



THE MISSION OF SDA PUBLIC SCHOOLS

**Cultivating a positive culture where every individual can maximize their potential.
We are the Rocket Family.**

We believe: Education is a life-long learning process

We believe: In treating all people with dignity and respect

We believe: In promoting and developing positive character traits

We believe: In developing positive self-esteem in all students

We believe: In sharing responsibility for education with the community, family, and students

WRITTEN PROCEDURES FOR SPECIAL EDUCATION PROGRAM AT SDA PUBLIC SCHOOLS

OVERVIEW

https://www.education.ne.gov/wp-content/uploads/2017/10/Clean51_2022.pdf

https://www.education.ne.gov/wp-content/uploads/2017/10/Rule52_2014.pdf

The following procedures are a general guide for District staff, students, and parents. Nothing in these procedures is binding on the District or creates any contract or property right. These procedures do not override Board Policy. To the extent that anything in these procedures is contrary to state or federal law, such procedures shall be disregarded. In addition, the District will typically incorporate other practices and procedures (that may or may not be in writing elsewhere) to supplement, modify, or preempt the procedures listed in this document. Any person who has a question about the District's special education procedures or practices should contact a District administrator with their specific question(s). Finally, the District's administrative team may supplement, revise, remove, or rewrite any or all of these procedures at any time, so any person wishing to review the applicable procedures should check with the Director of Special Education to obtain an updated copy.

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CHILD FIND

The District will develop procedures to ensure all children within the district have access to the child find process. The district will provide multiple methods to provide parents, guardians, and community members with information regarding how to refer a child for an evaluation and the identification process. Each school building will have a designated contact person who is knowledgeable about the district procedures, and the district will designate a contact person to oversee the child find process. The child find process will be consistent with Federal and state regulations (i.e., 34 CFR § 300.111 and 300.131; 92 NAC 51-006 and 92 NAC 51-015.03).

CHILD FIND

Non-School Age (Ages 0-5)

Task	Person Responsible	When to Complete	Forms Needed (if any)
Send publications out <ul style="list-style-type: none"> • Examples could be news paper, daycares, posters, medical clinic, website, churches, preschools, newsletter 	<ul style="list-style-type: none"> • Superintendent • Superintendent Secretary • Special Education Director 	Annually	Brochure/ handout https://edn.ne.gov/cms/ https://childfind.nebraska.gov/ https://edn.ne.gov/cms/sites/default/files/u1/brochures/EI-PAM-2_0.pdf https://edn.ne.gov/cms/sites/default/files/u1/brochures/64896%20EARLY%20DEV%20BROCH.pdf https://edn.ne.gov/cms/sites/default/files/u1/brochures/Babies_Cant_Wait_May_2015.pdf https://edn.ne.gov/cms/sites/default/files/u26/ED-N-Family-Resource-Guide-508%20Accessible-for%20ONDE_English_Final.pdf https://edn.ne.gov/cms/sites/default/files/u1/brochures/bookmark8.5x3.5-final.pdf https://www.cdc.gov/ncbddd/actearly/pdf/FULL-LIST-CDC_LTSAE-Checklists2021_Eng_FNL2_508.pdf https://edn.ne.gov/cms/who-is-eligible https://drive.google.com/drive/u/0/folders/1JSpigER0tVJaXu0md-56YFxsNuSvWom
Professional development on Child Find and related issues for staff	<ul style="list-style-type: none"> • Special Education Director • School Psychologist • Building Principal • Counselor 	Annually	

The district will accept referrals from parents and outside agencies	<ul style="list-style-type: none"> • Special Education Director • Speech Language Pathologist 	On an ongoing basis	Child Find forms to identify parents
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CHILD FIND

School-Aged (Ages 5-21)

Task	Person Responsible	When to Complete	Forms Needed (if any)
Send publications out <ul style="list-style-type: none"> • Examples could be news paper, daycares, posters, medical clinic, website, churches, preschools, newsletter 	<ul style="list-style-type: none"> • Superintendent • Superintendent Secretary • Special Education Director 	Annually	Brochure/ handout https://childfind.nebraska.gov/ https://www.cdc.gov/ncbddd/actearly/pdf/FULL-LIST-CDC_LTSAE-Checklists2021_Eng_FNL2_508.pdf https://drive.google.com/drive/u/0/folders/1JSpigER0tVJaXuI0md-56YFxsNuSvWom
Professional development for staff <ul style="list-style-type: none"> • Onboarding • Annual refreshers 	<ul style="list-style-type: none"> • Special Education Director • School Psychologist • Building Principal • Counselor • Speech-Language Pathologist 	On an ongoing basis	
Identify students of concern	<ul style="list-style-type: none"> • General education teachers • PST teams (could include school psychologist, counselor, interventionist, principal) 	On an ongoing basis	Problem Solving Team (PST) forms Speech-Language (PST) Form https://drive.google.com/drive/u/0/folders/1JSpigER0tVJaXuI0md-56YFxsNuSvWom
Discuss concerns with parents and Problem Solving Team (PST), review applicable data.	<ul style="list-style-type: none"> • PST teams (could include school psychologist, 	On an ongoing basis	PST form

<p>Examples might include:</p> <ul style="list-style-type: none"> • MAP • NSCAS • Acadience • Grades • Attendance • Behavior Data • ASA • ACT 	<p>counselor, interventionist, principal)</p>		
<p>Develop and document evidence-based interventions and progress</p>	<ul style="list-style-type: none"> • PST 	<p>On an ongoing basis</p>	<p>PST form PST flow chart</p>
<p>Meet to discuss:</p> <ul style="list-style-type: none"> • Progress (data) • Potential alterations to plan • Potential referral for sped eval 	<ul style="list-style-type: none"> • PST 	<p>On an ongoing basis</p>	<p>PST form</p>
<p>Transition meetings & tasks</p> <ul style="list-style-type: none"> • Share PST documents 	<ul style="list-style-type: none"> • PST • Building Principals 	<p>End of Year, Annually</p>	<p>PST documents</p>
<p>Parent requests for evaluations, including students enrolled in public school or homeschool, will be granted a team meeting to determine if an evaluation is warranted</p>	<ul style="list-style-type: none"> • Special Education Director • School Psychologist • Building Principals • Speech Language Pathologist 	<p>On an ongoing basis</p>	<p>Either:</p> <ul style="list-style-type: none"> • District honors parent request for evaluation while interventions start or are continued <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> • A Prior Written Notice is provided to the parent explaining the district's reason for not conducting an evaluation

CONSENT (EVALUATION AND PLACEMENT)

District staff will provide the parent, guardian, or appointed surrogate (when applicable) with information regarding decisions to evaluate (what they are proposing or rejecting, reasons for decisions, all options considered, why other options were rejected, what information was used to make decisions, and any other relevant information). Staff will review evaluation assessment plans with parents and will seek written permission for evaluation on the district consent form which will provide state and federal requirements. Informed consent for special education placement will be obtained on the IEP form before services are initiated.

