

# LAKEVIEW COMMUNITY SCHOOLS

## WRITTEN PROCEDURES FOR SPECIAL EDUCATION PROGRAM

### I. [OVERVIEW-](#)

The following procedures are a general guide for District staff, students, and parents. Nothing in these procedures are binding on the District or create 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.

## II. 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).

| <b>Task</b>   | <b>Person Ordinarily Responsible</b> | <b>Typical Timeframe</b>                         | <b>Applicable Forms (if any)</b>                                     |
|---|--------------------------------------|--|--|
| Annual dissemination of Child Find activities                   | Special Education Director           | Annually   | Newspaper<br>Newsletter  |
| Steps of referral process                                       | Special Education Director           | Reviewed on an ongoing basis                     | Forms developed and implemented, consistent with Rule 51 (SRS forms) |
| Staff training on Child Find and related issues                 | Special Education Director           | Reviewed on an ongoing basis                     | Online and/or in-person trainings<br>MTSS process                    |
| Storing records regarding the District's Child Find obligations | Secretarial staff<br>MTSS team       | Saving on an ongoing basis                       | MTSS documentation<br>SRS  |
| Informing parents of the SAT or problem-solving process         | MTSS Team<br>Building-level staff    | Informing parents on an ongoing, as-needed basis | Child Find forms to identified parents<br>MTSS forms                 |

**ADDITIONAL DISTRICT PROCEDURES FOR CHILD FIND:**

**III. [TRANSITION FROM PART C TO PART B](#)**

The District will create procedures to ensure staff participate 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).

| <b>Task</b>  | <b>Person Ordinarily Responsible</b>  | <b>Typical Timeframe</b> | <b>Applicable Forms (if any)</b>  |
|--|---|--------------------------|-----------------------------------|
| Who will be responsible for coordinating and communicating with early intervention programs associated with Part C to build district-level procedures? | Early Childhood Coordinator<br>Special Education Coordinator  | Annually                 | N/A                               |
| Who is the Part C contact? Where will the contact information be kept?   | Early Childhood Coordinator<br>Special Education Coordinator<br>ESU7 Early Childhood Coordinator        | N/A                      | School Website                    |
| Which staff are assigned on the school level to attend meetings and facilitate discussions?  | Those staff members identified by the Special Education Coordinator<br>ESU7 Early Childhood Coordinator | On an as-needed basis    | N/A                               |
| What professional development is needed for those school-level staff (onboarding and refreshers)?  | To be determined by the Special Education Coordinator   | On an ongoing basis      | Online and/or in-person trainings |

|   |   |                     |   |
|---|---|---------------------|---|
| What parent information needs to be developed?  | ESU7 Early Childhood Coordinator<br>Individuals determined by the Special Education Coordinator | On an ongoing basis | Letters and other documents developed and implemented by the District |
| Will meetings occur at the district or at the preschool building level?   | To be determined by the Special Education Coordinator and IFSP team                             | On an ongoing basis | N/A   |
| How frequently will procedures be reviewed to identify problem areas and any needed revisions, updates, or areas of training? | To be determined by the Special Education Coordinator   | At least annually   | N/A   |

**ADDITIONAL DISTRICT PROCEDURES FOR TRANSITION FROM PART C TO PART B:**

**IV. 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.

| <b>Task</b>  | <b>Person Ordinarily Responsible</b>                | <b>Typical Timeframe</b>     | <b>Applicable Forms (if any)</b>               |
|--|---|------------------------------|--|
| Referral team members  | To be assigned by the Special Education Coordinator | On an as needed basis        | N/A  |
| When a request for an evaluation or reevaluation is received, how long does the district have to respond to the request? | Special Education Coordinator                       | Reasonable amount of time    | Evaluation or reevaluation request forms (SRS) |
| Definition of "must make reasonable efforts to obtain from parent informed consent"                                      | Special Education Coordinator                       | Reviewed on an ongoing basis | N/A  |

|   |  |                       |   |
|---|--|-----------------------|---|
| Who is responsible for sending the parental notice?                                 | Building-level staff                                   | On an ongoing basis   | Parental notice forms (SRS)                                       |
| What are the steps needed in gaining consent for evaluation?                        | Special Education Coordinator and staff                | On an ongoing basis   | Evaluation consent forms (SRS)                                    |
| Selection of assessment instruments   | Special Education Coordinator and staff                | On an as needed basis | Forms and documents relating to the assessment instrument options |
| English Learner (EL) considerations in assessment planning and instrument selection | Special Education Coordinator and staff                | On an ongoing basis   | N/A   |
| Transfer students   | Special Education Coordinator and building level staff | On an ongoing basis   | N/A   |

