

SPECIAL EDUCATION PLAN FOR CHILDREN WITH DISABILITIES

EDUCATION AGENCY NAME: Calhoun County Schools

By submitting this plan, the signatures of the education officials signed below ensure that special education services will be provided in accordance with federal and state laws and regulations and will be consistent with the individualized needs of children with disabilities. This document is subject to the *Freedom of Information Act*.

**Charlene C. Hill
Special Education Director**

**Joe D. Dyar
District Superintendent**

CHAPTER 1

FULL EDUCATIONAL OPPORTUNITY GOAL

- I. The Calhoun County Board of Education provides appropriate educational opportunities to children with disabilities ages 3 to 21.
- II. The Calhoun County Board of Education ensures that a free appropriate public education, consistent with the standards established by this plan and by state and federal regulations, is being provided to all children with disabilities ages 3 to 21.
- III. Timetable for accomplishing the full educational opportunity goal for children ages birth to 21.
 - A. The Alabama Department of Rehabilitation Services provides full educational opportunities for children with disabilities ages birth through 2.
 - B. The Calhoun County Board of Education provides full educational opportunities for children with disabilities ages 3 to 21.
- IV. The Calhoun County Board of Education ensures its commitment to implement 34 CFR §300.101; 34 CFR §300.109 and 34 CFR §300.201; AAC 290-8-9-.01(1).

CHAPTER 2

CHILD IDENTIFICATION

- I. The Calhoun County Board of Education ensures that all children residing within the jurisdiction of the public education agency, birth to 21, regardless of the severity of their disability and who need special education and related services, are identified, located, and evaluated. Child Find applies to children who attend private schools, including children attending religious schools within the public education agency's jurisdiction, highly mobile children with disabilities (i.e., migrant and homeless children), and children who are suspected of having a disability and are in need of special education even though they are advancing from grade to grade. Child Find also includes a practical method of determining that eligible children with disabilities are receiving needed special education and related services. Child Find activities will be conducted on a continuous basis as described below:
 - A. Procedure used to identify and locate children.
 - Public notification of available services for disabled students is given through public service announcements on local radio and television stations, articles in local newspapers, posters and/or bulleting posted in all local schools and mailed to local community service organizations, physician's offices and private facilities, notices posted on school system website and presentations to local civic groups such as Chamber of Commerce, etc.
 - On an annual basis the Calhoun County Board of Education sends letters to Children's Rehabilitation, Department of Human Resources, Department of mental Health, Head Start, Department of Public Health, medical personnel, day care providers, speech and hearing centers, preschool and private school programs.
 - B. Procedure used to determine which children with disabilities, ages 3-21, within the public education agency's jurisdiction are currently receiving needed special education and related services.
 - The Calhoun County Board of Education utilizes STI SETS to track compliance for timelines from referral to placement.
 - The special education teacher of each student, along with the psychometrist assigned to specific local schools monitor re-evaluation data periodically through STI SETS data system to ensure compliance with three-year revaluation guidelines.
 - The STI SETS data system allows school personnel to regularly run data checks to determine compliance issues with timelines, verify

procedural processes, IEP compliance, and progress report compliance data. Data is further regularly collected to provide information for local School Board Reports, data collection for programming purposes, and SDE Reports.

C. Procedure used to determine which children with disabilities housed in jails/detention centers/boot camps within your jurisdiction that were eligible to receive special education services from the public education agency.

- There are no detention centers within the jurisdiction of Calhoun County Schools. The system provides information when students are placed in such centers outside the LEA. Special education teachers at local schools send copies of Individualized Education Plans and other educational records to the agencies when a student is removed from his or her home school and notify the Office of the Special Education Director at the central office that the student has been placed. Special education central office personnel follow-up within 10 days to validate delivery of records to the facility and determine if there is need for further information.
- The LEA will comply with Alabama Administrative Code provisions for individuals with disabilities in adult prisons.

D. Procedure for meeting yearly with representatives of private schools regarding special education services to be provided to eligible children with disabilities who have been placed by their parents in a private school.

- There are no private schools or home schools located within the Calhoun County Board of Education jurisdiction. Should this change and a private school or home school umbrella facility open, the following procedures will apply:
- An annual private school meeting will be scheduled by the Special Education Director with the private school facilities in early fall at a mutually agreed upon location either at the Calhoun County Board of Education or at the private school facility.
- Letters of invitation to the private school meeting will be mailed to all private schools and home school umbrella facilities in our jurisdiction.
- Students enrolled in private or home school facilities may be referred for evaluation for services by the school or by parents. If a student would be determined eligible for special education services in a public school setting, they could receive services while enrolled in the private or home school setting. Services are provided as determined by the IEP team, on a resource basis in the local school facility, during regular school hours, by a speech/language pathologist.