CONSENT (INITIAL EVALUATION AND PLACEMENT)

Non-School Age (Ages Birth-3)

Task	Person Responsible	When to Complete	Forms Needed (if any)
Provide parent, guardian, or appointed surrogate with a copy of procedural safeguards at the time of consent	<ul style="list-style-type: none">Special Education Director	On an ongoing basis	Procedural Safeguards Notice
Ensuring the information is accessible to a parent, guardian, or appointed surrogate who is not a native English speaker	<ul style="list-style-type: none">Special Education Director	On an ongoing basis	Consent forms
Coordinating consent issues for students who are in private school or home school	<ul style="list-style-type: none">Special Education Director	On an ongoing basis	Consent forms

CONSENT (EVALUATION AND PLACEMENT)

School-Aged (Ages 3-21)

Task	Person Responsible	When to Complete	Forms Needed (if any)
PST/PARENT REFERRAL			
Provide Notice and Consent for Initial Evaluation form to parent, guardian, or appointed surrogate.	<ul style="list-style-type: none"> • School Psychologist • Speech Language Pathologist • Special Education Director 	Within a reasonable amount of time following PST meeting/referral	<ul style="list-style-type: none"> • Notice and Consent for Initial Evaluation
Provide parent, guardian, or appointed surrogate with a copy of procedural safeguards (in their native language) at the time of consent.	<ul style="list-style-type: none"> • School Psychologist • Speech Language Pathologist • Special Education Director 	Within a reasonable amount of time following PST meeting/referral	<ul style="list-style-type: none"> • Procedural Safeguards Notice
If the parent, guardian, or appointed surrogate does not attend the PST meeting where the team referred the student for a special education evaluation, a minimum of three attempts to provide procedural safeguards and consent for initial evaluation form will be made and documented. Methods of contact can include phone, email, certified mail, and residential visits.	<ul style="list-style-type: none"> • School Psychologist • Speech Language Pathologist • Special Education Director • Principal (if needed) 	Within a reasonable amount of time following PST meeting/referral	<ul style="list-style-type: none"> • Notice and Consent for Initial Evaluation • Procedural Safeguards Notice
If the parent, guardian, or appointed surrogate is nonresponsive or does not consent to the evaluation, the school district may utilize the procedural safeguards including mediation or due process in order to proceed with the evaluation to determine eligibility.	<ul style="list-style-type: none"> • Special Education Director • Superintendent • Principal 	Follow the district's procedures for mediation and due process	
RE-EVALUATION			
Provide Notice and Consent for Reevaluation evaluation form to parent,	<ul style="list-style-type: none"> • School Psychologist • Speech Pathologist 		Notice and Consent for Reevaluation

guardian, or appointed surrogate.			
Provide parent, guardian, or appointed surrogate with a copy of procedural safeguards (in their native language) at the time of consent.	<ul style="list-style-type: none"> • Special Education Case Manager • Speech Language Pathologist • School Psychologist 		Procedural Safeguards Notice
If the parent, guardian, or appointed surrogate is nonresponsive, a minimum of three attempts to provide procedural safeguards and consent for reevaluation form will be made and documented. Methods of contact can include phone, email, certified mail, and residential visits.	<ul style="list-style-type: none"> • Special Education Case Manager • Speech Language Pathologist • School Psychologist • Special Education Director 	Within a reasonable amount of time following first contact attempt to provide parent with Consent and Procedural Safeguards Notice	Documentation of contact attempts
If the parent, guardian, or appointed surrogate is nonresponsive and a minimum of three attempts to provide procedural safeguards and consent for re-evaluation has been made and documented, the district may proceed with re-evaluation to determine eligibility. Methods of contact can include phone, email, certified mail, and residential visits.	<ul style="list-style-type: none"> • Special Education Case Manager • Speech Language Pathologist 	After three contact attempts have been made from first contact attempt to provide parent with Consent and Procedural Safeguards Notice	Documentation of contact attempts
If the parent, guardian, or appointed surrogate does not consent to the evaluation, the school district may utilize the procedural safeguards including mediation or due process in order to proceed with evaluation to determine eligibility.	<ul style="list-style-type: none"> • Special Education Director • Superintendent • Principal 	Follow the district's procedures for mediation and due process	

EVALUATION

When a child is suspected of having a disability, the District will complete a comprehensive initial evaluation within 45 school days or 60 calendar days (whichever comes first) from the date of parental consent to determine eligibility for special education services. All evaluations (both initial evaluations and reevaluations) will be completed by multidisciplinary qualified professionals and will follow Federal and state regulations. The documented results of the evaluation will be provided to parents and included in student files. The district will purchase a variety of assessment instruments to ensure district teams have access to appropriate measures to complete evaluations. The district will follow publisher guidelines for assessments (professional qualifications, use of materials, interpretations) and will not use outdated or culturally inappropriate tools. The district will identify procedures to audit a sampling of evaluations to ensure regulations are followed. All evaluation components will be at district expense.

EVALUATION

Ages 0-3

Task	Person Responsible	When to Complete	Forms Needed (if any)
CHILD FIND			
Contact parents and send consent form and Parent's Rights in Special Education	<ul style="list-style-type: none"> • ESU Service Coordinator • Special Education Director • Speech Pathologist 	Within a reasonable time after receiving request	<ul style="list-style-type: none"> • Notice and Consent for Initial Evaluation Form or Notice and Consent for Reevaluation (if already identified in another eligibility area) • IDEA Part C Parents' Rights in Special Education (Age 0-3): Procedural
Complete evaluation	<ul style="list-style-type: none"> • Qualified individuals in areas of concern 	60 calendar days	Evaluation information <ul style="list-style-type: none"> • RBI • ASQ • DAY-C
Schedule MDT meeting	<ul style="list-style-type: none"> • ESU Service Coordinator • Speech pathologist 		
Send meeting notice			
Step 1: IF parent does not respond to the meeting notice: <ul style="list-style-type: none"> • document that 3 possible meeting dates were sent • attempt contact 3 times, note the method, date, and time that they were contacted and then hold 	<ul style="list-style-type: none"> • ESU Service Coordinator • Speech pathologist 		

meeting Step 2: IF parent agrees to attend the meeting but does not show up to the meeting: <ul style="list-style-type: none"> Attempt to contact parent to reschedule if time allows within 60 day timeline or meeting will be held without parent 			
Hold MDT meeting	<ul style="list-style-type: none"> Required MDT Members If the parents' native language is not spoken English, an interpreter will be provided 		
Send Finalized copy of MDT report	<ul style="list-style-type: none"> ESU Service Coordinator School psychologist Speech pathologist 	Within a reasonable time after MDT meeting	MDT report
PARENT REFERRAL			
Upon parent request for evaluation, Special Education Director reviews referral information and data	<ul style="list-style-type: none"> Special Education Director 	Within a reasonable time after receiving request	Send <ul style="list-style-type: none"> ASQ IDEA Part C Parents' Rights in Special Education (Age 0-3): Procedural Safeguards Notice
Special Education Director examines concern, reviews data/progress, and determines next steps.	<ul style="list-style-type: none"> Special Education Director Qualified individuals in areas of concern 		Either: <ul style="list-style-type: none"> District honors parent request for evaluation while interventions start or are continued <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> A Prior Written Notice is provided to the parent explaining the district's reason for not conducting an evaluation
IF district honors parent request, review referral, create student record	<ul style="list-style-type: none"> Special Education Director 	Within a reasonable time after receiving request	
IF district honors parent request, contact	<ul style="list-style-type: none"> ESU Service Coordinator 	Within a reasonable time	<ul style="list-style-type: none"> Notice and Consent for Initial Evaluation

