either agency may revoke this agreement with written notice of at least 30 days.

The purpose of this agreement is to establish working procedures between Concord School District and _________________ in the provision of services to preschool children eligible for special education in compliance with federal and New Hampshire state laws and regulations.

It is the intent of this agreement to:

1. Define which services will be provided by each agency.
2. Ensure that children who are eligible for preschool special education services receive a free and appropriate public education as required by federal and New Hampshire state laws, regardless of the public agency administering the program.
3. Ensure that each agency cooperatively maintains communication and share leadership responsibilities to ensure that available resources are utilized in the most effective manner.
4. Ensures that each agency cooperatively develops technical assistance plans and staff development opportunities.
5. Ensure that cooperative agreements between Concord School District and _________________ are developed, implemented and preserved.

Assessment

Preschool children aged 3, 4, and non-kindergarten eligible 5 year olds referred for initial assessment to determine eligibility for special education will be assessed by Concord School District. All referrals are made to Preschool Coordinator, Mill Brook School, 53 S. Curtisville Road. Concord, N.H. 03301, Telephone 225-0830.

Individualized Education Plan

Concord School District:

1. Shall develop IEPs for each three-, four-, and non-kindergarten eligible five-year old child for whom special education and related services will be provided.
2. Shall specify in the IEP the names of service providers and shall designate a teacher/coordinator responsible for coordination of services.
3. Shall implement, or ensure that provision is made to implement the special education and related services, as specified in the IEP, for all children the District is mandated to serve.
4. Shall monitor implementation of all IEPs.
5. Shall conduct annual IEP reviews with _________________(Provider)
6. Shall provide input into the development of the IEP and placement for any individual for whom they are invited to participate.

7. Shall be responsible for implementation of the IEP as specified, assisted by consultation/collaboration with District staff.

8. Shall be responsible for monitoring pupil progress and communication at regular intervals with the District.

9. Shall participate in annual IEP reviews as requested for those children whom they have agreed to serve.

10. Shall ensure that confidentiality of records and personal information is maintained in accordance with the requirements of IDEA and FERPA.

11. Shall ensure that staff responsible for implementation of IEPs has regularly scheduled time for consultation with Concord School District staff.

12. Shall maintain the appropriate licenses to operate a preschool, and notify Concord School District if licenses are revoked or altered.

13. Shall indemnify and hold Concord School District harmless for any and all claims, demands, settlements and costs of defense arising out of the provision of services, the failure to provide services, or the acts or omissions of, its employees or agents.

**Funding**

**Concord School District:**

1. Agrees to purchase the placement and services for the following students:

<table>
<thead>
<tr>
<th>NAME</th>
<th>PROGRAM/SERVICE</th>
<th>COST</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
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<tr>
<td>3.</td>
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<td>4.</td>
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<td>5.</td>
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<tr>
<td>6.</td>
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</tbody>
</table>
The total cost is $________________________ . Both parties recognize that if changes occur in a student’s IEP during the contract period, the costs specified in this agreement may be amended.

2. Bills will be sent to the Director of Student Services in charge of Pupil Personnel Services on 9/15, 12/15, and 3/15.

3. Payments will be made 30 days from date of invoice.

4. In the event a Concord School District preschool student moves or is discharged from special education, the District may place another qualified student in the placement.

Administration

Concord School District and __________________________________________________________________________ shall, together, establish a system to ensure the smooth transition and the monitoring of the children in the preschool program in preparation for kindergarten.

______________________________________________________________________________________________  Date
Robert Belmont, Director of Student Services
Concord School District

______________________________________________________________________________________________  Date
Name  Director
# Appendix E

## Special Ed. Approved Programs

<table>
<thead>
<tr>
<th>Program Name</th>
<th>Maximum Program Capacity</th>
<th>Student Population</th>
<th>Disabilities</th>
<th>Grade(s)</th>
<th>Age Range</th>
<th>Educational Setting</th>
<th>Environment</th>
<th>Summer / ESY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Regular Class</td>
<td>None</td>
<td>Both</td>
<td>All</td>
<td>K-5</td>
<td>5-11</td>
<td>Day Reg Education</td>
<td>Residential or Both</td>
<td>Summer</td>
</tr>
<tr>
<td>Resource Room</td>
<td>None</td>
<td>Both</td>
<td>All</td>
<td>K-5</td>
<td>5-11</td>
<td>Day Special Ed</td>
<td>Resource Room</td>
<td>Summer</td>
</tr>
<tr>
<td>Home Based Program</td>
<td>None</td>
<td>Both</td>
<td>All</td>
<td>K-5</td>
<td>5-11</td>
<td>Day Special Ed</td>
<td>Home Based</td>
<td>Summer</td>
</tr>
<tr>
<td>Individual Non-School Environment</td>
<td>None</td>
<td>Both</td>
<td>All</td>
<td>K-5</td>
<td>5-11</td>
<td>Day Special Ed</td>
<td>Self-Contained</td>
<td>Summer</td>
</tr>
</tbody>
</table>

* Summer = services that occur at end of school year during summer months, 
  ESY = services during the year when school is not in session and is not limited to summer months
**Date:** January 2017  
**SAU:** #8  
**Name of School:** Beaver Meadow School

**Principal:** Michele Vance  
**Special Education Contact:** Carol McCarthy, Special Education Coordinator

**School Address:** 40 Sewalls Falls Road  
**City, State & Zip:** Concord, NH 03301

**Special Education Contact Phone:** 603-225-0853  
**Fax:** 603-225-0857  
**Email:** camccarthy@sau8.org

<table>
<thead>
<tr>
<th>Program Name</th>
<th>Maximum Program Capacity</th>
<th>Student Population</th>
<th>Disabilities</th>
<th>Grade(s)</th>
<th>Age Range</th>
<th>Educational Setting</th>
<th>Environment</th>
<th>Summer / ESY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Regular Class</td>
<td>None</td>
<td>Both</td>
<td>All</td>
<td>K-5</td>
<td>5-12</td>
<td>Day Regular Ed</td>
<td>Regular Ed</td>
<td>Summer</td>
</tr>
<tr>
<td>Resource Room</td>
<td>None</td>
<td>Both</td>
<td>All</td>
<td>K-5</td>
<td>5-12</td>
<td>Day Special Ed</td>
<td>Resource Room</td>
<td>Summer</td>
</tr>
<tr>
<td>3R</td>
<td>12</td>
<td>Both</td>
<td>ED, OHI, LD, S/L</td>
<td>K-5</td>
<td>6-12</td>
<td>Day Special Ed</td>
<td>Self Contained</td>
<td>Summer</td>
</tr>
<tr>
<td>Home Based Program</td>
<td>None</td>
<td>Both</td>
<td>All</td>
<td>K-5</td>
<td>5-12</td>
<td>Day Special Ed</td>
<td>Home Based</td>
<td>Summer</td>
</tr>
<tr>
<td>Individual Non-School</td>
<td>None</td>
<td>Both</td>
<td>All</td>
<td>K-5</td>
<td>5-12</td>
<td>Day Special Ed</td>
<td>Self Contained</td>
<td>Summer</td>
</tr>
<tr>
<td>Environment</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

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<table>
<thead>
<tr>
<th>Program Name</th>
<th>Maximum Program Capacity</th>
<th>Student Population</th>
<th>Disabilities</th>
<th>Grade(s)</th>
<th>Age Range</th>
<th>Educational Setting</th>
<th>Environment</th>
<th>Summer / ESY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Preschool</td>
<td>15</td>
<td>Both</td>
<td>All</td>
<td>Preschool</td>
<td>3-5</td>
<td>Day Special Ed</td>
<td>Regular Ed</td>
<td>Summer</td>
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<td>Preschool – Talk Group</td>
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<td>Both</td>
<td>Speech/Language Dev. Delay</td>
<td>Preschool</td>
<td>3-5</td>
<td>Day Special Ed</td>
<td>Regular Ed</td>
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<td>Day Special Ed</td>
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<td>Summer</td>
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<tr>
<td>Home Based Program</td>
<td>12</td>
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<td>All</td>
<td>K-2</td>
<td>5-8</td>
<td>Day Special Ed</td>
<td>Home Based</td>
<td>Summer, as needed</td>
</tr>
<tr>
<td>Individual Non-School Env</td>
<td>12</td>
<td>Both</td>
<td>All</td>
<td>K-2</td>
<td>5-8</td>
<td>Day Special Ed</td>
<td>Self Contained</td>
<td>Summer, as needed</td>
</tr>
</tbody>
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Date: January 2017  |  SAU: #8  |  Name of School: **Broken Ground School**  
Principal: Susan Lauze  |  Special Education Contact: Nancy Pender, Special Education Coordinator  
School Address: 51 S. Curtisville Road  |  City, State & Zip: Concord, NH 03301  
Special Education Contact Phone: 603-225-0855  |  Fax: 603-225-0869  |  Email: npender@sau8.org