- All invited participants will receive a follow-up letter containing the minutes of the private school meeting and contact information for the local Special Education Director. A follow up- phone call will also be made to insure receipt of needed information.

E. Procedure for ensuring participation in the transition conference for children with disabilities who participated in early intervention programs.

- Students are referred by the Early Intervention Program to the LEA by age 22 months. A transition meeting is scheduled. If the parent gives consent for their child to transition to our LEA we initiate the referral to placement process. If the student is determined eligible, an IEP must be developed and implemented by the students third birthday.
- The preschool program director is responsible for communication with Early Intervention specialists and receives the EI referral for transition into public school services.
- The preschool program director is responsible for tracking the referral through the eligibility process and through IEP development to ensure that timelines are met.
- Clear communication is essential with EI staff to ensure the timely receipt of referrals, scheduling of meetings to allow time to complete evaluation of data to determine eligibility. EI staff is always include in the transition meeting and are invited to the eligibility and IEP meetings at the parents discretion in order to facilitate a smooth transition for the child. It is imperative that the EI staff, the preschool program director, the local evaluation team and service providers all coordinate efforts in order to meet timeline compliance 100% of the time.

II. Name, title, address, and telephone number of the person responsible for the Child Find activities.

- Charlene C. Hill, Executive Director, SPE Director
Calhoun County Board of Education
P.O. Box 2084
Anniston, AL 36202
Phone: 256-741-7427

III. Procedure to ensure that a tracking system is in place to ensure that identification, evaluation, eligibility, and Individualized Education Plan (IEP) development are completed within the time frames allowed by state and federal regulations.

- The Calhoun County Board of Education utilizes STI SETS data system to track compliance for timelines from referral to placement.

- Data is entered into the SETS data system by the local school SETS administrator, the psychometrist and the special education teacher of the student.
- Using the STI SETS data system, local school personnel and district personnel regularly run data checks to determine compliance issues with timelines. Data is monitored to verify complete procedural processes, to review IEP components, to verify that progress reports are completed each reporting period, and to monitor evaluation and re-evaluation timelines.
- Data is collected to provide information for local School Board Reports and for programing purposes.
- The Calhoun County Board of Education utilizes STI SETS to furnish the ALSDE with necessary information concerning students with disabilities upon request.
- The data contact person is Angela Bonds, 256-741-7433.

IV. The Calhoun County Board of Education ensures its commitment to implement the *Alabama Administrative Code* (AAC) 290-8-9-.01 and 34 CFR §300.111; 34 CFR §300.124; 34CFR§300.101-102; 34 CFR§300.130-131, and 34 CFR §300.201.

V. The Calhoun County Board of Education ensures its commitment to implement the AAC 290-8-9-.10(7) and 34 CFR §300. 130-144.

CHAPTER 3

EVALUATION

- I. Procedure used to evaluate children for special education services including vision and hearing screening.

The Calhoun County Board of Education will:

1. Provide evaluations for any referred or identified child, birth to twenty-one, who may need special education and related services, utilizing qualified personnel and appropriate assessment instruments as outlined by state standards.
 - Through Child Find procedures, we locate many children ages 0-2 who do not receive Early Intervention (EI) Services. As parents or other public or private agencies contact us, referral meetings are scheduled and evaluations are completed. Referral, eligibility, and provision of services are provided according to the Alabama Administrative Code.
 - Children, ages 0-2, who are referred through Early Intervention generally have current evaluation information. Evaluations submitted by EI agencies, and any additional evaluations, are considered by the IEP team in determining eligibility in the local public school system according to the Alabama Administrative Code.
 - For a child, ages 3-21, referred by parents, school personnel, or other agencies the LEA follows procedures established by the Alabama Administrative Code for referral, evaluation and eligibility and provision of services.
 - For a child who requires a re-evaluation the LEA follows specific guidelines for a reevaluation procedure established by the Alabama Administrative Code. A re-evaluation may be for additional information to determine specific academic needs, IEP planning information, or continued eligibility for a three-year re-evaluation.
2. Contract and/or arrange for evaluations needed by children that are not available within the LEA.
3. Work with other agencies in the area that serve children with disabilities to share evaluation information (Head Start, Mental Health, university projects, Children's Rehabilitation Services, State and County Multi-Needs Team, physicians, etc.).