**ADDITIONAL DISTRICT PROCEDURES FOR EVALUATION:**

**V. 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 evidenced-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.

| <b>Task</b>   | <b>Person Ordinarily Responsible</b>                                       | <b>Typical Timeframe</b> | <b>Applicable Forms (if any)</b>                           |
|---|--|--------------------------|--|
| General intervention decision-making process and team members | Special Education Coordinator<br>MTSS team<br>Building level staff         | On an as-needed basis    | N/A  |
| Parent request for evaluations                                | Special Education Coordinator<br>MTSS team<br>Building level staff         | On an as-needed basis    | Request for Evaluation forms<br>Prior Written Notice (SRS) |
| Written evaluation results and signatures                     | School Psychologist<br>Special Education Coordinator<br>Speech Pathologist | On an as-needed basis    | Written forms and signature pages (SRS)                    |
| Meeting planning (notice, facilitation, etc )                 | Special Education staff  | On an as-needed basis    | Meeting notices, minutes, and other similar forms          |

**ADDITIONAL DISTRICT PROCEDURES FOR SPECIFIC LEARNING DISABILITIES:**

**VI. 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 qualifications, 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.

| <b>Task</b>   | <b>Person Ordinarily Responsible</b>  | <b>Typical Timeframe</b>                              | <b>Applicable Forms (if any)</b>                        |
|---|---|---|---|
| Coordinating reevaluations  | Special Education Coordinator<br>School Psychologist                            | On an ongoing basis                                   | Reevaluation notices and consent forms (SRS)            |
| Coordinating reevaluations for students who transfer into a school from within district, state, or out of state | Special Education Coordinator<br>School Psychologist                            | On an as-needed basis                                 | Reevaluation notices and consent forms (SRS)            |
| Communicating reevaluation needs to parents   | Special Education Coordinator<br>Special Education Staff<br>School Psychologist | On an as-needed basis                                 | Reevaluation notices and consent forms (SRS)            |
| Interpreting test results   | School Psychologist<br>Special Education Coordinator<br>Special Education staff | Within a reasonable time after receiving test results | Test results (SRS)                                      |
| Notices and meeting documents   | School Psychologist<br>Special Education staff                                  | On an ongoing basis                                   | Meeting notices, minutes, and other related forms (SRS) |

**ADDITIONAL DISTRICT PROCEDURES FOR REEVALUATION:**

**VII. 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 parent or public expense) when making decisions.

| <b>Task</b>   | <b>Person Ordinarily Responsible</b> | <b>Typical Timeframe</b> | <b>Applicable Forms (if any)</b> |
|---|--------------------------------------|--------------------------|----------------------------------|
| Handling requests for IEE   | Special Education Coordinator        | On an as-needed basis    | N/A                              |
| Communicating options to parents regarding an IEE and IEE results | Special Education Coordinator        | On an as-needed basis    | N/A                              |
| Coordinating and arranging for an IEE                             | Special Education Coordinator        | On an as-needed basis    | N/A                              |

**ADDITIONAL DISTRICT PROCEDURES FOR INDEPENDENT EDUCATION EVALUATIONS:**

**VIII. DISABILITY VERIFICATION**

A multidisciplinary team will identify whether a child is eligible for special education services after the completion of a comprehensive evaluation based on disability categories identified by state and federal regulations (34 CFR §300.8; 92 NAC 51-006.04).

| <b>Task</b>  | <b>Person Ordinarily Responsible</b>      | <b>Typical Timeframe</b>  | <b>Applicable Forms (if any)</b>  |
|--|---|---|-----------------------------------|
| Professional development for staff on disability verification and related issues                     | Special Education Coordinator or designee | 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 | Special Education Coordinator or designee | On an ongoing basis   | N/A                               |
| Facilitating disagreement when not all members of the team agree with a decision                     | Special Education Coordinator or designee | Within a reasonable timeframe after the team makes its decision | N/A                               |

**ADDITIONAL DISTRICT PROCEDURES FOR DISABILITY VERIFICATION:**

**IX. ELIGIBILITY**

Eligibility for services will be determined by a multidisciplinary team based on the results of a comprehensive evaluation. 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.