<table>
<thead>
<tr>
<th>Program Name</th>
<th>Maximum Program Capacity (Special Education)</th>
<th>Student Population (Choose One)</th>
<th>Disabilities</th>
<th>Grade(s)</th>
<th>Age Range</th>
<th>Educational Setting (Choose one from each number)</th>
<th>Environment (Choose Only One)</th>
<th>Summer / ESY (Choose One)</th>
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<tr>
<td>Regular Class</td>
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<td>8-12</td>
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<td>Self-Contained, Resource Room, Reg. Ed., Home Based Education (See State Regulations for definitions)</td>
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<tr>
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<td>Both</td>
<td>All</td>
<td>3-5</td>
<td>8-12</td>
<td>Day Regular Education or Regular Ed</td>
<td>Resource Room</td>
<td>Summer</td>
</tr>
<tr>
<td>Home Based Program</td>
<td>None</td>
<td>Both</td>
<td>All</td>
<td>3-5</td>
<td>7-12</td>
<td>Day Special Education or Self-Contained</td>
<td>Home Based</td>
<td>Summer</td>
</tr>
<tr>
<td>Individual Non-School Environment</td>
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<td>Both</td>
<td>All</td>
<td>3-5</td>
<td>7-12</td>
<td>Day Special Education or Self-Contained</td>
<td>Summer</td>
<td></td>
</tr>
</tbody>
</table>

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ESY = services during the year when school is not in session and is not limited to summer months
Date: January 2017 | SAU: #8 | Name of School: **Mill Brook School**

Principal: Phil Callanan | Special Education Contact: Nancy Pender, Special Education Coordinator

School Address: 53 S. Curtisville Road | City, State & Zip: Concord, NH 03301

**Program Name** | **Maximum Program Capacity** (Special Education) | **Student Population** (Choose One) | **Disabilities** | **Grade(s)** | **Age Range** | **Educational Setting** (Choose one from each number) | **Environment** (Choose Only One) | **Summer / ESY** (Choose One) |
--- | --- | --- | --- | --- | --- | --- | --- | --- |
Regular Class | None | Both | All | K-2 | 5-9 | Day Reg Ed | Regular Ed | Summer |
Resource Room | None | Both | All | K-2 | 5-9 | Day Special Ed | Resource Room | Summer |
Home Based Program | None | Both | All | P-2 | 3-9 | Day Special Ed | Home Based | Summer, as needed |
Individual Non-School Environment | None | Both | All | P-2 | 3-9 | Day Special Ed | Self Contained | Summer, as needed |

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<th>Grade(s)</th>
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<th>Educational Setting</th>
<th>Environment (Choose One)</th>
<th>Summer / ESY</th>
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</thead>
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<td>All</td>
<td>Preschool</td>
<td>3-5</td>
<td>Day Special Ed</td>
<td>Regular Ed</td>
<td>Summer</td>
</tr>
<tr>
<td>Preschool – Talk Group</td>
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<td>Both</td>
<td>Speech/Language Dev. Delay</td>
<td>Preschool</td>
<td>3-5</td>
<td>Day Special Ed</td>
<td>Regular Ed</td>
<td>Summer</td>
</tr>
<tr>
<td>Preschool – Lang. Play Group</td>
<td>12</td>
<td>Both</td>
<td>All</td>
<td>Preschool</td>
<td>3-5</td>
<td>Day Special Ed</td>
<td>Regular Ed</td>
<td>Summer</td>
</tr>
<tr>
<td>Home Based Program</td>
<td>12</td>
<td>Both</td>
<td>All</td>
<td>K-2</td>
<td>5-8</td>
<td>Day Special Ed</td>
<td>Home Based</td>
<td>Summer, as needed</td>
</tr>
<tr>
<td>Individual Non-School Env.</td>
<td>12</td>
<td>Both</td>
<td>All</td>
<td>K-2</td>
<td>5-8</td>
<td>Day Special Ed</td>
<td>Self Contained</td>
<td>Summer, as needed</td>
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<th>Educational Setting</th>
<th>Environment</th>
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<th>Notes</th>
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<tr>
<td>PREP</td>
<td>15-20 per case manager</td>
<td>Both</td>
<td>All</td>
<td>6-8</td>
<td>11-14</td>
<td>Day Special Ed</td>
<td>Resource Room</td>
<td>ESY</td>
<td>* Program includes: Summer ESY Both Neither</td>
</tr>
<tr>
<td>3R</td>
<td>12</td>
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<td>ED Non-Categorical</td>
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<tr>
<td>LBI</td>
<td>12</td>
<td>Both</td>
<td>LD and/or SL</td>
<td>6-8</td>
<td>11-14</td>
<td>Day Special Ed</td>
<td>Self Contained</td>
<td>ESY</td>
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<tr>
<td>Inclusion – Functional Skills, Middle Developmental Program</td>
<td>8-10 per grade level</td>
<td>Both</td>
<td>ID, MH, AU, and other codes that fall in DD categories</td>
<td>6-8</td>
<td>11-14</td>
<td>Day Special Ed</td>
<td>Self Contained</td>
<td>ESY</td>
<td></td>
</tr>
<tr>
<td>Regular Class</td>
<td>8 per grade level</td>
<td>Both</td>
<td>All</td>
<td>6-8</td>
<td>11-14</td>
<td>Day Special Ed</td>
<td>Regular Ed</td>
<td>ESY</td>
<td></td>
</tr>
<tr>
<td>Home Based Program</td>
<td></td>
<td>Both</td>
<td>All</td>
<td>6-8</td>
<td>11-14</td>
<td>Day Special Ed</td>
<td>Home Based</td>
<td>ESY, as needed</td>
<td></td>
</tr>
<tr>
<td>Individual Non-School Environment</td>
<td></td>
<td>Both</td>
<td>All</td>
<td>6-8</td>
<td>11-14</td>
<td>Day Special Ed</td>
<td>Self Contained</td>
<td>ESY, as needed</td>
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<th>Grade(s)</th>
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<th>Educational Setting (Choose Only One)</th>
<th>Environment (See State Regulations for definitions)</th>
<th>Summer / ESY</th>
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<td>Advance</td>
<td>None</td>
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<td>Day Special Ed</td>
<td>Regular Ed</td>
<td>Summer</td>
</tr>
<tr>
<td>Access</td>
<td>None</td>
<td>Both</td>
<td>All</td>
<td>9-12</td>
<td>14-21</td>
<td>Day Special Ed</td>
<td>Self-Contained, Resource Room, Reg. Ed., Home Based Education</td>
<td>Summer</td>
</tr>
<tr>
<td>LBI</td>
<td>None</td>
<td>Both</td>
<td>All</td>
<td>9-12</td>
<td>14-21</td>
<td>Day Special Ed</td>
<td>Resource, as needed</td>
<td>Summer, as needed</td>
</tr>
<tr>
<td>PREP</td>
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<td>Both</td>
<td>All</td>
<td>9-12</td>
<td>14-21</td>
<td>Day Special Ed</td>
<td>Resource, as needed</td>
<td>Summer, as needed</td>
</tr>
<tr>
<td>Regular Class</td>
<td>None</td>
<td>Both</td>
<td>All</td>
<td>9-12</td>
<td>14-21</td>
<td>Day Regular Ed</td>
<td>Mod. Regular Ed</td>
<td>Summer, as needed</td>
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<td>Home Based Program</td>
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<td>All</td>
<td>9-12</td>
<td>14-21</td>
<td>Day Special Ed</td>
<td>Home Based, as needed</td>
<td>Summer, as needed</td>
</tr>
<tr>
<td>Individual Non-School Environment</td>
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<td>Both</td>
<td>All</td>
<td>6-8</td>
<td>11-14</td>
<td>Day Special Ed</td>
<td>Self-Contained, as needed</td>
<td>Summer, as needed</td>
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Appendix F

Brief Overview of the Special Education Process

Information for Parents

Referral

The IEP Team is required to meet within 15 days of the date on which the referral was received to determine what will be done in response to this referral and to determine the best course of action regarding your child’s educational program.

Evaluation

If the IEP Team determines that your child does not need to be evaluated, they will provide you with some ideas/suggestions/modifications pertaining to the reason for referral that may be helpful for your child in the classroom. If the team determines that your child will be evaluated, a meeting will be convened within 45 days of receipt of your written consent to discuss the results of the evaluation and to determine the educational needs of the student, including possible eligibility for special education services.

IEP

If the IEP Team determines that your child is a child with disability, a meeting to develop an Individualized Education Program will be conducted within 30 days. You will be notified of the date and time of the IEP meeting at least ten days in advance.

Placement

Once an IEP has been developed and approved, the IEP Team will meet to determine an appropriate placement within the least restrictive environment for your child. You will be notified of the placement meeting at least ten days in advance.