4. Consider all evaluations including those done by other agencies or arranged by parents. Evaluations must meet the same criteria as evaluations completed by the LEA.
- II. List the persons and/or agencies that can provide independent educational evaluations.
- Behavioral Assessments (FBA, BIP, Psychiatrist, Psychologist)
Gadsden Psychological Services
June Nichols or David Wilson
715 Walnut Street
Gadsden, AL 35901
256-543-1544

 - Glenwood, Inc.
Robert Hudson
150 Glenwood Lane
Birmingham, AL 35242
205-510-2655

 - Whitney Tindall, BCBA
The Learning Tree
334-415-9585

 - Matthew Remick
Pitts and Associates Inc.
2700 Rogers Drive # 204
Birmingham, AL 35209
866-263-0311

 - Neuropsychologists (Intelligence, Achievement, Behavior, Executive Functioning)
Joe Ackerson
Neuropsychologist
Suite 101
1025 23rd Street, South
Birmingham, AL 35205
205-324-8499

 - Carol Walker
Huntsville

 - Occupational and Physical Therapists (Fine Motor, Visual Perception, Motor Integration)
Antonelli's Rehab
623 Walnut Street

Gadsden, AL 35901
256-546-6553

Regina Finlayson, OTR/L, CLT
215 Walnut Street
Gadsden, AL 35901
256-546-1431
Rehab Partners
426 4th Street, South
Gadsden, AL 35901
256-543-2981

- Psychiatrists
Lee Ascherman, MD
1700 7th Avenue, South
Birmingham, AL 35294
205-934-4912

George Shehi, MD
P.O. Box 8406
Gadsden, AL 35902-4755

Carr Mental Wellness, LLC
705 Walnut Street
Gadsden, AL 35901
256-543-0131

Child & Adolescent Associates
Teresa Young-Moran, MD
1025 Montgomery Hwy
Vestavia, AL 35216
205-978-7511

- Psychologists (Autism, Achievement, Behavior, Intelligence)
Child & Adolescent Psychological Services in Inverness
Michael Fetter, PhD
4902 Valleydale Rd.
Birmingham, AL 35242
205-981-1330

Meredith, Bair, Peacock & Associates, PC
Stephanie Meredith, PhD., or Renee N. Peacock, PhD.
300 Vestavia Office Park
Vestavia Hills, AL 35216
205-822-7348

- Psychometrists
Brenda Woods
205-814-1888
- Reading Specialists
Alabama Scottish Rite Foundation
Denise Gibbs
Dyslexia Center
205-365-1640

Communication & Reading Therapies, Inc.
Laura Promer
One Office Park Circle
Mountain Brook, AL 35223
205-870-4241

UAB
Kathleen Martin, Ph.D.
Education Building, Rm. 119,
901 13th Street, South
Birmingham, AL 35294
205-934-5371

- Speech and Language Pathology
Children's Rehabilitation Services (CRS)
1100 George Wallace Drive
Gadsden, AL 35901
256-547-8653

Easter Seals Pediatric Rehab
Mary Margaret Haygood Newland (SLP, Spanish)
402 1st Street North
Alabaster, AL 35007
205-621-6503

University of Montevallo Speech and Hearing Center
Linda Murdock, Ph.D. (SLP, Autism)
Station 6720
Montevallo, AL 35115
205-665-6720

- Vision Specialists
Alabama Institute for Deaf and Blind (AIDB)
205 South Street
Talladega, AL 35161
1-800-848-4722

UAB Eye Care
Diane Pevsner
1716 University Blvd.
Birmingham, AL 35294
205-934-3058

- III. The Calhoun County Board of Education ensures its commitment to implement the AAC 290-8-9-.02 and 34 CFR §300.121-122; 34 CFR §300.131; 34 CFR §300.201; 34 CFR §300.300-301; and 34 CFR §300.303-305.
- IV. The Calhoun County Board of Education ensures its commitment to implement the AAC 290-8-9-.03 and 34 CFR §300.8; 34 CFR §300.15; 34 CFR §300.201; 34 CFR §300.301; and 34 CFR §300.303-305.

CHAPTER 4

ELIGIBILITY

- I. Procedures used in determining a student eligible for special education.
 - The IEP team made up of parent, special education teacher, general education teacher knowledgeable of the student, person to interpret test data, and LEA is utilized for both Eligibility and IEP development. There is no separate Eligibility Team
 - The special education teacher contacts all required participants regarding the time of the scheduled meeting in order to meet timeline compliance. Parents are notified in writing and may request a time change if needed. If all other participants are available, we will comply with the parents requested change
 - Training for psychometrists is provided through state and national professional organizations, test publishers and regional meetings of local assessment personnel.. Teachers and local administrators receive professional development provided by SDE and local in-service follow-up activities such as The Alabama Administrative Code.

- II. The Calhoun County Board of Education ensures its commitment to implement the AAC 290-8-9-.03-.04 and 34 CFR §300.8; 34 CFR §300.201; and 34 CFR §300.306-308.

CHAPTER 5

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

I. Procedure utilized in developing IEPs.

The Calhoun County Board of Education follows procedures as outlined in the Alabama Administrative Code 290-8-9-(2)(e) for developing IEPs.