parents and send consent form and parental rights	<ul style="list-style-type: none"> • Speech pathologist 	after receiving request	<p>Form or Notice and Consent for Reevaluation (if already identified in another eligibility area)</p> <ul style="list-style-type: none"> • IDEA Part C Parents' Rights in Special Education (Age 0-3): Procedural Safeguards Notice
IF district honors parent request, complete evaluation	<ul style="list-style-type: none"> • Qualified individuals in areas of concern 	60 calendar days	Evaluation information <ul style="list-style-type: none"> • RBI • ASQ • DAY-C
Schedule MDT Meeting	<ul style="list-style-type: none"> • ESU Service Coordinator • Speech pathologist 		
Send Notice of Meeting			Notice of Meeting
<p>Step 1: IF parent does not respond to the meeting notice:</p> <ul style="list-style-type: none"> • document that 3 possible meeting dates were sent • attempt contact 3 times, note the method, date, and time that they were contacted and then hold meeting <p>Step 2: IF parent agrees to attend the meeting but does not show up to the meeting:</p> <ul style="list-style-type: none"> • Attempt to contact parent to reschedule if time allows within 60 day timeline or meeting will be held without parent 	<ul style="list-style-type: none"> • ESU Service Coordinator • Speech pathologist 		Notice of Meeting
Hold MDT meeting	<ul style="list-style-type: none"> • Required MDT Members • If the parents' native language is not spoken English, an interpreter will be provided 		
Send Finalized copy of MDT report	<ul style="list-style-type: none"> • Special education case manager • School psychologist 	Within a reasonable time after MDT meeting	MDT Report

	<ul style="list-style-type: none">• Speech pathologist		
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EVALUATION

School-Aged (Ages 3-21)

Task	Person Responsible	When to Complete	Forms Needed (if any)
PST REFERRAL			
PST makes referral to Special Education Director	<ul style="list-style-type: none"> • PST 	Within a reasonable time after receiving referral	PST information, examples might include: <ul style="list-style-type: none"> • Health Information • Intervention and Progress Monitoring Data • Academic, Behavior, Attendance Data • State/District Assessment Data • Identified Areas of Concern to Assess (e.g., Motor, Cognitive, Behavior, Academic, Speech-Language)
Review PST referral, create student profile in SRS	<ul style="list-style-type: none"> • Special Education Director 		PST information
Contact parents and send consent form and Parent's Rights in Special Education	<ul style="list-style-type: none"> • School psychologist • Speech pathologist 		<ul style="list-style-type: none"> • Notice and Consent for Initial Evaluation Form or Notice and Consent for Reevaluation (if already identified in another eligibility area) • IDEA Part B Parents' Rights in Special Education (Age 3-21): Procedural
Complete evaluation	<ul style="list-style-type: none"> • Qualified individuals in areas of concern 	60 calendar days	Assessments
Schedule MDT meeting	<ul style="list-style-type: none"> • Special education case manager 		
Send meeting notice	<ul style="list-style-type: none"> • School psychologist • Speech pathologist 		Notice of Meeting
Step 1: IF parent does not respond to the meeting notice: <ul style="list-style-type: none"> • document that 3 possible meeting dates were sent • attempt contact 3 times, note the method, date, and time that they were contacted and then hold 	<ul style="list-style-type: none"> • Special education case manager • School psychologist • Speech pathologist 		Notice of Meeting

<p>meeting</p> <p>Step 2: IF parent agrees to attend the meeting but does not show up to the meeting:</p> <ul style="list-style-type: none"> • Attempt to contact parent to reschedule if time allows within 60 day timeline or meeting will be held without parent 			
<p>Hold MDT meeting</p>	<ul style="list-style-type: none"> • Required MDT Members • If the parents' native language is not spoken English, an interpreter will be provided 		
<p>Send Finalized copy of MDT report</p>	<ul style="list-style-type: none"> • Special education case manager • School psychologist • Speech pathologist 	<p>Within a reasonable time after MDT meeting</p>	<p>MDT report</p>
<p>PARENT REFERRAL</p>			
<p>Upon parent request for evaluation, Special Education Director reviews referral information and data</p>	<ul style="list-style-type: none"> • Special Education Director 	<p>Within a reasonable time after receiving request</p>	<p>Information may include:</p> <ul style="list-style-type: none"> • Intervention and Progress Monitoring Data (if applicable) • Academic, Behavior, Attendance Data • State/District Assessment Data • Current classroom performance
<p>PST team convenes to examine concern, review data/progress, and determine next steps. Either:</p> <ul style="list-style-type: none"> • District honors parent request for evaluation while interventions start or are continued <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> • A Prior Written Notice is provided to the parent explaining the district's reason for not conducting an evaluation 	<ul style="list-style-type: none"> • PST 		<p>Either:</p> <ul style="list-style-type: none"> • District honors parent request for evaluation while interventions start or are continued <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> • A Prior Written Notice is provided to the parent explaining the district's reason for not conducting an evaluation

IF district honors parent request, review referral, create student record	<ul style="list-style-type: none"> Special Education Director 	15 school days from PST meeting to parent contact	
IF district honors parent request, contact parents and send consent form and parental rights	<ul style="list-style-type: none"> Special Education Director Qualified individuals in areas of concern 		<ul style="list-style-type: none"> Notice and Consent for Initial Evaluation Form or Notice and Consent for Reevaluation (if already identified in another eligibility area) IDEA Part B Parents' Rights in Special Education (Age 3-21); Procedural Safeguards Notice
IF district honors parent request, complete evaluation	Qualified individuals in areas of concern	60 calendar days	Assessments
Schedule MDT Meeting	<ul style="list-style-type: none"> Special education case manager School psychologist Speech pathologist 		
Send Notice of Meeting			Notice of Meeting
<p>Step 1: IF parent does not respond to the meeting notice:</p> <ul style="list-style-type: none"> document that 3 possible meeting dates were sent attempt contact 3 times, note the method, date, and time that they were contacted and then hold meeting <p>Step 2: IF parent agrees to attend the meeting but does not show up to the meeting:</p> <ul style="list-style-type: none"> Attempt to contact parent to reschedule if time allows within 60 day timeline or meeting will be held without parent 	<ul style="list-style-type: none"> Special education case manager School psychologist Speech pathologist 		Notice of Meeting
IF district honors parent request, hold MDT meeting	<ul style="list-style-type: none"> Required MDT Members If the parents' native language is not spoken English, an interpreter will be provided 		