You may contact Concord School District, Director of Student Services Robert Belmont, 38 Liberty Street, Concord, NH – (603)225-0811, Extension: 7004 with questions.

Parents of a child with a disability have certain protections under the procedural safeguards of Part B of the IDEA (Section 615 (d)(1)(a). A copy of these safeguards may be obtained by contacting:

Robert Belmont, Director of Student Services
Concord School District
Telephone (603) 225-0811 Extension 7004

Additional agencies that can provide assistance in understanding the provisions of Part B of the IDEA:

New Hampshire Department of Education
101 Pleasant Street, Concord, NH 03301
Telephone (603) 271-3741

The Parent Information Center (PIC) P.O. Box 2405, Concord, NH 03302
Telephone (603) 224-7005
Individualized Education Program

Concord School District establishes an individualized education program (IEP) team for each child referred to the local educational agency. All meetings involving the identification, evaluation, educational placement, and provision of a free appropriate public education involve the IEP Team.

Participants

The IEP Team for each child consists of all of the following:

- the parents of the child;
- not less than one regular education teacher of the child if the child is, or may be, participating in a regular educational environment;
- Not less than one special education teacher, or when appropriate, not less than one special education provider of the child
- a representative of the local educational agency:
  - who is qualified to provide or supervise the provision of special education,
  - who is knowledgeable about the general curriculum,
  - who is knowledgeable about the availability of and authorized to commit the resources of the local educational agency and
  - who may be another local educational agency member of the IEP team if the criteria above are met;
- an individual who can interpret the instructional implications of evaluation results, who may otherwise be a team participant;
- when determining the child’s educational placement, individuals who are knowledgeable about the child and the placement options;
- at the discretion of the parent or local educational agency, other individuals who have knowledge or special expertise about the child, including related services personnel as appropriate (the determination of the individual’s knowledge or special expertise is made by the party [parents or public local educational agency] who invited the individual to be a member of the individualized education program);
- whenever appropriate, the child;
- when transition is being discussed, other agencies who may be responsible for the provision or payment of transition services; and
- when the purpose of the meeting will be consideration of transition services, the student.

If an invited agency does not send a representative to the meeting, the local educational agency takes other steps to obtain the agency’s participation in planning transition services. If the student does not attend the individualized education program meeting, the local educational agency takes other steps to ensure consideration of the student’s preferences and interests.
**Parent Participation in Individualized Education Program Team Meetings**

Concord School District takes steps to ensure that one or both of the parents of a child with a disability are present at each individualized education program meeting or are afforded the opportunity to participate, including:

- notifying parents of the meeting early enough to ensure that they will have an opportunity to attend and
- scheduling the meeting at a mutually agreed on time and place.

The notice required in these procedures:

- indicates the purpose, time and location of the meeting and who will be in attendance and
- informs the parents of the provisions in these policies relating to the participation of other individuals on the individualized education program team who have knowledge or special expertise about the child.

For a student with a disability beginning at age 14, or younger, if appropriate, the notice also:

- indicates that a purpose of the meeting will be the development of the required statement of the transition services needs of the student and
- indicates that the local educational agency will invite the student.

For a student with a disability beginning at age 16, or younger, if appropriate, the notice:

- indicates a purpose of the meeting is the consideration of needed transition services;
- indicates the local educational agency will invite the student; and

If neither parent can attend, the local educational agency uses other methods to ensure parent participation, including individual or conference telephone calls.

The local educational agency conducts meetings without a parent in attendance if the public agency is unable to convince the parents that they should attend. In this case the local educational agency has a record of its attempts to arrange a mutually agreed on time and place, such as:

- detailed records of telephone calls made or attempted and the results of those calls;
- copies of correspondence sent to the parents and any responses received; and
- detailed records of visits made to the parent's home or place of employment and the results of those visits.
- identifies any other agency that will be invited to send a representative as long you have been notified and have given your permission for that representative to attend.

The local educational agency takes whatever action is necessary to ensure that the parent understands the proceedings at the individualized education program meeting, including arranging for an interpreter for parents with deafness or whose native language is other than English. The local educational agency gives the parent a copy of the child's individualized education program at no cost to the parent.

**Ed 1103.01 IEP Team**

Certain individuals must be involved in writing a student's Individualized Education Program (IEP). An IEP team member may fill more than one of the team positions if properly qualified.
The basic team is comprised of the following individuals:

- One or both of the student’s parents, guardian, and/or surrogate parent
- A representative of the School District other than the student’s teacher who is qualified to provide or supervise the provision of special education services
- Not less than one regular education teacher of the child (if the child is, or may be, participating in the regular education environment)
- Not less than one special education teacher or, when appropriate, not less than one special education provider of the child
- The student (if on the age of majority) and where otherwise appropriate
- Vocational education representatives, if appropriate
- A member of the multidisciplinary team – if the student is newly identified or for initial placement decision
- Other individuals at the discretion of the parent or School District
- A representative of any other agency that is likely to be responsible for providing or paying for transition services WITH PERMISSION of the parent/guardian/adult student.

The regular education teacher must be involved in developing appropriate positive behavioral interventions and strategies, as well as assisting the team in determining the supports necessary for school personnel to implement the IEP. While only one regular education teacher is required to attend the IEP team meeting, it is important for the case manager to consult with or gather additional information from the child’s other teachers.

§300.8 Child with a disability.

(a) General.

(1) Child with a disability means a child evaluated in accordance with §§300.304 through 300.311 as having intellectual disability, a hearing impairment (including deafness), a speech or language impairment, a visual impairment (including blindness), a serious emotional disturbance (referred to in this part as “emotional disturbance”), an orthopedic impairment, autism, traumatic brain injury, an other health impairment, a specific learning disability, deaf-blindness, or multiple disabilities, and who, by reason thereof, needs special education and related services.

(2) (i) Subject to paragraph (a)(2)(ii) of this section, if it is determined, through an appropriate evaluation under §§300.304 through 300.311, that a child has one of the disabilities identified in paragraph (a)(1) of this section, but only needs a related service and not special education, the child is not a child with a disability under this part.

(ii) If, consistent with §300.39(a)(2), the related service required by the child is considered special education rather than a related service under State standards, the child would be determined to be a child with a disability under paragraph (a)(1) of this section.
(b) Children aged three through nine experiencing developmental delays. Child with a disability for children aged three through nine (or any subset of that age range, including ages three through five), may, subject to the conditions described in §300.111(b), include a child—

(1) Who is experiencing developmental delays, as defined by the State and as measured by appropriate diagnostic instruments and procedures, in one or more of the following areas: physical development, cognitive development, communication development, social or emotional development, or adaptive development; and

(2) Who, by reason thereof, needs special education and related services.

(c) Definitions of disability terms. The terms used in this definition of a child with a disability are defined as follows:

(1) (i) **Autism** means a developmental disability significantly affecting verbal and nonverbal communication and social interaction, generally evident before age three that adversely affects a child’s educational performance. Other characteristics often associated with autism are engagement in repetitive activities and stereotyped movements, resistance to environmental change or change in daily routines, and unusual responses to sensory experiences.

(ii) Autism does not apply if a child’s educational performance is adversely affected primarily because the child has an emotional disturbance, as defined in paragraph (c)(4) of this section. (iii) A child who manifests the characteristics of autism after age three could be identified as having autism if the criteria in paragraph (c)(1)(i) of this section are satisfied.

(2) **Deaf-blindness** means concomitant hearing and visual impairments, the combination of which causes such severe communication and other developmental and educational needs that they cannot be accommodated in special education programs solely for children with deafness or children with blindness.

(3) **Deafness** means a hearing impairment that is so severe that the child is impaired in processing linguistic information through hearing, with or without amplification that adversely affects a child’s educational performance.

(4) (i) **Emotional Disturbance** means a condition exhibiting one or more of the following characteristics over a long period of time and to a marked degree that adversely affects a child’s educational performance:

(A) An inability to learn that cannot be explained by intellectual, sensory, or health factors.

(B) An inability to build or maintain satisfactory interpersonal relationships with peers and teachers.

(C) Inappropriate types of behavior or feelings under normal circumstances.

(D) A general pervasive mood of unhappiness or depression.

(E) A tendency to develop physical symptoms or fears associated with personal or school problems.

(ii) Emotional disturbance includes schizophrenia. The term does not apply to children who are socially maladjusted, unless it is determined that they have an emotional disturbance under paragraph (c) (4) (i) of this section.

(5) **Hearing Impairment** means an impairment in hearing, whether permanent or fluctuating,
that adversely affects a child’s educational performance but that is not included under the
definition of deafness in this section.

(6) **Intellectual Disability** means significantly sub average general intellectual functioning,
existing concurrently with deficits in adaptive behavior and manifested during the
developmental period, that adversely affects a child’s educational performance.