- All eligible children will have an appropriate IEP based on the child's unique needs and not on the child's disability.
- Free and appropriate public education (FAPE) will be available to all children between the ages of 3 and 21, inclusive, including children with disabilities who have been suspended or expelled from school.
- FAPE will be available to any individual child with a disability who needs special education and related services, even though the child has not failed or been retained in a course or grade, and is advancing from grade to grade.
- For children transitioning from Early Intervention to preschool, an IEP must be developed and implemented no later than the child's third birthday. If the child's third birthday occurs during the summer months, the IEP Team will determine whether the services begin. Justification must be provided when the IEP is not implemented on the child's third birthday.
- For other children, the IEP will be in effect for each child with a disability at the beginning of each school year. A meeting to develop an IEP must be conducted within 30 days of the initial determination that the child needs special education and related services. The IEP must be in effect before the special education and related services are provided to a child. There can be no delay in implementing a child's IEP while determining the payment source for providing or paying for special education and related services.
- Special education programs must be in operation for at least the length of the regular school term and school day unless the IEP team specifies a different length of time based on the individual needs of the child.
- The IEP Team for each child with a disability must include the following:
 - Not less than one regular education teacher of the child if the child is, or may be, participating in the regular education environment. The regular education teacher must, to the extent appropriate, participate in the development, review, and revision of the child's IEP.
 - The parents of the child with a disability
 - Not less than one special education teacher of the child.

- An LEA who is qualified to provide, or supervise the provision of, specially designed instruction, is knowledgeable about the general education curriculum, is knowledgeable about the resources of the LEA, and has the authority to commit resources to ensure that the IEP services will be provided.
- An individual who can interpret the instructional implications of evaluation results. This person may also be a member of the team described above.
- The child, whenever appropriate.
- Secondary transition services participants, when appropriate and with the consent of the parent.
- Early Intervention Representatives as appropriate.
- The special education teacher gathers all available assessment data prior to the meeting. The IEP Team considers the following components: the concerns of the parent for enhancing the education of the child, input from the child, input from the child's general education teacher, the child's present levels of academic and functional performance, how the disability affects the child's involvement and progress in the general education curriculum; measureable annual goals written to general education content standards or Alabama Extended Standards or Developmental Standards as applicable, a statement of the special education and related services and supplementary aids and services to be provided to or on behalf of the child, a statement of program modifications or supports provided to the child, an explanation of the extent to which the child will not participate with nondisabled children, a statement of any individual appropriate accommodations necessary to measure academic achievement and functional performance on State and district assessments, the projected beginning date of services and modifications and the anticipated frequency, location and duration of the services, a description of how the child's progress toward meeting the annual goals will be measured, appropriate measureable postsecondary goals based on transition assessments, the need for behavioral interventions and supports, the language needs of children with limited English proficiency, the need for provision of Braille instruction for visually impaired children, the communication needs of children who are deaf or hard of hearing, the need for extended school year services, child's need for assistive technology devices and services, beginning not later than one year before the child reaches age 19, a statement that the child has been informed that his or her rights that will transfer to him or her upon reaching the age of majority.

II. Procedure utilized for ensuring parental involvement in IEP development.

- The special education teacher will invite one or both of the parents of a child with a disability to each IEP meeting

- The written notice of proposed meeting will indicate the purpose, date, time, location of the meeting, and who will be in attendance. In addition, the notice will inform the parents that they have the right to bring other individuals who have knowledge or special expertise about the child.
- The written notice of proposed meeting will indicate that parents have the right to request that a Part C service director or other representative of Part C Early Intervention system be invited to attend the initial IEP meeting for a child previously served under Part C of IDEA.
- For a child who turns 16, or younger if determined appropriate by the IEP Team, the written notice of proposed meeting will indicate that a purpose of the meeting will be the consideration of the postsecondary goals and transition services for the child.
- In cases where transition will be addressed for a child with a disability, the notice must also indicate that the student will be invited to attend the IEP Team meeting.
- In cases where transition is addressed, the notice must also identify any other agency that will be invited to send a representative, but only if the parents consents to invite other agencies.
- IEP meetings will be scheduled at a mutually agreed upon time and place.
- The LEA will agree to use alternative means of acquiring parental in IEP Team meeting participation, such as video conferences and conference calls.
- A meeting may be conducted without a parent in attendance only if the special education teacher is unable to convince the parents that they should attend. In this case, the special education teacher will keep a record of at least two attempts to arrange a mutually agreed upon time and place to meet. This record may include detailed record of telephone calls made or attempted, copies of correspondence, detailed records of visits made to the parent's house or place of employment, and any responses received from the parents.
- The LEA will take whatever action necessary to ensure that the parent understands the proceedings at the IEP Team meeting, including arranging for an interpreter for parents with deafness or whose native language is other than English.
- The LEA will provide the parents with a copy of their child's IEP at no cost.