| <b>Task</b>  | <b>Person Ordinarily Responsible</b>   | <b>Typical Timeframe</b> | <b>Applicable Forms (if any)</b>             |
|--|--|--------------------------|--|
| Reviewing, analyzing and communicating the results of the evaluation to the team, including the parent, guardian, or appointed surrogate | School Psychologist<br>Speech Pathologist<br>Special Education Coordinator or designee | On an ongoing basis      | N/A  |
| Ensure that evaluations draw upon a variety of sources as outlined in federal and state regulations before decisions are made            | School Psychologist<br>Speech Pathologist<br>Special Education Coordinator or designee | On an ongoing basis      | N/A  |
| Ensure there is no disproportionality due to inappropriate identification  | School Psychologist<br>Speech Pathologist<br>Special Education Coordinator or designee | On an ongoing basis      | Review of data and comparators<br>MTSS forms |

**ADDITIONAL DISTRICT PROCEDURES FOR ELIGIBILITY:**

**X. 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.

| <b>Task</b>  | <b>Person Ordinarily Responsible</b>                                  | <b>Typical Timeframe</b> | <b>Applicable Forms (if any)</b>                             |
|--|---|--------------------------|--|
| Explaining and providing the parent, guardian, or appointed surrogate with a copy of their procedural safeguards at the time of consent? | Special Education Staff   | On an as-needed basis    | Consent forms (SRS)<br>Procedural Safeguards (Parent Rights) |
| Ensuring the information is accessible to a parent, guardian, or appointed surrogate who is not a native English speaker                 | Special Education Director or designee (utilize district interpreter) | On an as-needed basis    | Consent forms (SRS)  |
| Coordinating consent issues for students who are in private school or home school  | Special Education Director or designee                                | On an as-needed basis    | Consent forms (SRS)  |

**ADDITIONAL DISTRICT PROCEDURES FOR CONSENT:**

**XI. 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.

| <b>Task</b>   | <b>Person Ordinarily Responsible</b>                                 | <b>Typical Timeframe</b> | <b>Applicable Forms (if any)</b> |
|---|--|--------------------------|----------------------------------|
| Ensure accommodation/modifications and assistive technology needs are considered by the team and are tailored to appropriately meet the student's needs | Special Education Coordinator<br>Special Education staff<br>IEP team | On an ongoing basis      | N/A                              |
| Ensure FAPE for transfer students and students attending nonpublic schools  | Special Education Coordinator<br>Special Education staff<br>IEP team | On an ongoing basis      | N/A                              |
| Ensure access to nonacademic and extracurricular services with the appropriate accommodations/modifications   | Special Education Coordinator<br>Special Education staff<br>IEP team | On an ongoing basis      | N/A                              |

**ADDITIONAL DISTRICT PROCEDURES FOR FREE AND APPROPRIATE PUBLIC EDUCATION:**

## XII. 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.

| Task   | Person Ordinarily Responsible  | Typical Timeframe     | Applicable Forms (if any)  |
|--|--|-----------------------|--|
| Informing staff of the placement options within the continuum and the consideration process used to determine appropriate placement  | Building Principal<br>Special Education Coordinator<br>Special Education staff<br>IEP team | On an as-needed basis | district wide staff training   |
| 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 | Building Principal<br>Special Education Coordinator<br>Special Education staff<br>IEP team | On an as-needed basis | Data collected by IEP team<br>Progress forms<br>FBA<br>Behavior Plan |

**ADDITIONAL DISTRICT PROCEDURES FOR PLACEMENT AND LRE:**

**XIII. 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.

| Task  | Person Ordinarily Responsible                    | Typical Timeframe   | Applicable Forms (if any)   |
|---|--|---------------------|---|
| Implement procedural safeguards for each of the following:<br><br>- Parent participation in decision making<br>- Parent examination of records<br>- Record access<br>- Release of records<br>- Record amendments<br>- Confidentiality safeguards<br>- Records regarding migratory children with disabilities<br>- Retention and destruction of records<br>- Prior written notice<br>- Dispute resolution processes (to include mediation and due process) | Special Education Coordinator and Superintendent | On an ongoing basis | Board Policies, Student Handbook, and Related Release/Consent/Hearing Forms |

**ADDITIONAL DISTRICT PROCEDURES FOR PROCEDURAL SAFEGUARDS:**

**XIV. SURROGATE PARENTS**

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

| <b>Task</b>  | <b>Person Ordinarily Responsible</b> | <b>Typical Timeframe</b> | <b>Applicable Forms (if any)</b> |
|--|--------------------------------------|--------------------------|----------------------------------|
| Overseeing the process for identifying and coordinating the appointment of a surrogate | Special Education Coordinator        | On an ongoing basis      | N/A                              |