(7) **Multiple Disabilities** means concomitant impairments (such as mental retardation-
blindness or mental retardation-orthopedic impairment), the combination of which causes
such severe educational needs that they cannot be accommodated in special education
programs solely for one of the impairments. Multiple disabilities does not include deaf-
blindness.

(8) **Orthopedic Impairment** means a severe orthopedic impairment that adversely affects a
child’s educational performance. The term includes impairments caused by a congenital
anomaly, impairments caused by disease (e.g., poliomyelitis, bone tuberculosis), and
impairments from other causes (e.g., cerebral palsy, amputations, and fractures or burns
that cause contractures).

(9) **Other Health Impairment** means having limited strength, vitality, or alertness, including a
heightened alertness to environmental stimuli, that results in limited alertness with respect
to the educational environment, that-

(i) is due to chronic or acute health problems such as 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’s syndrome; and

(ii) adversely affects a child’s educational performance.

(10) **Specific Learning Disability**.

(i) *General:* 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 may manifest itself in the imperfect ability to listen,
think, speak, read, write, spell, or to do mathematical calculations, including
conditions such as perceptual disabilities, brain injury, minimal brain
dysfunction, dyslexia, and developmental aphasia.

(ii) *Disorders not included:* Specific Learning Disability does not include learning
problems that are primarily the result of visual, hearing, or motor disabilities,
of mental retardation, of emotional disturbance, or of environmental, cultural,
or economic disadvantage.

(11) Speech or Language Impairment means a communication disorder, such as stuttering,
impaired articulation, a language impairment, or a voice impairment, that adversely affects
a child’s educational performance.
Flow Chart of Special Education Process

REFERRAL

• Notice of Receipt of Special Education Referral
• Procedural Safeguards to Parent(s)

DISPOSITION OF REFERRAL MEETING (within 15 days of referral)

• Notification of Special Education
• Team Meeting Written Prior Notice – Disposition of Referral

EVALUATION PLANNING TEAM MEETING (including parents)

• Proposal for Individual Evaluation
• Permission to Evaluate Consent Form
• Written Prior Notice
• Parents have 14 days to agree/disagree

DETERMINATION OF ELIGIBILITY TEAM MEETING (including parents)

• Individual Examiner Reports
• Evaluation Summary report
• Parent’s Response to Special Education Proposal
• Written Prior Notice
• Parents have 14 days to agree/disagree

IEP DEVELOPMENT (within 30 days of identification as a child with a disability)

• Parent Notification of Special Education Team Meeting – 10 days in advance
• Documentation of efforts to ensure parent participation in meeting(s)
• Parent participation in IEP development
• IEP – Written Prior Notice – Parent’s Response to Special Education Proposal
• Parents have 14 days to agree/disagree

PLACEMENT

• Determine placement in least restrictive environment.
• Written Prior Notice
• Placement Proposal
• Parent’s Response to Special Education Proposal
• Parents have 14 days to agree or disagree

REGULAR MONITORING OF THE IEP

• Consultation, observation, work samples, post-testing
• Regular notification of progress to parents

ANNUAL REVIEW OF THE IEP

• IEP/Program adjustments to facilitate progress
• Amendments to accommodate for met/exceeded goals
Appendix G

Required Assessments and Qualified Examiners by Disability

Ed 1107.04 Qualified Examiners

(a) Formal diagnostic assessments shall be administered by qualified examiners.

(b) Qualified examiners for specific disabilities shall be as set forth in Table 1100.1, “Required Assessments and Qualified Examiners by Type of Disability” as follows:

Type of Disability:

- Autism
- Deafness-blindness
- Deafness
- Developmental Delay
- Emotional Disturbance
- Hearing Impairment
- Intellectual Disability
- Multiple Disabilities
- Orthopedic Impairment
- Other Health Impaired
- Specific Learning Disability
- Speech and Language Impairment
- Traumatic Brain Injury/Acquired Brain Injury
- Visual Impairment/Blindness
<table>
<thead>
<tr>
<th>Disability</th>
<th>Assessments Required</th>
<th>Qualified Examiners</th>
</tr>
</thead>
<tbody>
<tr>
<td>AUTISM</td>
<td>Academic Performance</td>
<td>Associate School Psychologist&lt;br&gt;Certified Educator&lt;br&gt;Guidance Counselor&lt;br&gt;Psychologist&lt;br&gt;S.A.I.F.**&lt;br&gt;School Psychologist</td>
</tr>
<tr>
<td></td>
<td>Adaptive Behavior</td>
<td>Associate School Psychologist&lt;br&gt;Certified Educator&lt;br&gt;Guidance Counselor&lt;br&gt;Psychiatrist&lt;br&gt;Psychologist&lt;br&gt;S.A.I.F.**&lt;br&gt;School Psychologist&lt;br&gt;Licensed Social Worker</td>
</tr>
<tr>
<td></td>
<td>Communicative Skills</td>
<td>Speech-Language Pathologist&lt;br&gt;Speech-Language Specialist</td>
</tr>
<tr>
<td></td>
<td>Health</td>
<td>Professional Licensed to provide a Health Evaluation</td>
</tr>
</tbody>
</table>