III. Procedure utilized for ensuring parental involvement in IEP development.

- Parents are given adequate opportunities to participate in the development of the IEP. Initial notification of the meeting that includes the purpose, date, time, and location of the meeting. Notice of the meeting is provided early enough to ensure that adequate time is given to have the meeting scheduled at a mutually agreed upon time and place.
- To ensure parental is obtained, parents complete a parent input checklist or participate in a parent input interview prior to or during the IEP meeting.

- To ensure parents are informed participants in the IEP development, the special education teacher provides that correspondence and communication is provided in a format that is readily understandable for the parent. For example, if the parent is deaf or if the parents' native language is not English, the special education teacher arranges for an interpreter.
- IV. Procedure to ensure that hearing aids used by children with disabilities are functioning properly.
- The teacher of the Hearing Impaired will check the hearing aids on a regular basis. If a hearing aid malfunctions due to the need for new batteries, the batteries will be replaced by the teacher of the Hearing Impaired. Malfunctions that are not related to the batter and cannot be repaired on-site will be reported to the office of the special education director.
- V. Procedures to ensure transition services for secondary students are addressed.
- The Calhoun County Board of Education ensures that transition services are considered and implemented through the student's Individual Education Plan (IEP). The process begins no later than the age of 16, or earlier if appropriate. Teachers work with parents and outside agencies to encourage and assist students reaching career goals and in the development of self-advocacy to the fullest extent possible.
 - Special education teachers evaluate students using formal and informal transition assessments through the development of a transition portfolio. Academic achievement, strengths, needs, and preferences of the student are considered. Information is collected from assessments such as Kuder, EXPLORE, PLAN, ACT, Casey Life Skills, AIR Self-Determination Scale, CITE Learning Styles, parent, student, and teacher interviews, course work, future career goals, and vocational evaluations. Special education teachers base transition goals on the information collected as part of the process in developing the IEP. The transition portfolio is a working document that is begun during the eighth grade year and is used throughout the remaining years of high school to guide transition skill development.
 - Eighth grade students and parents are made aware of diploma requirements and pathways within the Alabama High School diploma at local school meetings and during the development of the IEP. Special education teachers review the four year plan as part of the IEP process each spring. Credits earned are reviewed to ensure that all courses are completed for graduation. Changes in courses are made as necessary to best meet goals of students.
 - Parents and students are an integral part of the transition process. Prior to the IEP meeting, special education teachers elicit information from parents

and students through Parent Input Surveys and Student Surveys and continue to gather information at the IEP meeting to develop appropriate transition goals.

- Special education personnel at the system level and classroom teachers annually attend transition conferences and workshops to include the Alabama Transition Conference. Professional development turn-around training is planned yearly to provide remaining teachers with updated information to develop transition goals and skills. Novice special education teachers receive additional training and support to promote understanding of the transition process.
- The seven high schools in the system work closely with the Calhoun County Career Technical Center (CCCTC) to enable special education students to attend the CCCTC. A special education teacher at CCCTC acts as liaison between the center and the schools. The IEP schedule is coordinated among all high schools so that the CCCTC special education teacher may attend every IEP meeting of prospective or returning CCCTC students. Calhoun County also has a close working relationship with the Alabama Department of Rehabilitation Services (ADRS). At IEP meetings, ADRS counselors share information about job development services after high school. The majority of transition-aged students, with parent permission, become clients of ADRS. Vocational evaluations are completed by ADRS on clients in twelfth grade. A cooperative effort planned yearly between the school system, local community college, and ADRS furnishes college information to prospective students in twelfth grade. College and business representatives and ADRS counselors share important facts on how to access accommodations in college, how to apply for financial aid, study tips, and career exploration resources.

VI. Calhoun County Board of Education ensures its commitment to implement the AAC 290-8-9-.05 - .07 and 34 CFR 300.5 – 6; 34 CFR 300.34; 34 CFR 300.101-102; 34 CFR 300.104-108; 34 CFR 300.110; 34 CFR 300/114-118; 34 CFR 300.201; 34 CFR 300 320-325; and 34 CFR 300.327-328.

VII. The Calhoun County Board of Education ensures its commitment to implement the AAC 290-8-9-.05 - .07 and 34 CFR §300.5-.6; 34 CFR §300.34; 34 CFR §300.101-102; 34 CFR §300.104-108; 34 CFR §300.110; 34 CFR §300.114-118, 34 CFR §300.201; 34 CFR §300.320-325; and 34 CFR §300.327-328.