**ADDITIONAL DISTRICT PROCEDURES FOR SURROGATE PARENTS:**

**XV. DISCIPLINARY ACTIONS AND REMOVALS**

The District will implement positive behavior intervention strategies to promote appropriate behaviors and improve 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).

| <b>Task</b>   | <b>Person Ordinarily Responsible</b>  | <b>Typical Timeframe</b>                                   | <b>Applicable Forms (if any)</b>  |
|---|---|--|-----------------------------------|
| Notify special education teachers of disciplinary removals        | Administrative Staff<br>Building principal<br>Special Education Coordinator | Within a reasonable timeframe after the student is removed | Email message<br>Personal contact |
| Initiate manifestation determination review (MDR) processes       | Special Education Coordinator or designee                                   | Within a reasonable timeframe after the student is removed | Meeting notice                    |
| Send notices of the MDR meeting to parent                         | Special Education Coordinator or designee                                   | Within a reasonable timeframe after the student is removed | Meeting notice                    |
| Facilitate the MDR meeting and determine who needs to be included | Special Education Coordinator or designee                                   | N/A  | N/A                               |
| Completing a prior written notice                                 | Special Education Coordinator or designee                                   | Within a reasonable timeframe after the student is removed | PWN                               |
| Professional development on the MDR process                       | Special Education Coordinator or designee                                   | On an ongoing basis  | Online and/or in-person training  |

**ADDITIONAL DISTRICT PROCEDURES FOR DISCIPLINARY ACTIONS AND REMOVALS:**

**XVI. 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.

Special Education Staff meetings

New teacher mentoring program

PLC meetings (bimonthly)

Monthly updates via e-mail

ESU7 Training Opportunities

District Professional Development

Special Education Professional Development (example- ASD Conference)

**ADDITIONAL DISTRICT PROCEDURES FOR COMPREHENSIVE SYSTEM FOR PERSONNEL DEVELOPMENT:**

## XVII. 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.

| Task   | Person Ordinarily Responsible                        | Typical Timeframe     | Applicable Forms (if any)  |
|--|--|-----------------------|----------------------------|
| Ensure transportation needs are implemented in a timely manner                       | Special Education Coordinator                        | On an ongoing basis   | N/A                        |
| Coordinating reimbursement for eligible parents who transport their student          | Special Education Coordinator<br>District Bookkeeper | On an as-needed basis | Mileage reimbursement form |
| Coordinating transportation needs of birth to 5-year-olds who are wards of the state | Special Education Coordinator                        | On an as-needed basis | N/A                        |

**ADDITIONAL DISTRICT PROCEDURES FOR TRANSPORTATION:**

**XVIII. 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.

| <b>Task</b>   | <b>Person Ordinarily Responsible</b>                                     | <b>Typical Timeframe</b> | <b>Applicable Forms (if any)</b> |
|---|--|--------------------------|----------------------------------|
| Review district guidelines for the provision of appropriate accommodations on regular state and benchmark assessments | Special Education Coordinator<br>Curriculum Director<br>School Counselor | Annually                 | N/A                              |
| Submit any reports to meet the reporting requirements   | Curriculum Director<br>Special Education Coordinator<br>School Counselor | Annually                 | N/A                              |

**ADDITIONAL DISTRICT PROCEDURES FOR ASSESSMENT PARTICIPATION AND REPORTING:**

**[XIX. 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.

| <b>Task</b>  | <b>Person Ordinarily Responsible</b>  | <b>Typical Timeframe</b> | <b>Applicable Forms (if any)</b> |
|--|---|--------------------------|----------------------------------|
| Maintain records of parties who obtain access to education records collected, maintained, or used under Part B of the IDEA | Special Education Coordinator<br>Building-level secretarial staff<br>School Counselor<br>Building Principal | On an ongoing basis      | Educational records/access forms |
| Securing parental consent for release of records, when needed  | Special Education Coordinator<br>School Counselor<br>Building-level secretarial staff                       | On an ongoing basis      | Parental consent/release forms   |
| Destruction of records   | Special Education Coordinator<br>Special Education staff<br>Building-level secretarial staff                | Annually                 | N/A                              |

**DATES REVIEWED:**

February 2023: Document created

June: Annual review-dates will be added upon review