**S.A.I.F., Specialist in the Assessment of Intellectual Functioning**
<table>
<thead>
<tr>
<th>Disability</th>
<th>Assessments Required</th>
<th>Qualified Examiners</th>
</tr>
</thead>
<tbody>
<tr>
<td>DEAF-BLINDNESS</td>
<td></td>
<td><strong>Academic Performance</strong>&lt;br&gt;Qualified Examiners&lt;br&gt;Associate School Psychologist&lt;br&gt; Certified Educator&lt;br&gt; Guidance Counselor&lt;br&gt; Psychologist&lt;br&gt; S.A.I.F.**&lt;br&gt; School Psychologist</td>
</tr>
<tr>
<td></td>
<td>Hearing</td>
<td><strong>Audiologist</strong>&lt;br&gt;Otolaryngologist&lt;br&gt;Otologist</td>
</tr>
<tr>
<td></td>
<td>Vision</td>
<td><strong>Ophthalmologist</strong>&lt;br&gt;Optometrist</td>
</tr>
<tr>
<td>DEAF</td>
<td></td>
<td><strong>Academic Performance</strong>&lt;br&gt;Qualified Examiners&lt;br&gt;Associate School Psychologist&lt;br&gt; Certified Educator&lt;br&gt; Guidance Counselor&lt;br&gt; Psychologist&lt;br&gt; S.A.I.F.**&lt;br&gt; School Psychologist</td>
</tr>
<tr>
<td></td>
<td>Hearing</td>
<td><strong>Audiologist</strong>&lt;br&gt;Otolaryngologist&lt;br&gt;Otologist</td>
</tr>
<tr>
<td>DEVELOPMENTAL DELAY</td>
<td></td>
<td><strong>Varies based on the suspected delay</strong></td>
</tr>
<tr>
<td>Disability</td>
<td>Assessments Required</td>
<td>Qualified Examiners</td>
</tr>
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<td>-----------------------------</td>
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</tbody>
</table>
| EMOTIONAL DISTURBANCE       | Academic Performance       | Associate School Psychologist 
Certified Educator 
Guidance Counselor 
Psychologist 
S.A.I.F.** 
School Psychologist |
|                             | Social/Emotional Status    | Associate School Psychologist 
Psychiatrist 
Psychologist 
School Psychologist |
| HEARING IMPAIRMENT          | Academic Performance       | Associate School Psychologist 
Certified Educator 
Guidance Counselor 
Psychologist 
S.A.I.F.** 
School Psychologist |
|                             | Hearing                    | Audiologist 
Otolaryngologist 
Otolist |
| INTELLECTUAL DISABILITY     | Academic Performance       | Associate School Psychologist 
Certified Educator 
Guidance Counselor 
Psychologist 
S.A.I.F.** 
School Psychologist |
|                             | Adaptive Behavior          | Associate School Psychologist 
Certified Educator 
Guidance Counselor 
Psychiatrist 
Psychologist 
S.A.I.F.** 
School Psychologist 
Licensed Social Worker |
|                             | Intelligence               | Associate School Psychologist 
Psychologist 
S.A.I.F.** 
School Psychologist |
<table>
<thead>
<tr>
<th>Disability</th>
<th>Assessments Required</th>
<th>Qualified Examiners</th>
</tr>
</thead>
<tbody>
<tr>
<td>MULTIPLE DISABILITIES – Requires at least two concomitant disabilities which are evaluated and documented in the student’s evaluation record. This primary disability refers to concomitant impairments which cause severe educational problems.</td>
<td>Varies based on the two or more disabilities suspected</td>
<td>Varies based on the two or more disabilities suspected</td>
</tr>
<tr>
<td>ORTHOPEDIC IMPAIRMENT</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>Academic Performance</td>
<td>Associate School Psychologist Certified Educator Guidance Counselor Psychologist S.A.I.F.** School Psychologist</td>
</tr>
<tr>
<td></td>
<td>Health</td>
<td>Professional licensed to provide a Health Evaluation</td>
</tr>
<tr>
<td></td>
<td>Motor Ability</td>
<td>Licensed Physician Neurologist Occupational Therapist Physical Therapist</td>
</tr>
<tr>
<td>OTHER HEALTH IMPAIRED</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Academic Performance</td>
<td>Associate School Psychologist Certified Educator Guidance Counselor Psychologist S.A.I.F.** School Psychologist</td>
</tr>
<tr>
<td></td>
<td>Health</td>
<td>Professional licensed to provide a Health Evaluation</td>
</tr>
<tr>
<td>Disability</td>
<td>Assessments Required</td>
<td>Qualified Examiners</td>
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<td>--------------------------------</td>
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<td>----------------------------------------------------------</td>
</tr>
<tr>
<td>SPECIFIC LEARNING DISABILITY</td>
<td>Academic Performance</td>
<td>Associate School Psychologist</td>
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<tr>
<td></td>
<td></td>
<td>Certified Educator</td>
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<tr>
<td></td>
<td></td>
<td>Guidance Counselor</td>
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<td></td>
<td></td>
<td>Psychologist</td>
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<tr>
<td></td>
<td></td>
<td>S.A.I.F.**</td>
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<tr>
<td></td>
<td></td>
<td>School Psychologist</td>
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<tr>
<td></td>
<td>Intelligence</td>
<td>Associate School Psychologist</td>
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<td></td>
<td></td>
<td>Psychologist</td>
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<tr>
<td></td>
<td></td>
<td>S.A.I.F.**</td>
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<tr>
<td></td>
<td></td>
<td>School Psychologist</td>
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<tr>
<td></td>
<td>Observation</td>
<td>Associate School Psychologist</td>
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<tr>
<td></td>
<td></td>
<td>Certified Educator</td>
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<td></td>
<td></td>
<td>Guidance Counselor</td>
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<td></td>
<td></td>
<td>Psychologist</td>
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<tr>
<td></td>
<td></td>
<td>S.A.I.F.**</td>
</tr>
<tr>
<td></td>
<td></td>
<td>School Psychologist</td>
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<tr>
<td></td>
<td>Hearing or Hearing Screening</td>
<td>Audiologist</td>
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<tr>
<td></td>
<td></td>
<td>Otolaryngologist</td>
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<td></td>
<td></td>
<td>Otologist</td>
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<td></td>
<td></td>
<td>School Nurse</td>
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<tr>
<td></td>
<td>Vision or Vision Screening</td>
<td>Ophthalmologist</td>
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<td></td>
<td></td>
<td>Optometrist</td>
</tr>
<tr>
<td></td>
<td></td>
<td>School Nurse</td>
</tr>
<tr>
<td>SPEECH-LANGUAGE IMPAIRMENT</td>
<td>Academic Performance</td>
<td>Associate School Psychologist</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Certified Educator</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Guidance Counselor</td>
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<tr>
<td></td>
<td></td>
<td>Psychologist</td>
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<td></td>
<td></td>
<td>S.A.I.F.**</td>
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<td></td>
<td></td>
<td>School Psychologist</td>
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<td></td>
<td>Communication Skills</td>
<td>School Psychologist</td>
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<td></td>
<td></td>
<td>Speech-Language Pathologist</td>
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<tr>
<td></td>
<td></td>
<td>Speech-Language Specialist</td>
</tr>
<tr>
<td>Disability</td>
<td>Assessments Required</td>
<td>Qualified Examiners</td>
</tr>
<tr>
<td>------------------------------------------------</td>
<td>----------------------</td>
<td>-------------------------------------------------------------------------------------</td>
</tr>
</tbody>
</table>
| TRAUMATIC BRAIN INJURY/ACQUIRED BRAIN INJURY ** | Academic Performance | Associate School Psychologist  
Certified Educator  
Guidance Counselor  
Psychologist  
S.A.I.F.**  
School Psychologist |
| ** effective November 10, 2010                  | Health               | Professional licensed to provide a Health Evaluation                                  |
| ** minimum of 2 of the following assessments must also be completed:** |                      |                                                                                      |
| • Adaptive Behavior                             | Adaptive Behavior     | Associate School Psychologist  
Certified Educator  
Guidance Counselor  
Psychiatrist  
Psychologist  
S.A.I.F.**  
School Psychologist  
Social Worker |
| • Communicative Skills                          |                      | Speech-Language Pathologist  
Speech-Language Specialist                                                            |
| • Intelligence                                  |                      | Associate School Psychologist  
Psychologist  
S.A.I.F.**  
School Psychologist                                                               |
| • Social/Emotional Skills                       |                      | Associate School Psychologist  
Psychiatrist  
Psychologist  
School Psychologist                                                                 |
| VISUAL IMPAIRMENT/BLINDNESS                     | Academic Performance | Associate School Psychologist  
Certified Educator  
Guidance Counselor  
Psychologist  
S.A.I.F.**  
School Psychologist                                                                 |
| Vision                                          |                      | Ophthalmologist  
Optometrist                                                                           |
<table>
<thead>
<tr>
<th>Disability</th>
<th>Assessments Required</th>
<th>Qualified Examiners</th>
</tr>
</thead>
<tbody>
<tr>
<td>VOCATIONAL ASSESSMENTS</td>
<td>Vocational</td>
<td>Certified Educator</td>
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<tr>
<td></td>
<td></td>
<td>Guidance Counselor</td>
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<tr>
<td></td>
<td></td>
<td>Vocational Educator</td>
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<tr>
<td></td>
<td></td>
<td>Rehabilitation Counselor</td>
</tr>
</tbody>
</table>

**S.A.I.F., Specialist in the Assessment of Intellectual Functioning**
Appendix H
Special Education Forms
PARENTAL REFERRAL TO SPECIAL EDUCATION TEAM

This is a request for the school district to review my child’s educational needs to determine if my child has a disability and needs special education.

Student: ___________________________________________  D.O.B.: ____________________

School: __________________________________________________________

Parent/Guardians’ Name(s): _____________________________________________

Address: ___________________________________________  Phone: ____________________

What are your concerns?

________________________________________________________________________

Please list public and private school officials, doctors, psychologists, and other professionals with whom you have discussed your child’s case.

<table>
<thead>
<tr>
<th>Name</th>
<th>Title &amp; Agency</th>
<th>Address</th>
</tr>
</thead>
<tbody>
<tr>
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</tbody>
</table>

Signature: ___________________________________________  Date: Click or tap to enter a date.

(Check One)  ☐ Parent    ☐ Adult Student  ☐ Guardian  ☐ Surrogate Parent
REFERRAL TO SPECIAL EDUCATION TEAM

Student: ___________________________  D.O.B.: __________  Grade: _______
Parent(s): ___________________________  Teacher: ___________________________
Address: ___________________________  Parent Phone: ___________________________

Considerations for Referral

1. Describe in detail the reason for this referral. Discuss the frequency, duration, and intensity of the problem. Attach work samples if appropriate.

2. Describe current academic functioning. Be specific.

Classroom Instructional Level:
Reading: ☐  Writing: ☐  Math: ☐  Oral Expression: ☐

3. Describe the student’s learning strengths and weakness:

<table>
<thead>
<tr>
<th>Strengths</th>
<th>Weaknesses</th>
</tr>
</thead>
<tbody>
<tr>
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</tbody>
</table>

4. Describe the student’s social and emotional functioning: (behavior, attention, motivation, peer relations, adult relations, pertinent family history). Be specific regarding behaviors of concern.

5. Whom have you consulted with about this problem?

<p>| |</p>
<table>
<thead>
<tr>
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<tbody>
<tr>
<td></td>
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</tbody>
</table>
6. List specific interventions and classroom modifications that have been tried.

<table>
<thead>
<tr>
<th>Interventions and Modifications</th>
<th>Results/Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

7. What assistance and/or information are you requesting now? Be specific.

Cumulative File Review
1. Note relevant information regarding school history: (include number of years in school, preschool experience, schools attended, retentions, and attendance records, if pertinent.)

<table>
<thead>
<tr>
<th>Instrument</th>
<th>Date</th>
<th>Results</th>
</tr>
</thead>
<tbody>
<tr>
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</tbody>
</table>

2. Record of previous testing (including reading data, state testing, etc.)

<table>
<thead>
<tr>
<th>Program</th>
<th>Dates</th>
</tr>
</thead>
<tbody>
<tr>
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<td></td>
</tr>
</tbody>
</table>

3. Has the student participated in special education or other special programs?

<table>
<thead>
<tr>
<th>Program</th>
<th>Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tr>
</tbody>
</table>

4. Describe nature of parent contact in regard to this referral (include date):

5. Are there pertinent social or medical considerations (chronic illnesses, ongoing medications, physical limitations or impairments?)