CHAPTER 6

PROCEDURAL SAFEGUARDS

I. Confidentiality procedure for:

A. Access to Records

- Personally identifiable data, information, and records collected or maintained must be stored, retrieved, and utilized for the benefit of children with disabilities. In compliance with the Family and Education Rights and Privacy Act of 1974, the parents or eligible students may inspect and review any and all official records, files and data directly related to their children including cumulative record folder, identifying data, academic work completed, level of achievement (grades, standardized achievement scores, etc.), attendance data, scores on intelligence assessment, aptitude and psychological tests, interest inventory results, health data, family background information, teacher or counselor ratings and observations, and verified reports of serious or recurrent behavior patterns.
- Parents or eligible students should submit to the student's school principal a written request which identifies as precisely as possible the record or records he or she wishes to inspect.
- The principal, or other school official, will make the needed arrangements for access as promptly as possible and notify the parent or eligible student of the time and place where the records may be inspected. Such inspections shall take within forty-five (45) days of receipt of the request.
- The Calhoun County School Board will not provide a parent or eligible student with a copy of the student's education record unless failure to do so would effectively prevent the parent or eligible student the right to inspect and review the records.
- Upon request, parents are given an explanation of their child's records.

B. Records on More Than One Student.

- The special education teacher and local school administrators will maintain the confidentiality of any special education records containing information on more than one student.

C. List of Types and Locations of Information

The following is a list of the types of records that the Calhoun County School Board maintains, their locations, and their custodians:

TYPES	LOCATION	CUSTODIAN
Cumulative School Records	Principal's Office	Principal
Cumulative School Records (former students)	Principal's Office	Principal
Expulsion Records	Central Office	Superintendent
Special Education/ Psychological Records	Local School & Central Office	Special Education Teacher/SPE Director
Transportation Records	Bus Garage	Transportation Director
Special Test Records	Central Office	Director of Testing
Occasional Records (Educational records not identified above)	Principal will collect and make available at school	Principal

D. Fees for Copying

- The fee for copies will be .10 cents per page. An exception will include copies of a student's IEP or other STI SETS documents pertaining to the student. These will be provided without charge, upon request of the parent or eligible student.

E. Disclosure Procedures Pertaining to Special Education Records

- The special education teacher maintains all confidential special education records in a locked file with disclosure of all persons who may have access to records. Persons eligible to view records must sign access sheet and indicate the date and purpose of records review.
- Parental consent is obtained before personally identifiable information is disclosed to parties other than officials of participating agencies.
- Parental permission is not required prior to release of records to:
 - Authorized state or federal officials involved in monitoring or enforcement of legal requirements relating to special education programs
 - Officials of state agencies for the purpose of meeting a requirement of Part B of the IDEA. If the student has reached the age of majority (age 19) prior notice of the transfer of records is required by FERPA

- Law enforcement and judicial authorities to the extent permitted by FERPA when the child has committed a crime.
- Parental consent, or student consent at age of majority, must be obtained before personally identifiable information can be released to officials of participating agencies providing or paying for transition services.
- If a child is enrolled or going to enroll in a private school not located in the LEA of the parents residence, consent must be obtained prior to the release of personally identifiable information between the Calhoun County Board of Education and the LEA for the jurisdiction of the private school.

F. Transfer of Records

- When a child transfers from one public agency to another within the state of Alabama, the STI, SETSWeb process facilitates the exchange of special education records between school systems. If a student transfers from another state or from an education facility that does not have access to the STI SETSWeb process, the receiving school will obtain special education records from the previous school in a timely manner.
- Parental consent is not required for transfer of special education records between public education agencies. However, notice to the parents or student at the age of majority is required by FERPA

G. Amendment of Records at Parent's Request

- Parents or eligible students may request to have records maintained by the local school system corrected if they believe they are inaccurate, misleading or violate the rights or privacy of a child. The parent or eligible child should identify the part of the record they believe is inaccurate, misleading or in violation of the student's privacy or other rights.
- The LEA must make a decision on the request within a reasonable time and notify the parents of the decision.
- If the LEA decides not to amend the information in accordance with the request, written notice must be provided to the parent. The notice must advise the parent of the right to a local hearing before the LEA.
- If the LEA decides to amend the record as requested it will notify the parents or eligible student, in writing, that the record has been amended.

H. Opportunity for a Hearing

- Upon request, the Calhoun County School System will arrange for a hearing, and notify the parents or eligible student, reasonably in advance of the date, time, and place of the hearing.

I. Result of Hearing

- Calhoun County School System will prepare a written decision based on the evidence presented at the hearing and the reason for the decision.
- If the challenged information is not found to be inaccurate, misleading, or in violation of the student's right to privacy, the parents or eligible student will be notified that they have a right to place in the record a statement commenting on the challenged information and/or a statement setting forth reasons for disagreeing with the decision.