IF district honors parent request, send Finalized copy of MDT report	<ul style="list-style-type: none"> • Special education case manager • School psychologist • Speech pathologist 	Within a reasonable time after MDT meeting	MDT report
IF district denies parent request, PWN is provided to parent explaining the district's reason for not conducting an evaluation	<ul style="list-style-type: none"> • Special Education Director • School psychologist • Speech pathologist 	Sent to parent within a reasonable amount of time following the PST meeting	Prior Written Notice
RE-EVALUATION			
Send consent	<ul style="list-style-type: none"> • School psychologist • Speech pathologist 	Prior to 3 years after most recent evaluation	Notice and Consent for Reevaluation
Complete evaluation	<ul style="list-style-type: none"> • Qualified individuals in areas of concern 		Assessments
Send Notice of Meeting	<ul style="list-style-type: none"> • Special education case manager 		Notice of Meeting
<p>Step 1: IF parent does not respond to the meeting notice:</p> <ul style="list-style-type: none"> • document that 3 possible meeting dates were sent • attempt contact 3 times, note the method, date, and time that they were contacted and then hold meeting <p>Step 2: IF parent agrees to attend the meeting but does not show up to the meeting:</p> <ul style="list-style-type: none"> • Attempt to contact parent to reschedule if time allows within 60 day timeline or meeting will be held without parent 			
Hold MDT meeting			<ul style="list-style-type: none"> • Required MDT Members • If the parents' native language is not spoken English, an interpreter will be provided

Send Finalized copy of MDT report	<ul style="list-style-type: none">• Special education case manager• School psychologist• Speech pathologist	Within a reasonable time after MDT meeting	MDT report
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SPECIFIC LEARNING DISABILITIES

The District will collect students' reading, math, and writing performance data throughout the school year. School teams will make data-based decisions to determine who is in need of general education interventions. Interventions will include evidence-based practices. The students' progress will be monitored in the area of the deficit at least twice a month. School teams will review all collected data, and if it is suspected that a student has a specific learning disability, the student will be referred for an evaluation. The parent has a right to request an evaluation at any time. The district will develop procedures to ensure compliance with all Federal and state regulations concerning evaluations. District education and assessment staff receive ongoing training on such procedures and district-level policies.

ADDITIONAL EVALUATION REQUIREMENTS FOR SPECIFIC LEARNING DISABILITY (SLD)

School-Aged (Ages 5-21)

Task	Person Responsible	When to Complete	Forms Needed (if any)
General intervention decision-making process and team members	<ul style="list-style-type: none">• Building Principals• Counselors• School Psychologist• Interventionists	On an as-needed basis	
Parent request for evaluations	<ul style="list-style-type: none">• Special Education Director• Staff	On an as-needed basis	Evaluation forms
Written evaluation results and signatures	<ul style="list-style-type: none">• School Psychologist	On an as-needed basis	MDT Report
Meeting planning (notice, facilitation, etc)	<ul style="list-style-type: none">• Special Education Case Manager• School Psychologist	On an as-needed basis	Notice of Meeting, MDT meeting notes

INDEPENDENT EDUCATION EVALUATIONS

The parent, guardian, or appointed surrogate will be notified of procedural safeguards consistent with federal and state regulations (34 CFR § 300.502 and 92 NAC 51-006.07) associated with Individual Education Evaluations (IEEs) at the time of evaluation. When a parent, guardian, or appointed surrogate disagrees with the outcomes of an evaluation and requests an IEE, the District will respond to the request within a reasonable number of days with a decision to move forward with the IEE or initiate a hearing to determine the appropriateness of the evaluation (consistent with 92 NAC 51-006.07D). The parent, guardian, or appointed surrogate will be given written notice of the decision. The district will maintain procedures outlining criteria associated with the evaluation and provide information to the parent upon request. The school team will consider independent evaluations (whether provided at the parent or public expense) when making decisions.

INDEPENDENT EDUCATION EVALUATIONS

Task	Person Responsible	When to Complete	Forms Needed (if any)
Handling requests for IEE	<ul style="list-style-type: none">• Special Education Director	On an as-needed basis	
Communicating options to parents regarding an IEE and IEE results	<ul style="list-style-type: none">• Special Education Director	On an as-needed basis	
Coordinating and arranging for an IEE	<ul style="list-style-type: none">• Special Education Director	On an as-needed basis	

REEVALUATION

All evaluations (initial evaluations and reevaluations) will be completed by multidisciplinary qualified professionals and will follow federal and state regulations. The documented results of the evaluation will be provided to parents and included in student files. The district will purchase a variety of assessment instruments to ensure district teams have access to appropriate measures to complete evaluations. The district will follow publisher guidelines for assessments (professional qualification, use of materials, interpretations) and will not use outdated tools. All past evaluations will be reviewed before making decisions regarding current evaluation or reevaluation needs.

REEVALUATION

School-Aged (Ages 5-21)

Task	Person Responsible	When to Complete	Forms Needed (if any)
Coordinating reevaluations	<ul style="list-style-type: none">• Special Education Director• School Psychologist• Speech Pathologist	On an as-needed basis	<ul style="list-style-type: none">• Reevaluation notices• Consent forms
Coordinating reevaluations for students who transfer into a school from within district, state or out of state.	<ul style="list-style-type: none">• Special Education Director• School Psychologist• Speech Pathologist	On an as-needed basis	<ul style="list-style-type: none">• Reevaluation notices• Consent forms
Communicating reevaluation needs to parents	<ul style="list-style-type: none">• School Psychologist• Speech Pathologist	On an as-needed basis	<ul style="list-style-type: none">• Reevaluation notices• Consent forms
Interpreting test results	<ul style="list-style-type: none">• School Psychologist• Speech Pathologist	On an as-needed basis	<ul style="list-style-type: none">• Test results
Notices and meeting documents	<ul style="list-style-type: none">• School Psychologist• Speech Pathologist• Special Education Case Manager	On an as-needed basis	<ul style="list-style-type: none">• Notice of Meeting• MDT meeting notes

ELIGIBILITY

Eligibility for services will be determined by a multidisciplinary team based on the results of a comprehensive evaluation based on disability categories identified by state and federal regulations (34 CFR §300.8; 92 NAC 51-006.04). The team is responsible for ruling out the determinant factor is due to a lack of appropriate instruction in reading or math or due to lack of English proficiency. The team will prepare a written report documenting all evaluation findings in accordance with state and Federal requirements. The district will develop procedures determining who is responsible for providing the parent with a written report and the documentation of such actions. When a student is not eligible for services, the school multidisciplinary team will determine if general education interventions or strategies are needed.