Signature of person making this referral: ___________________________  Date: __________

Instructions: 1) Completed referral is submitted to Principal or Special Education Coordinator for signature. 2) A disposition of referral meeting will be held within 15 days of receipt of the referral.
CONCORD, NEW HAMPSHIRE
CONSENT FOR EVALUATION

Student: ___________________________________________  D.O.B.: __________________

Parental consent is requested for the following evaluation(s).

☐ Academic Performance: assesses academic skills appropriate for his or her age and grade placement in areas such as reading, mathematics, spelling and writing.

☐ Adaptive Behavior: measures the student's ability to care for himself/herself and deal with the practical demands of the environment.

☐ Communicative Skills: explores the student's ability to understand and use oral and written language.

☐ Health: assesses the student's health, development and/or neurological status.

☐ Hearing/Hearing Screening: assesses whether a student's hearing is impaired.

☐ Intelligence: explores the student's reasoning skills, conceptual thinking and problem solving skills as well as perceptual skills, communication, memory and motor skills and often yields information about a student's learning strengths and weaknesses and learning styles.

☐ Motor Ability: explores the student's ability to use and coordinate parts of the body to perform tasks.

☐ Observation: provides information about the student's approach to academic tasks, his/her ability to deal with distractions, interactions with peers, and other aspects of school behavior and performance.

☐ Social/Emotional Status: explores a student's motivation, attitudes, relationships with others, self-concept and behavior.

☐ Vision/Vision Screening: determines whether a student's vision is impaired.

☐ Vocational: explores a student's interests, aptitudes and abilities related to job performance.

(Check One)  ☐ I AGREE to the above.
            ☐ I DO NOT AGREE to the above.

Signature: ___________________________________________  Date:  Click or tap to enter a date.

(Check One)  ☐ Parent  ☐ Adult Student  ☐ Guardian  ☐ Surrogate Parent
CONCORD, NEW HAMPSHIRE
SPECIAL EDUCATION TEAM MEETING

Student: ___________________________________________ Date of Meeting: Click or tap to enter a date.
Parent(s): ______________________________________ Address: ______________________________________
School: __________________________ Grade: ___ D.O.B.: _________ Case Manager: ________________

PURPOSE OF MEETING:
☐ Disposition of Referral ☐ Annual Review of the IEP
☐ Evaluation Planning ☐ Placement
☐ Determination of Eligibility for Special Education ☐ Monitoring of the IEP
☐ Development of Initial Individualized Education Program ☐ Transition Planning (students 13+ yrs)
☐ Other: ____________________________________________

PERSONS IN ATTENDANCE:

<table>
<thead>
<tr>
<th>NAME</th>
<th>TITLE</th>
</tr>
</thead>
<tbody>
<tr>
<td>LEA Representative</td>
<td></td>
</tr>
<tr>
<td>Parent(s)/Adult Student/Guardian</td>
<td></td>
</tr>
</tbody>
</table>

INFORMATION ABOUT PARENT RIGHTS IN SPECIAL EDUCATION
A copy of procedural safeguards has been given to the parents, at a minimum—
- One time per year;
- Upon initial referral or parent request for evaluation;
- Upon receipt of a formal complaint or a request for due process;
- In accordance with the discipline procedures in 34CFR300.530(h);
- Upon request by a parent.

I have received a copy of the NH Special Education Procedural Safeguards Handbook.

Signature of Parent: _____________________________________________________________
SPECIAL EDUCATION TEAM MEETING NOTICE

To: ___________________________________________  Student: ________________________________________
_________________________________________  School: ___________________________________________
_________________________________________  Date of Notice:  Click or tap to enter a date.

A special education team meeting has been scheduled to discuss the items checked below:

☐ Disposition of Referral
☐ Evaluation Planning
☐ Determination of Eligibility for Special Education
☐ Development of Initial Individualized Education Program – IEP
☐ Annual Review of the IEP
☐ Placement
☐ Monitoring of the IEP
☐ Transition Planning (for students 13+ years)
☐ Other (Explain) ___________________________________________

The meeting has been scheduled for the date/time indicated below. Your attendance at this meeting is important. This is your opportunity to share your understanding of the needs of your child. You may bring with you anyone else you feel might be helpful.

Date:  Click or tap to enter a date.
Time: ______________________
Place: __________________________________

The following people have also been invited:

<table>
<thead>
<tr>
<th>NAME</th>
<th>POSITION</th>
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</table>

If you are unable to attend this meeting, please call ______________________ at _________________.
Specific Learning Disability Procedures

Specific Learning Disability Definition:
The term means a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, that may manifest itself in the imperfect ability to listen, think, speak, read, write, spell, or to do mathematical calculations, including conditions such as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia.

Disorders not included. Specific learning disability does not include learning problems that are primarily the results of visual, hearing, or motor disabilities or intellectual disability or emotional disturbance or of environmental, cultural, or economic disadvantage.

When a child is suspected of having a specific learning disability, the District shall comply with the additional evaluation requirements for this disability category.

A. The team may determine that a child has a specific learning disability if

1. The child does not achieve adequately for his/her 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 child's age or State-approved grade-level standards:
   - Oral Expression
   - Written Expression
   - Reading Fluency Skills
   - Mathematics Calculation
   - Listening Comprehension
   - Basic Reading Skill
   - Reading Comprehension
   - Mathematics Problem Solving

2. The child exhibits a pattern of strengths and weaknesses in performance, achievement, or both, relative to age, State-approved grade-level standards, or intellectual development, that is determined by the group to be relevant to the identification of a specific learning disability, using appropriate assessments, and

3. The group determines that the evaluation findings are not primarily the result of:
   - A visual, hearing, or motor impairment;
   - Intellectual disability;
   - Emotional disturbance;
   - Cultural factors;
   - Environmental or economic disadvantage; or
   - Limited English proficiency
B. In order to ensure that underachievement in a child suspected of having a specific learning disability is not due to lack of appropriate instruction in reading or math, the group must consider, as part of its evaluation:
   1. Data that demonstrate that prior to, or as a part of, the referral process, the child was provided appropriate instruction in regular education settings delivered by qualified personnel; and
   2. Data-based documentation of repeated assessments of achievement at reasonable intervals, reflecting formal assessment of student progress during instruction, which was provided to the child's parents.

C. The District shall promptly request parental consent to evaluate the child to determine if the child needs special education and related services, and shall adhere to the established timeframes (unless extended by mutual written agreement of the child’s parents and the District).
   1. If, prior to a referral, the child has not made adequate progress after an appropriate period of time when provided instruction; and
   2. Whenever a child is referred for an evaluation.

**Observation:**

A. At least one team member other than the child's regular teacher shall observe the child's academic performance in the regular classroom setting.

B. In the case of a child of less than school age or out of school, a team member shall observe the child in an environment appropriate for a child of that age.

*Note – NH Regulations require the administration of an Intelligence Test, Academic Performance Assessment, observation, hearing or hearing screening, and vision or vision screening.

**Evaluation Report:**

The team must complete the attached report.
SPECIFIC LEARNING DISABILITY DETERMINATION FORM

Student: ____________________________ Date of Meeting: ______________

Specific Learning Disability Definition:
The term means a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, that may manifest itself in the imperfect ability to listen, think, speak, read, write, spell, or to do mathematical calculations, including conditions such as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia.