J. Hearing Procedures

- The Hearing will be conducted according to the procedures set forth in FERPA.
- The hearing will be conducted by a hearing officer who is a disinterested party; however, the hearing officer may be an official of the system. The parents or eligible student will be afforded a full and fair opportunity to present the evidence relevant to the issues raised.

K. Consent

- The Calhoun County Board of Education special education director will obtain parent/guardian or student (if age 18) consent before personally identifiable information is disclosed to parties other than officials of participating agencies, participating agencies providing or paying for transition services, or if a child is enrolled or is going to be enrolled in a private school that is not located in the LEA of the parent / guardian.

L. Destruction of Information

- The Calhoun County Board of Education must retain a copy of the educational records containing personally identifiable information for five years after the student exits the special education program.
- The information must be destroyed at the request of the parent. However a permanent education record containing the child's name address, telephone number, grades, record of attendance for special education services, classes attended, grade level completed, and year completed may be maintained without time limitation.
- At the end of the five year retention period the Calhoun County Board of Education must inform the parent when personally identifiable information collected, maintained or used is to be disposed of.
- Information must be destroyed in a manner which ensures confidentiality of information.

M. Disciplinary Information

- The Calhoun County Board of Education may include in the records of a child with a disability, a statement of any current or previous disciplinary action taken against the child and transmit the statement to the same extent that the disciplinary action is included in and transmitted with records of non-disabled students.
- The statement may include a description of any behavior engaged in by the child which required disciplinary action, a description of the disciplinary action taken, and any other information that is relevant to the safety of the student or other individuals involved with the student.
- If the child transfers from one school to another. The transmission of the child's records must include both the child's current IEP and any statement of current or previous disciplinary action that has been taken against the child to the same extent that information is transmitted with the records of a non-disabled student.

N. Rights for Children

- The Calhoun County Board of Education must afford to the child, rights of privacy similar to those afforded to parents regarding records taking into consideration the age of the child and the type and severity of the disability. Although the rights of parents under the IDEA transfer to the student at the age of majority (age 19), the rights of parents regarding the educational records under FERPA transfer to the student at age 18.

O. Parental Notice and Consent

- The Calhoun County Board of Education must provide notice to parents and obtain consent prior to specific actions.
 - Informed written consent must be obtained prior to an initial evaluation; prior to the initial provision of special education and related services; and prior to any reevaluation that requires additional data to be obtained. Consent for initial evaluation must not be construed as permission for provision of services. If the parent of a child with a disability refuses or fails to respond to a request to provide consent for initial evaluation or a reevaluation that requires evaluation of the child, the LEA may, but is not required to pursue consent by using mediation and or due process procedures. The LEA does not violate its obligation under Child Find requirements if it declines to pursue and initial evaluation or a reevaluation.
 - The LEA must make reasonable efforts to obtain consent from the parent for the initial provision of special education and related services to the child. If the parent of the child refuses to consent to

the initial provision of special education and related services or the parent fails to respond to a request to provide such consent, the LEA may not use mediation or due process procedures in order to obtain agreement or a ruling that services may be provided to the child. However, the LEA will not be in violation of the requirement to make available FAPE to the child for the failure to provide the child with the special education and related services for which the LEA requests consent and the LEA is not required to convene and IEP meeting or to develop and IEP for the child for the special education and related services for which the LEA requests such consent.

- An LEA may not use the refusal of informed written consent to deny the parent or child any other service, benefit or activity of the LEA, except as described in paragraph 1 and 2 above.
- Informed written consent is not required
 - a.) for reevaluation, if the LEA can demonstrate that it has made reasonable efforts (at least two attempts) to obtain that consent and the parents has failed to respond
 - b.) before reviewing existing evaluation data as part of an evaluation or reevaluation or administering a test or other evaluation that is administered to all children, unless, before administration of that test or evaluation, consent of parents of all children.
 - c.) for the type of test listed in the IEP to evaluate the mastery of annual goals
 - d.) for initial evaluation only, if the child is a ward of the state and is not residing with the child's parent the LEA is not required to obtain informed consent from aren't for an initial evaluation to determine if the child is a child with a disability, if despite reasonable efforts to do so, the LEA cannot discover the whereabouts of the parents of the child; the rights of the parent of the child have been terminated in accordance with State law; or the rights of the parent to make educational decisions have been subrogated by a judge in accordance with State law and consent for an initial evaluation has been given by an individual appointed by the judge to represent the child.
- If a parent of a child who is home schooled or placed in a private school by the parent at their own expense does not provide consent for the initial evaluation, the reevaluation, or the parent fails to respond to a request to provide consent, the LEAS may not use the consent override procedures of mediation or due process and the LEA is not required to consider the child as eligible for services under these rules.
- To meet the reasonable efforts requirement regarding consent for initial evaluation, reevaluation and initial provision of services, the LEA must document its attempts to obtain parental consent using the procedures described under Parental Notice.