ELIGIBILITY

School-Aged (Ages 5-21)

Task	Person Responsible	When to Complete	Forms Needed (if any)
Reviewing, analyzing and communicating the results of the evaluation to the team, including the parent, guardian, or appointed surrogate	<ul style="list-style-type: none">• Special Education Director• School Psychologist	On an ongoing basis	
Ensure that evaluations draw upon a variety of sources as outlined in federal and state regulations before decisions are made	<ul style="list-style-type: none">• Special Education Director• School Psychologist	On an ongoing basis	
Ensure there is no disproportionality due to inappropriate identification	<ul style="list-style-type: none">• Special Education Director	On an ongoing basis	Review of data and comparators
Professional development for staff on disability verification and related issues	<ul style="list-style-type: none">• Special Education Director	On an ongoing basis	Online and/or in-person trainings
Ensuring all areas of a disability are included in evaluations before eligibility decisions are made	<ul style="list-style-type: none">• Special Education Director• School Psychologist	On an ongoing basis	
Facilitating disagreement when not all members of the team agree with a decision	<ul style="list-style-type: none">• Special Education Director	Within a reasonable timeframe after the team makes its decision	

[ELIGIBILITY GUIDELINES – NEBRASKA DEPARTMENT OF EDUCATION](https://www.education.ne.gov/sped/eligibility-guidelines/)

[HTTPS://WWW.EDUCATION.NE.GOV/SPED/ELIGIBILITY-GUIDELINES/](https://www.education.ne.gov/sped/eligibility-guidelines/)

FREE AND APPROPRIATE PUBLIC EDUCATION

The District will provide a free appropriate public education to children with disabilities eligible for special education services in accordance with state and federal regulations. An IEP outlines each student's individual education plan and will be reasonably designed to meet the unique educational needs of the student.

FREE APPROPRIATE PUBLIC EDUCATION (FAPE)

School-Aged (Ages 5-21)

Task	Person Responsible	When to Complete	Forms Needed (if any)
FAPE WITHIN THE IEP			
Student strengths	<ul style="list-style-type: none"> ● IEP team members, may include: <ul style="list-style-type: none"> ○ Parent ○ Student ○ General Education Teacher(s) ○ Special Education Teacher ○ District Rep ○ Other Service Providers ○ Individual to interpret evaluation results 	At the IEP meeting	IEP
Student input	<ul style="list-style-type: none"> ● Student 	At the IEP meeting	IEP
Parental information	<ul style="list-style-type: none"> ● Parent/Guardian of student 	At the IEP meeting	IEP
Results of initial or recent evaluations <ul style="list-style-type: none"> ● Include MDT Due Date 	<ul style="list-style-type: none"> ● Special Education Case Manager 	At the IEP meeting	IEP

State & District-wide Assessment Results	<ul style="list-style-type: none"> • Special Education Case Manager 	At the IEP meeting	IEP
<p>IF behavior impedes learning</p> <ul style="list-style-type: none"> • Behavior needs are discussed and a behavior plan is developed if needed 	<ul style="list-style-type: none"> • IEP Team members 	At the IEP meeting	IEP
<p>IF student has limited English proficiency</p> <ul style="list-style-type: none"> • an impact statement is documented and a goal is created 	<ul style="list-style-type: none"> • IEP Team members 	At the IEP meeting	IEP
<p>IF student is blind or visually impaired</p> <ul style="list-style-type: none"> • statement for Braille needs is established 	<ul style="list-style-type: none"> • IEP Team members 	At the IEP meeting	IEP
<p>IF the student has communication needs</p> <ul style="list-style-type: none"> • statement is established 	<ul style="list-style-type: none"> • IEP Team members 	At the IEP meeting	IEP
<p>IF the student is deaf or hard of hearing</p> <ul style="list-style-type: none"> • Language or communication needs • Opportunities for direct communication with peers in child's language and communication mode • Need for assistive technology devices/services 	<ul style="list-style-type: none"> • IEP Team members 	At the IEP meeting	IEP
Assistive Technology Devices/Services	<ul style="list-style-type: none"> • IEP Team members 	At the IEP meeting	IEP
<p>The Present Levels of Academic Achievement and Functional Performance will address:</p> <ul style="list-style-type: none"> • how the child's disability affects involvement in general education in comparison to typically developing peers • most recent progress monitoring and evaluation data • address students' physical 	<ul style="list-style-type: none"> • Special Education Case Manager • General Education Teacher • Other service providers 	At the IEP meeting	IEP

<p>education needs and extra curricular access</p> <ul style="list-style-type: none"> ● transition statement if applicable <ul style="list-style-type: none"> ○ (14 years and older) 			
<p>If student is transition age (14 years and older) the following will be addressed</p> <ul style="list-style-type: none"> ● Is there an appropriate measurable postsecondary goal or goals that covers education, training, employment, and, as needed, independent living? ● Is (are) the postsecondary goal(s) updated annually? ● Is there evidence that the measurable postsecondary goal(s) were based on age-appropriate transition assessment? ● Are there transition services (activities) in the IEP that will reasonably enable the student to meet his or her postsecondary goals? ● Do the transition services include courses of study that will reasonably enable the student to meet his or her postsecondary goal(s)? ● Is (are) there annual IEP goal(s) related to the student's postsecondary goals/transition services needs? ● Is there evidence that the student was invited to the IEP Team meeting where transition services were discussed? ● If appropriate, is there evidence that a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority? 	<ul style="list-style-type: none"> ● IEP Team members 	<p>At the IEP meeting and previous student meetings</p>	<ul style="list-style-type: none"> ● IEP

<p>Goals are individualized, reasonably measurable and based on current data</p> <ul style="list-style-type: none"> • measurement procedure • Include date • Area of need • Level of attainment • Person responsible • Evaluation procedures <p>Short term objectives must be included for students who receive alternative assessment.</p>	<ul style="list-style-type: none"> • IEP Team members 	<p>At the IEP meeting</p>	<ul style="list-style-type: none"> • IEP
<p>Service</p> <ul style="list-style-type: none"> • Identify services and duration • Supplementary Aids of Services • Modifications and Accommodations <ul style="list-style-type: none"> ◦ chart • Supports for school personnel <ul style="list-style-type: none"> ◦ IEP at a Glance • Percent of time with regular education students • Medicaid in Public Schools Consent if student receives services from a specialized provider 	<ul style="list-style-type: none"> • IEP Team members 	<p>At the IEP meeting</p>	<ul style="list-style-type: none"> • IEP • Accommodations Chart
<p>The following children with disabilities will be provided transportation:</p> <ul style="list-style-type: none"> • Children ages 5 or below (Pre-K or younger) • Children who attend job sites • Children who attend another facility • Children whose nature and severity of disability (TBD by IEP team) impacts their transportation needs <p>If the district does not have the means to provide transportation for the children listed above, mileage reimbursement will be offered.</p>	<ul style="list-style-type: none"> • IEP Team members 	<p>Determined at the IEP meeting</p>	<ul style="list-style-type: none"> • IEP/IFSP • Route schedules • Parent • Reimbursement Claim Forms • <input checked="" type="checkbox"/> Mileage Claim Form.xlsx • Rules for Safe Transportation of Students
<p>Alternate assessment will be determined by the IEP Team according to the state criteria. Alternate assessments will be conducted to</p>	<ul style="list-style-type: none"> • IEP Team members 	<p>At the IEP meeting</p>	<ul style="list-style-type: none"> • IEP, IEP Team Decision Making Flowchart, Alternate Assessment Criteria Form, Most Significant Cognitive Disability Definition