1. Is there a disorder in one or more of the basic psychological processes?  ☐ Yes  ☐ No
   Evidence:

   ☐

2. Is the student failing to achieve adequately for the student’s age or to meet State-approved grade level standards in any of the areas below, when provided with learning experiences and instruction appropriate for the student’s age or State approved grade level standards?  ☐ Yes  ☐ No
   If so, identify the area(s):
   ☐ oral expression  ☐ reading fluency skills listening
   ☐ comprehension  ☐ reading comprehension
   ☐ written expression  ☐ mathematics calculation
   ☐ basic reading skill  ☐ mathematics problem solving
   Evidence:

   ☐

3a. Does the student exhibit a pattern of strengths and weaknesses in performance, achievement, or both, relative to age, State approved grade level standards, or intellectual development, that is determined by the IEP team to be relevant to the identification of a specific learning disability, using appropriate assessments;
   ☐ Yes  ☐ No  ☐ N/A

or

3b. Has the student failed to make sufficient progress to meet age or State-approved grade level standards in one or more of the areas identified in Question 2 when using a process based on the student’s response to scientific, research-based intervention
   ☐ Yes  ☐ No  ☐ N/A
Evidence:

4. Is the underachievement due to the lack of appropriate instruction? □ Yes □ No
   In making this determination, the Team must consider:
   a) Data that demonstrates that prior to, or as a part of, the referral process, the child was provided appropriate instruction in regular education settings, delivered by qualified personnel; and
   b) Data-based documentation of repeated assessments of achievement at reasonable intervals, reflecting formal assessment of student progress during instruction, which was provided to the child’s parents.
   Evidence:

5. Is the student’s lack of achievement primarily the result of:
   a. Visual, hearing or motor disability □ Yes □ No
   b. Intellectual disability □ Yes □ No
   c. Emotional disturbance □ Yes □ No
   d. Cultural factors □ Yes □ No
   e. Environmental or economic disadvantage □ Yes □ No
   f. Limited English proficiency □ Yes □ No
   If yes, explain:

6. Relevant behavior noted during the observation(s) and its relationship to academic functioning:

7. Educationally relevant medical findings: □ Yes □ No
   If yes, specify:
8. Are evaluations utilized valid and reliable assessments and performed by qualified individuals consistent with ED 1107.04 (b), Table 1100.1?  □ Yes □ No

Eligibility Conclusions:

1. Does a specific learning disability exist?  □ Yes □ No

Summarize basis for decision:

2. If there is a learning disability, does the child require special education and related services because of that disability in order to benefit from education?  □ Yes □ No

Summarize:

If the answers to questions 1 and 2 are “yes,” the student qualifies as a child with a specific learning disability. If the answer to either question is “no,” then the student is ineligible under this coding. Team members should certify their agreement or disagreement by signing below.

Team Members in Agreement:
Name/Title

Team Members Not in Agreement*:
Name/Title:

*Team members not in agreement must submit a separate statement as to why they disagree with the decision.
EMOTIONAL DISTURBANCE ELIGIBILITY DETERMINATION FORM

Student: ______________________________ Date: Click or tap to enter a date.

1. Emotional Disturbance means a condition exhibiting one or more of the following characteristics, over a long period of time, and to a marked degree, that adversely affects a child’s educational performance:

☐ Yes ☐ No A. An inability to learn that cannot be explained by intellectual, sensory, or health factors;

☐ Yes ☐ No B. An inability to build or maintain satisfactory interpersonal relationships with peers and teachers;

☐ Yes ☐ No C. Inappropriate types of behavior or feelings under normal circumstances;

☐ Yes ☐ No D. A general pervasive mood of unhappiness or depression;

☐ Yes ☐ No E. A tendency to develop physical symptoms or fears associated with personal or school problems.

2. Emotional disturbance includes schizophrenia. The term does not apply to children who are socially maladjusted, unless it is determined that they have an emotional disturbance.

Evidence:
# EVALUATION SUMMARY REPORT

Student: ____________________________________________ Date of Meeting: Click or tap to enter a date.

<table>
<thead>
<tr>
<th>Evaluation: _____</th>
<th>Summary:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date: Click or tap to enter a date.</td>
<td>Summary:</td>
</tr>
<tr>
<td>Evaluator: _____</td>
<td>Summary:</td>
</tr>
</tbody>
</table>

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<tbody>
<tr>
<td>Date: Click or tap to enter a date.</td>
<td>Summary:</td>
</tr>
<tr>
<td>Evaluator: _____</td>
<td>Summary:</td>
</tr>
</tbody>
</table>
Determination of Eligibility for Special Education

Student: ____________________________________________ Date: Click or tap to enter a date.

Note: If considering Specific Learning Disability or Emotional Disturbance, please complete the corresponding forms before continuing.

The team concludes that the student: ☐ Does ☐ Does Not have a disability. Why?

☐ The team determines that the student’s disability is not the result of a lack of appropriate instruction in reading, math, or limited English proficiency.

The team concludes that the student: ☐ Does ☐ Does Not require special education as a result of the disability. Why?

The team concludes that the student:
☐ Is eligible for special education and is most appropriately identified as follows:
  Primary Disability: ________________________________
  Secondary Disability: ______________________________

☐ Is NOT eligible for special education and is most appropriately identified as follows:

SIGNIFICANT COMMENTS:

..................................................................................................................................................................
..................................................................................................................................................................
..................................................................................................................................................................
..................................................................................................................................................................
..................................................................................................................................................................
..................................................................................................................................................................

(Check One) ☐ I AGREE to the above.
☐ I DO NOT AGREE to the above.

Signature: ____________________________________________ Date: Click or tap to enter a date.

(Check One) ☐ Parent ☐ Adult Student ☐ Guardian ☐ Surrogate Parent

Parents have 14 days to consider and return this document.
EVALUATION EXTENSION AGREEMENT

Student: ____________________________________________

Parent: ____________________________________________

We are in the process of conducting an educational evaluation of your child. It will not be possible to complete the evaluation process within the 45 day time limit established by the New Hampshire Rules for the Education of Children with Disabilities. This is due to:

Upon written consent of the parties the 45 day time limit may be extended by no more than 15 days. We therefore propose an extension of ________ days, which would result in the time limit being extended to _____________.

You may contact me if you have any questions about the evaluation or this proposed extension. Please sign below and return this form to me.

________________________________________

Signature: ____________________________________________ Date: Click or tap to enter a date.

(Check One) □ I AGREE to the above.

□ I DO NOT AGREE to the above.

(Check One) □ Parent □ Adult Student □□ Guardian □□ Surrogate Parent
PERMISSION TO RELEASE/GATHER/SHARE INFORMATION

Student: ___________________________________________ D.O.B.: ________ Grade: ____
Address: ____________________________________________
Parent(s): __________________________________________

Information to be shared between:
Agency: ______________________________________________
Address: ______________________________________________
Telephone: ______________________ Fax: ______________________
Contact: ______________________________________________

And:
Agency: ______________________________________________
Address: ______________________________________________
Telephone: ______________________ Fax: ______________________
Contact: ______________________________________________

Information to be shared:

Reason for request:

The information listed above is shared between the agency, school or individual stated above with the condition that the party to whom the information is disclosed will not disclose to any other party without the prior written consent of the parent of the student or the eligible student, except that the personally identifiable information which is disclosed to an agency or school may be used by its officers, employees and agents but only for the purposes for which the disclosure was made.

I understand that I have the right to review the information listed above before signing this release, and I further understand that I may obtain a copy of this information. I understand that a copy of this document will be retained in the school record. A copy of this permission shall have the same force as the original.

☐ I give permission for the release of information.
☐ I do not give permission for the release of information.
☐ I give permission for telephone contact.
☐ I do not give permission for telephone contact.

Signature: ___________________________________________ Date: ______________________

(Check One)  ☐ Parent  ☐ Adult Student  ☐ Guardian  ☐ Surrogate Parent
Student: __________________________________________________ Date: Click or tap to enter a date.

The purpose of this form is to inform you when the School District proposes to initiate or change, or refuses to initiate or change, the referral, evaluation, determination or change in eligibility, individualized education program (IEP), educational placement, the provision of a Free Appropriate Public Education (FAPE) for your child, or is refusing to hold a meeting of the IEP team in response to a parental request to do so.

1. Description of the action being proposed or refused by the school district:

2. Explanation of why the school district proposes or refuses to take this action:

3. A description of each evaluation procedure, assessment, record, or report used as a basis in making this decision (the proposed or refused action):

4. A description of other options the IEP Team considered and why those options were rejected:

5. A description of other factors which are relevant to the school district’s proposal or refusal:

As the parent of a child with a disability, you have protections under the NH Procedural Safeguards of the Federal special education law, the Individuals with Disabilities Education Act (IDEA). You have been given a copy of the Procedural Safeguards Handbook at least annually, and may obtain an additional copy at any time by requesting one from the school district’s Special Education Office.

Sources for parents to contact to obtain assistance in understanding the content of this written prior notice are listed below: Director of Student Services, Concord School District, 38 Liberty St., Concord, NH 03301, 225-0811.