correspond with the timeline of state and district-wide assessments for each grade level.			Form https://www.education.ne.gov/wp-content/uploads/2018/10/Document-4-IEP-Team-Decision-Making-Flow-Chart-Alternate-Assessment.pdf https://www.education.ne.gov/wp-content/uploads/2017/08/Alternate_Assessment_Criteria.pdf
Assessment Participation in state and district-wide assessments <ul style="list-style-type: none"> Students who are not eligible for alternative assessment will participate in state and district-wide assessments with or without accommodations as determined by the IEP team. 	<ul style="list-style-type: none"> IEP Team members 	At the IEP meeting	<ul style="list-style-type: none"> IEP
State and district-wide assessment accommodations <ul style="list-style-type: none"> testing accommodations must also be used in the child's program modifications & accommodations 	<ul style="list-style-type: none"> IEP Team members 	At the IEP meeting	<ul style="list-style-type: none"> IEP
Extended School Year <ul style="list-style-type: none"> To receive ESY services, the student must demonstrate significant regression during the summer months where specific instruction to support the recoupment of skills would be necessary. 	<ul style="list-style-type: none"> IEP Team members 	At the IEP meeting	<ul style="list-style-type: none"> IEP Collect data before and after breaks to determine if a pattern of skill regression occurs and if ESY is needed
Ensure FAPE reviews for transfer students (out of state and in-state) and nonpublic students	<ul style="list-style-type: none"> Special Education Director 		
When scheduling the IEP meeting, if the parent, guardian, or appointed surrogate is nonresponsive, and a minimum of three attempts to provide procedural safeguards and schedule the IEP meeting, the district may proceed with the IEP meeting. Methods	<ul style="list-style-type: none"> Special Education Case Manager Speech Language Pathologist 	After three contact attempts have been made from first contact attempt to provide parent with Procedural Safeguards Notice and	<ul style="list-style-type: none"> Documentation of contact attempts

of contact can include phone, email, certified mail, and residential visits.		to schedule the IEP meeting	
GRADUATION School-Aged (Ages 5-21)			
<p>It is anticipated that all students with disabilities will receive a regular high school diploma upon completion of their graduation requirements.</p> <p>In limited circumstances, the IEP team may convene to discuss the student's educational programming until age 21. In these cases, the student will participate in graduation with their class and receive a certificate of attendance rather than a regular diploma. Upon the completion of the student's educational programming (up to age 21), they will receive a diploma.</p>	<ul style="list-style-type: none"> ● School Counselor ● Parents ● IEP Team members ● Special Education Director 	At the IEP meeting	IEP
TRANSFER STUDENTS School-Aged (Ages 5-21)			
When a student transfers into the district with an active IEP from within the state the Special Education Director will gain access to and notify district personnel so that they can put the IEP in place.	<ul style="list-style-type: none"> ● School Counselor ● Parents ● IEP Team members ● Special Education Director 	On an ongoing basis	<ul style="list-style-type: none"> ● IEP ● MDT
When a student transfers into the district with an IEP from out of state, the Special Education Director will obtain the most recent MDT/IEP from the student's previous district. The school psychologist and/or speech pathologist will review the MDT to determine if eligibility can be continued per Nebraska Rule 51 (34 CFR §300.8; 92 NAC 51-006.04). If further assessment is necessary to determine eligibility, the evaluation process will be initiated.	<ul style="list-style-type: none"> ● School Counselor ● School Psychologist ● Speech Pathologist ● Parents ● IEP Team members ● Special Education Director 	On an ongoing basis	<ul style="list-style-type: none"> ● IEP ● MDT

<p>The team will follow the most recent IEP and hold a new IEP meeting to document any updates and service changes.</p>	<ul style="list-style-type: none">• IEP Team members	<p>Within a reasonable amount of time following enrollment at SDA</p>	<ul style="list-style-type: none">• IEP
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TRANSITION FROM PART C TO PART B

The District will create procedures to ensure staff participates in transition planning with early intervention programs to ensure participating children are appropriately evaluated, identified, and have services in place by age 3 consistent with Federal regulations (34 CFR § 1 24, 34 CFR § 300 323) and state law (92 NAC 51-005 03).

TRANSITION FROM PART C TO PART B

Task	Person Responsible	When to Complete	Forms Needed (if any)
Coordinating and communicate with early intervention programs associated with Part C to build district-level procedures	<ul style="list-style-type: none"> • Special Education Director • ESU 4 Personnel 	On an ongoing basis	
Part C director (Special Education Director) will serve as the point of contact	<ul style="list-style-type: none"> • Special Education Director 	On an ongoing basis	Student Handbook and/or School Website
Attend meetings and facilitate discussions	<ul style="list-style-type: none"> • IEP team members • Qualified individuals in areas of concern 	On an ongoing basis	
Professional development for school-level staff (onboarding and refreshers)	<ul style="list-style-type: none"> • Special Education Director 	On an ongoing basis	Online and/or in-person trainings
Obtain information/input from parents	<ul style="list-style-type: none"> • IEP Team 	On an ongoing basis	
Transition meetings will be held at the convenience of the parents	<ul style="list-style-type: none"> • Special Education Director • IEP Team 	On an ongoing basis	
Procedures will be reviewed to identify problem areas and any needed revisions, updates, or areas of training.	<ul style="list-style-type: none"> • Special Education Director 	At least annually	

PLACEMENT AND LRE

Individual Education Plans (IEPs) will be developed by teams, which will include all roles identified with Federal and state rules, within 30 days from the initial eligibility decision and at least annually, consistent with state and federal rules and regulations. The District will use the state-provided model forms to make sure all required components are considered and included. While a draft may be developed before an IEP meeting, the draft will not be considered as the final version and shall be reviewed and revised based on the team, including the parent, input and consensus. If a parent requests an alternate means of attendance, the team will offer attendance via phone or virtual conferences. Procedures for such options will be developed to ensure confidentiality and to obtain proper signatures.

To the maximum extent appropriate, children with disabilities, including children in public or nonpublic schools and approved service agencies, are educated with children who are not disabled. Special classes, separate schooling, or other removal of children with disabilities from the regular educational environment occurs only when the nature or the severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.

PLACEMENT AND LRE

School-Aged (Ages 5-21)

Task	Person Responsible	When to Complete	Forms Needed (if any)
Inform staff of the placement options within the continuum and the consideration process used to determine appropriate placement	<ul style="list-style-type: none"> • Special Education Director 	On an ongoing basis	
Consider and coordinate accommodations, modifications, assistive technology, and/or behavioral supports that have been implemented prior to moving a student to a more restrictive setting	<ul style="list-style-type: none"> • Special Education Director • IEP Team 	On an ongoing basis	<ul style="list-style-type: none"> • IEP • Behavior Intervention Plan (BIP) • Safety Plan
<p>Individualized Education Program Team will address Placement and Least Restrictive Environment for all students and their individualized needs.</p> <p>When making the placement decision the team shall:</p>	<p>IEP Team</p> <ul style="list-style-type: none"> • For Separate and Residential placements, IEP Team may include teacher and/or representative from the school that will be providing services 	The IEP will take effect on a specific date indicated within the IEP document.	<ul style="list-style-type: none"> • IEP • Notice and Consent for Initial Placement (when appropriate) • Prior Written Notice (when appropriate)

<ul style="list-style-type: none">● Review and discuss past educational experiences;● Review current levels of educational performance;● Review current education needs as documented on the IEP/IFSP; and● Review and formulate a preliminary configuration of special education and related service options.● Review and compare the options identified in (4) above with the need for LRE. To achieve this, the IEP/IFSP Team will select the special education placement that allows for the implementation of the IEP/IFSP while educating the student to the maximum extent appropriate with non-disabled peers. The team shall prepare written justification for the appropriate placement selected and document in writing why other options were not selected. <p>The placement decision continuum may include:</p> <ul style="list-style-type: none">● General Education Classes● Inclusion in General Education Classes with necessary modifications, accommodations, and/or supplemental supports and services● Resource Room with specialized instruction● Self-Contained● Separate Schools● Residential● Home-bound			
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PROCEDURAL SAFEGUARDS

The District will implement procedural safeguards outlined in federal and state regulations (34 CFR § 300 500, 92 NAC 51-009 01). Parents will be given a copy of their procedural safeguards annually or upon initial referral or parental request for evaluation; upon request by a parent; upon receipt by the school district or approved cooperative of the first occurrence of the filing of a complaint under 92 NAC 51-009 11 and the first occurrence of filing a special education due process case under 92 NAC 55; and in accordance with the discipline procedures in 92 NAC 51-016.

PROCEDURAL SAFEGUARDS

School-Aged (Ages 3-21)

Task	Person Responsible	When to Complete	Forms Needed (if any)
Children with disabilities and their parents shall be afforded the required procedural safeguards required in 92 NAC 51-009 and will be invited to attend all MDT and IEP meetings, as well as any meetings where placement decisions will be determined.	<ul style="list-style-type: none"> • Special Education Case Manager • School Psychologist 	On an ongoing basis	<ul style="list-style-type: none"> • Notice of Meeting • Procedural Safeguards Notice
The district will maintain all personally identifiable student information in conformance with FERPA and 92 NAC 51. If a parent requests a hearing to challenge the content of a student record, the Superintendent will identify a hearing officer and arrange for a hearing. All staff will receive annual training regarding the confidentiality requirements contained in FERPA, 92 NAC 51 and the district's policies and procedures.	<ul style="list-style-type: none"> • Teaching Staff • Special Education Director • Building Principal • Superintendent 	On an ongoing basis	<ul style="list-style-type: none"> • Individuals with Disabilities Education Act (IDEA) • Family Educational Rights and Privacy Act (FERPA) • School Handbook • List of staff with access to personally identifiable student information
Parents will be provided prior written notice prior to proposing or refusing any action with regard to special education.	<ul style="list-style-type: none"> • Special Education Case manager • Special Education Director • School Psychologist 	<ul style="list-style-type: none"> • Within a reasonable amount of time after the event • Prior to implementing or refusing any action with 	<ul style="list-style-type: none"> • Written Notice Forms for Evaluation <ul style="list-style-type: none"> ○ Placement ○ Reevaluation ○ Discontinuation of Services

		regard to special education	
A copy of the Procedural Safeguards Notice will be offered in person or via mail or email.	<ul style="list-style-type: none"> • Special Education Case Manager • School Psychologist 	<ul style="list-style-type: none"> • Prior to initial referral for evaluation • Upon parental request • At all IEP meetings • Upon filing a due process appeal 	<ul style="list-style-type: none"> • Procedural Safeguards Notice
Parents and all persons with educational rights will have access to student records at any time. Records and information will only be shared with parties outside the school district with signed written consent from parents or legal guardians.	<ul style="list-style-type: none"> • Special Education Director • School Psychologist • Special Education Case Manager 	On an ongoing basis	<ul style="list-style-type: none"> • Consent for Release of Information form
Educational records of students with disabilities will be retained until 5 years after either graduation or discontinuation from special education programs. Records will then be offered to parents. If parents decline, records will be destroyed.	<ul style="list-style-type: none"> • Special Education Director 	On an ongoing basis	
<p>Mediation</p> <p>Either the parent or the school district may initiate mediation to resolve special education disputes by making contact with the Nebraska Office of Dispute Resolution (402) 471-2766. The Office of Dispute Resolution will arrange for all meetings related to the mediation process. Mediation is voluntary on the parts of the parent and the school district.</p>	<ul style="list-style-type: none"> • Special Education Director • Superintendent 	On an ongoing basis	<ul style="list-style-type: none"> • Procedural Safeguards Notice, Mediation Brochure Information. These materials are available at: www.nde.state.ne.us/SPED/mediation/index.html
<p>Due Process</p> <p>A due process hearing is initiated by filing a petition with the Nebraska Department of</p>	<ul style="list-style-type: none"> • Special Education Director • Superintendent 	Follow timelines specified in 92 NAC 55	92 NAC 55, all documentation regarding dispute and district's action

<p>Education. The content of the petition and the procedures to be followed are specified in 92 NAC 55.</p> <p>Before a due process hearing, the district must convene a meeting with the parents and relevant IEP/IFSP team members pursuant to 92 NAC 51-009.14.</p> <p>A resolution meeting will not be held if the parent and school district agree in writing to waive the meeting, or if they agree to use the mediation process.</p>			<p>Copy of letter of complaint, support documentation, district policies and procedures and letter of response to NDE</p>
<p>Resolution Process</p>	<ul style="list-style-type: none"> • Special Education Director • Superintendent 	<p>Resolution Process Timelines in Rule 51</p>	<p>Parent Rights Pamphlet, which may be downloaded at http://www.nde.state.ne.us/SPED/parent/parenthp.html</p>

SURROGATE PARENTS

Properly appointed surrogate parents will be treated as parents and guardians, in accordance with state and federal law.

SURROGATE PARENTS

Task	Person Responsible	When to Complete	Forms Needed (if any)
Overseeing the process for identifying and coordinating the appointment of a surrogate	<ul style="list-style-type: none"> • Special Education Director • Superintendent 	On an ongoing basis	
<p>If the district identifies students who may be in need of a surrogate parent, the district will:</p> <ol style="list-style-type: none"> 1. Attempt to identify and locate the parent; 2. Investigate the legal status of those student(s); and 3. If after a reasonable effort, the parents cannot be located, the school district shall ensure that the rights of students with disabilities are protected by appointing a surrogate. 4. Surrogates will be provided sufficient training to assure they are knowledgeable as to the legal rights and educational needs of the student they are to represent. Training will be conducted as needed. 5. Surrogates will be appointed by the director of special education following documentation that no conflict of interest exists and completion of appropriate training or assurance that the surrogate is knowledgeable in order to represent the student. 6. Surrogates will be monitored on a regular basis to ensure effective 	<ul style="list-style-type: none"> • Special Education Director • Superintendent 	On an ongoing basis	

<p>performance. Should a surrogate be unable or unwilling to discharge his or her duties, a new surrogate will be appointed by the director.</p> <p>7. The surrogate parent shall continue to represent the student until one of the following occurs:</p> <ul style="list-style-type: none">a. The student is determined to no longer be eligible for, or in need of, special education or related services except when termination from such programs is being contested;b. The parent, who was previously unknown, or whose whereabouts were previously unknown or a guardian or person acting as the student's parents becomes known; and/or,c. It is determined that the appointed surrogate parent no longer adequately represents the student.d. The surrogate parent's term has expired.			
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ASSESSMENT PARTICIPATION AND REPORTING

For students with disabilities participating in the regular education assessment, the District will develop guidelines for the provision of appropriate accommodations on assessments. Students will only be eligible for participation in the alternate assessment if they meet state and federal regulations. The District will develop guidelines for the participation and accommodations of children with disabilities in alternate assessments.