Special Education Coordinator: ___________________________________________

Method and date of delivery: ___________________________________________
# Appendix I

## Timeline for Special Education Process and Laws Regarding Parental Consent

### TIMELINE FOR THE SPECIAL EDUCATION PROCESS IN NEW HAMPSHIRE

<table>
<thead>
<tr>
<th>TRIGGER</th>
<th>EVENT THAT MUST OCCUR</th>
<th>DEADLINE</th>
<th>LEGAL AUTHORITY</th>
</tr>
</thead>
<tbody>
<tr>
<td>LEA receives a referral from any source</td>
<td>Notify parents in writing of the referral</td>
<td>Immediately upon receipt of the referral</td>
<td>Ed 1106.01(c), page 39</td>
</tr>
<tr>
<td></td>
<td>Conduct an IEP team meeting to dispose of the referral</td>
<td>Within 15 days of receiving the referral</td>
<td>Ed 1106.01(d), page 39</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Note: Parents should receive written notice of the team meeting at least 10 days in advance of the meeting</td>
<td>Ed 1103.02(a), page 32</td>
</tr>
<tr>
<td>LEA receives parental consent for testing</td>
<td>The evaluation process, including an evaluation team meeting and a summary written report, must be completed</td>
<td>Within 45 days of trigger</td>
<td>Ed 1107.01(c), page 46</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Parties may consent in writing to one extension of not more than 15 days</td>
<td>Ed 1107.01(d), page 46</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Upon request of parents, the LEA shall provide access to test results and other relevant educational records 5 days prior to the IEP team that reviews the evaluation results and determines eligibility.</td>
<td>Ed 1107.04(d), page 53</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Note: Parents should receive notice of the team meeting at least 10 days in advance of the meeting</td>
<td>Ed 1103.02(a), page 32</td>
</tr>
<tr>
<td>Determination of eligibility for special education</td>
<td>IEP team meets to develop an IEP</td>
<td>Within 30 days of trigger</td>
<td>34 CFR § 300.323(c)(1); Ed 1109.03(a), pp. 60–61</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Note: Parents should receive notice of the team meeting at least 10 days in advance of the meeting</td>
<td>Ed 1103.02(a), page 32</td>
</tr>
<tr>
<td>Event Description</td>
<td>Action Required</td>
<td>Timeframe</td>
<td>Reference</td>
</tr>
<tr>
<td>----------------------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------------------</td>
<td>---------------------------------------------------------------------------</td>
<td>-----------</td>
</tr>
<tr>
<td>IEP is developed for the newly identified student</td>
<td>LEA must make special ed and related services available in accordance with the IEP</td>
<td>As soon as possible after trigger</td>
<td>34 CFR § 300.323(c)(2); Ed 1109.03(a), pp. 60-61</td>
</tr>
<tr>
<td>Beginning of school year for a student already determined to be eligible for special ed.</td>
<td>LEA must have an IEP in effect</td>
<td>By the beginning of the school year</td>
<td>34 CFR § 300.323(a); Ed 1109.03(a), page 60</td>
</tr>
<tr>
<td>IEP expires iv</td>
<td>IEP team must review and approve IEP</td>
<td>Before the old IEP expires</td>
<td>Ed 1109.03(e), page 62</td>
</tr>
<tr>
<td>Prior evaluation is 3 years old or a reevaluation is otherwise warranted.</td>
<td>IEP team meets to consider whether to reevaluate</td>
<td>The evaluation process starts all over again!</td>
<td>Ed 1103.02(a), page 32</td>
</tr>
</tbody>
</table>

---

1 This notice “shall include the purpose, time, location and identification of the participants.” Ed 1103.02(a), page 32.

The rule requires such notice only for “an IEP meeting.” Read literally, it applies only to meetings at which the IEP team will discuss the IEP. However, a more cautious approach is to comply with this rule whenever the IEP team meets for any purpose.

Also remember that, for any meeting of the IEP team, “[t]he LEA or parent shall notify the other party 72 hours before a scheduled meeting or upon learning of the expected absence of a team member, whichever is earlier.” Ed 1103.01(d), page 32.

2 See note 1.

3 See note 1.

4 According to New Hampshire law, “The IEP team shall determine the appropriate length of an IEP, which shall not exceed 12 months without review and approval by the IEP team.” Ed 1109.03(e), page 62.

5 See note 1.
## New Hampshire Law Regarding Parental Consent for Special Ed. Proposals

<table>
<thead>
<tr>
<th>PROPOSAL</th>
<th>NEEDED IN ORDER TO IMPLEMENT THE PROPOSAL</th>
<th>LEGAL AUTHORITY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Initial evaluation</td>
<td>Parental consent</td>
<td>Ed 1120.04(a)(1), page 135</td>
</tr>
<tr>
<td></td>
<td>Due process hearing (which the school District “may” seek), or</td>
<td>Ed 1106.01(g), 1120.05(c), pages 39 and 137</td>
</tr>
<tr>
<td></td>
<td>No need for parental consent if the child is a ward of the state and does not reside with parents, provided one of three conditions is satisfied</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>20 USC § 1414(a)(1)(D)(iii); 34 CFR § 300.300(a)(2); Ed 1120.04(c), page 135</td>
</tr>
<tr>
<td>Reevaluation</td>
<td>Parental consent</td>
<td>Ed 1120.04(a)(6), page 135</td>
</tr>
<tr>
<td></td>
<td>“Implied consent,” or</td>
<td>Ed 1120.04(b), page 135</td>
</tr>
<tr>
<td></td>
<td>Due process hearing (which the school District “shall” seek)</td>
<td>Ed 1120.05(e), page 137</td>
</tr>
<tr>
<td>Determining or changing disability classification</td>
<td>Parental consent</td>
<td>Ed 1120.04(a)(4), page 135</td>
</tr>
<tr>
<td></td>
<td>“Implied consent,” or</td>
<td>Ed 1120.04(b), page 135</td>
</tr>
<tr>
<td></td>
<td>Due process hearing (which the school District “shall” seek)</td>
<td>Ed 1120.05(e), page 137</td>
</tr>
<tr>
<td>Initial provision of special education and related services</td>
<td>Parental consent</td>
<td>Ed 1120.04(a)(2), page 135</td>
</tr>
<tr>
<td></td>
<td>School District shall not initiate a due process hearing</td>
<td>Ed 1120.05(d), page 137</td>
</tr>
<tr>
<td></td>
<td>School District may initiate court proceedings</td>
<td>Ed 1120.05(d), page 137</td>
</tr>
<tr>
<td>IEP other than initial IEP</td>
<td>Parental consent</td>
<td>Ed 1120.04(a)(3), page 135</td>
</tr>
<tr>
<td></td>
<td>“Implied consent,” or</td>
<td>Ed 1120.04(b), page 135</td>
</tr>
<tr>
<td></td>
<td>Due process hearing (which the school District “shall” seek)</td>
<td>Ed 1120.05(e), page 137</td>
</tr>
<tr>
<td>Placement other than initial placement</td>
<td>Parental consent</td>
<td>Ed 1120.04(a)(3), page 135</td>
</tr>
<tr>
<td></td>
<td>“Implied consent,” or</td>
<td>Ed 1120.04(b), page 135</td>
</tr>
<tr>
<td></td>
<td>Due process hearing (which the school District “shall” seek)</td>
<td>Ed 1120.05(e), page 137</td>
</tr>
</tbody>
</table>
Changing the nature or extent of special education services

| Parental consent | “Implied consent” | Ed 1120.04(a)(5), page 135
| Due process hearing (which the school District “shall” seek) | Ed 1120.04(b), page 135
| Ed 1120.05(e), page 137

Annual access to public insurance or when changes in services paid by public insurance are made

| Parental consent | Ed 1120.04(a)(7), page 135

Each time the LEA proposes to access private insurance

| Parental consent | Ed 1120.04(a)(8), page 135

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1 A school District may not initiate a due process hearing for an initial evaluation if the child is “home schooled or placed in a private school by the parents at their own expense.” 34 C.F.R. § 300.300(d)(4)(i); Ed 1120.04(c) (page 135).

2 The three alternative conditions are: 1) that the school District cannot locate the parents, despite reasonable efforts to do so; 2) a court has terminated residual parental rights; or 3) the parents’ rights to make educational decisions “have been subrogated by a judge in accordance with State law and consent for an initial evaluation has been given by an individual appointed by the judge to represent the child.” 20 U.S.C. § 1414(a)(1)(D)(ii).

3 “Implied consent” is our nickname for when a parent’s failure to respond shall be treated as consent.

According to the New Hampshire Board of Education’s rules, “If a parent fails to respond within 14 days after the sending of written prior notice pursuant to Ed 1120.04(b), the LEA shall implement its proposed changes if the LEA has taken reasonable measures to obtain informed written consent.” Ed 1120.06(a) (page 138), emphasis added.

The rules explain that reasonable measures “shall include” the following: 1) “Documentation of telephone calls to the parent made or attempted and the results of those calls,” and 2) “Copies of correspondence sent to the parent and any responses received, which correspondence shall be sent via certified mail, return receipt requested.” Ed 1120.06(b) (page 138).

Thus, when a parent fails to respond, the school District must make the calls and write the letters required by Ed 1120.06(b). If no parent responds after those efforts, the school District must implement its proposal upon the expiration of 14-day period, unless the parties agree to extend that response period pursuant to Ed 1120.04(d) (page 137).

4 A school District may not initiate a due process hearing for a reevaluation if the child is “home schooled or placed in a private school by the parents at their own expense.” 34 C.F.R. § 300.300(d)(4)(i); Ed 1120.04(c) (page 135).

5 See note 3.

6 See note 3.

7 See note 3.
Appendix J

New Hampshire Special Education
Procedural Safeguards Handbook