ASSESSMENT PARTICIPATION AND REPORTING

School-Aged (Ages 5-21)

Task	Person Responsible	When to Complete	Forms Needed (if any)
Review district guidelines for the provision of appropriate accommodations on regular state and benchmark assessments	<ul style="list-style-type: none">• Special Education Director• Building Principals	Annually	
Submit any reports to meet the reporting requirements	<ul style="list-style-type: none">• Special Education Director• Building Principals	Annually	

DISCIPLINARY ACTIONS AND REMOVALS

The District will implement positive behavior intervention strategies to promote appropriate behaviors and improve the school climate. Change of placement decisions related to disciplinary removals will be consistent with federal and state regulations (Section 300.530, 92 NAC 51-009.016).

DISCIPLINARY ACTIONS AND REMOVALS

Task	Person Responsible	When to Complete	Forms Needed (if any)
Notify special education teachers of disciplinary removals	<ul style="list-style-type: none"> • Building principal 	Within a reasonable timeframe after the student is removed	<ul style="list-style-type: none"> • Email message
Initiate manifestation determination review (MDR) processes	<ul style="list-style-type: none"> • Special Education Director • School Psychologist 	After 10 disciplinary removals with a pattern of behavior	<ul style="list-style-type: none"> • Manifestation Determination Review form <ul style="list-style-type: none"> ◦  10 Day Manifestation-SPED U... • Student handbook
Notify parent of MDR meeting	<ul style="list-style-type: none"> • Special Education Director • School Psychologist 	Within a reasonable timeframe after 10 disciplinary removals with a pattern of behavior	
Facilitate the MDR meeting and determine who needs to be included	<ul style="list-style-type: none"> • Special Education Director • School Psychologist 		
Completing a prior written notice	<ul style="list-style-type: none"> • Special Education Director • School Psychologist 	Within a reasonable timeframe after the student is removed	<ul style="list-style-type: none"> • PWN
Professional development on the MDR process	<ul style="list-style-type: none"> • Special Education Director • School Psychologist 	On an ongoing basis	<ul style="list-style-type: none"> • Online and/or in-person training

TRANSPORTATION

The District will coordinate and supply transportation needs of children with disabilities within the school district consistent with state and federal regulations (34 CFR § 300.34, 34 CFR § 300.107, and 34 CFR § 300.179; 92 NAC 51-009.07.07C4a, 92 NAC 51-009.003.49, 92 NAC 51-009.014) to include transportation services needed for children (including birth to 5-year-olds who are wards of the state, parentally placed nonpublic students who require services) to access academic, related services, and nonacademic services and activities as determined by the child's IEP team. Except when a parent is transporting only his or her child, the board of education shall require that the driver and vehicle meet the standards required by 92 NAC 91 and 92.

TRANSPORTATION

Task	Person Responsible	When to Complete	Forms Needed (if any)
Ensure transportation needs are implemented in a timely manner	<ul style="list-style-type: none"> • Director of Transportation 	On an ongoing basis	
Coordinating reimbursement for eligible parents who transport their student	<ul style="list-style-type: none"> • Director of Transportation • Special Education Director • Financial Secretary 	On an as-needed basis	<ul style="list-style-type: none"> • Mileage reimbursement form •  Mileage Claim Form.xlsx
Coordinating transportation needs of birth to 5-year-olds who are wards of the state	<ul style="list-style-type: none"> • Director of Transportation • Special Education Director • Building Principal 	On an as-needed basis	

COMPREHENSIVE SYSTEM OF PERSONNEL DEVELOPMENT

The District will implement a comprehensive system of personnel development to include staff training and updates on areas of special education and best practices.

COMPREHENSIVE SYSTEM OF PERSONNEL DEVELOPMENT

School Age (Ages 3-5)

Task	Person Responsible	When to Complete	Forms Needed (if any)
All personnel appropriately and adequately prepared and trained	<ul style="list-style-type: none">• Special Education Director• ESU 4 Personnel• Superintendent	On an ongoing basis	
Have content knowledge and skills to serve children with disabilities	<ul style="list-style-type: none">• Special Education Director• ESU 4 Personnel• Superintendent	On an ongoing basis	
State approved certification	<ul style="list-style-type: none">• Special Education Director• ESU 4 Personnel• Superintendent	On an ongoing basis	
Sign language interpreter	<ul style="list-style-type: none">• Special Education Director• ESU 4 Personnel• Superintendent	On an ongoing basis	
Confidentiality	<ul style="list-style-type: none">• Special Education Director• ESU 4 Personnel• Superintendent	On an ongoing basis	

COMPREHENSIVE SYSTEM OF PERSONNEL DEVELOPMENT

School Age (Ages 5-21)

Task	Person Responsible	When to Complete	Forms Needed (if any)
All personnel appropriately and adequately prepared and trained	<ul style="list-style-type: none"> • Special Education Director • Superintendent 	On an ongoing basis	
Alternative Assessment	<ul style="list-style-type: none"> • Special Education Director 	On an ongoing basis	<ul style="list-style-type: none"> • NDE Flowchart • NDE Alternative Assessment Criteria
Have content knowledge and skills to serve children with disabilities	<ul style="list-style-type: none"> • Special Education Director • Superintendent 	On an ongoing basis	
State approved certification	<ul style="list-style-type: none"> • Special Education Director • Superintendent 	On an ongoing basis	
Sign language interpreter	<ul style="list-style-type: none"> • Special Education Director • Superintendent 	On an ongoing basis	
Confidentiality	<ul style="list-style-type: none"> • Special Education Director • Superintendent 	On an ongoing basis	

CONFIDENTIALITY

The District will protect the confidentiality of personally identifiable information in the education records of students with disabilities. The District shall maintain a system of safeguards to protect the confidentiality of students' educational records and personally identifiable information when collecting, retaining, disclosing, and destroying student special education records, in accordance with Board policy, state requirements, and federal and state law and regulations.

CONFIDENTIALITY

Task	Person Responsible	When to Complete	Forms Needed (if any)
Maintain records of parties who obtain access to education records collected, maintained, or used under Part B of the IDEA	<ul style="list-style-type: none">• Building-level secretarial staff• Special Education Director• School Psychologist• Building Counselors	On an ongoing basis	Educational records/access forms
Securing parental consent for release of records, when needed	<ul style="list-style-type: none">• Building-level secretarial staff• Special Education Director• School Psychologist	On an ongoing basis	Parental consent/release forms
Destruction of records	<ul style="list-style-type: none">• Building-level secretarial staff• Special Education Director	Annually	

DATES REVIEWED

The District will review and update the policies and procedures document on an annual basis. Any changes that need to occur will be discussed with the team prior to implementation.

Date Reviewed	Special Education Members & Position	Initials
3-14-24	Ashleigh Callahan/School Psychologist, Megan Gilkey/Special Education Director, Liz Neujahr/Special Education Teacher	