- Written notice must be given to parents a reasonable time before the LEA purposes or refuses to initiate or change the identification, evaluation, educational placement or the provision of FAPE to a child. Written notice is required when a child graduates from high school with a regular diploma or exits because the child has exceeded the age of eligibility for FAPE.
- The parental notice must include a description of the action proposed or refused the LEA, the reason for the proposed or refused action, a description of other options the LEA considered and why those options were rejected, a description of each evaluation, procedure, assessment, record, or report the LEA used as a basis for the proposal or refusal and a description of any other factors that are relevant to the proposal or refusal. The notice must also include a statement that the parents of the child have protection under the Special Education Rights and if this notice is not an initial referral for evaluation, the means by which a copy of the rights can be obtained, and sources for parents to contact to obtain assistance in understanding the provisions of the notice. To ensure that parents understand the content of each notice, the LEA must provide written notice in language understandable to the general public, provide notice in the native language of the parent or other mode of communication used by the parent unless it is clearly not feasible to do so, and take the necessary steps to ensure , that when the native language or other mode of communication. LEAs must ensure that parents understand the content of the notice and maintain written evidence that the notice requirements have been met. Parents may elect to receive notices by electronic mail if the LEA provides notices by electronic mail.

II. Name, title, address, and telephone number of the person responsible for ensuring the confidentiality of all personally identifiable information.

Charlene C. Hill, Executive Director, SPE Director
 Calhoun County Board of Education
 P.O. Box 2084
 4400 McClellan Blvd.
 Anniston, AL 36202
 Phone: 256-741-7427

III. List of types and locations of educational records maintained and collected.

- All student special education records are maintained in the STI SETS electronic file data base. These records can only be accessed with a secure password. The following persons have access to SETS student special education forms and records: the special education director, central office special education personnel, education staff including psychometrists and special education teacher in local schools.

- Hard copies of the special education records are maintained in secure files at the special education department at the central office and by the special education teacher at the child's local school in secure files.

IV. Procedure for:

A. Identification of children in need of a surrogate parent.

- Any person who knows of a student in the Calhoun County School System who may need special education or is receiving special education services and also believes that an appropriate person is not available to represent the student in special education decisions, may submit a written request to the Special Education Director, for the assignment of a surrogate parent for the student.

B. Appointment of a surrogate parent

- When the Special Education Director receives a written request for the appointment of a surrogate parent, a determination will be made as to whether the student is without representation. If the Special Education Director determines that the student does require a surrogate parent, the Calhoun County Superintendent of Education shall appoint a trained surrogate parent within ten (10) calendar days from the date the need for a surrogate parent was determined. The Superintendent shall notify in writing the surrogate parent and person/agency making the request of the appointment.

C. Training surrogate parents

- The Special Education Director will provide training on a yearly basis to include the following areas: definition of surrogate parent, qualifications of surrogate parents, scope of representation, rescission of appointment, special education rights (to include confidentiality, complaint, mediation and due process procedures), *Mastering the Maze*, and the Alabama Administrative Code as pertains to surrogate parents.

D. Rescission of a surrogate parent

- The Calhoun County Board of Education will notify the surrogate parent in writing to rescind the appointment of a surrogate parent in the following circumstances: a surrogate parent has been unwilling or unable to perform assigned responsibilities, or when a child no longer requires a surrogate parent. A surrogate parent who is unable to

continue representing a student must notify the superintendent in writing.

E. Tracking the requirements of AAC 290-8-9-8.1(1)(h) (Internal Monitoring of Surrogate Parent Services)

- The Special Education Director will maintain a tracking system of children who were considered for and/or appointed a surrogate parent. This log will include the student's name, student number, disability, custody status, date surrogate is requested, date and action of decision, surrogate's name or reason for denial. A record of surrogate parent training will be maintained that will include the date of the training and signature of the participants.

V. Procedure for maintaining records that demonstrate that complaint resolution, mediation agreements, and due process hearing decisions are implemented.

- The Calhoun County Board of Education will maintain records that document the actions of complaint resolution, mediation agreements, and due process hearing decisions that are implemented.
- Comprehensive tracking and filing regarding each complaint resolution, mediation agreement, and due process hearing will be maintained with the Special Education Director's office. These records will include all written correspondence, evidence, decisions, and transcripts. The documentation of implementation activities will be available for review by SDE as part of the required verification process.

VI. The Calhoun County Board of Education ensures its commitment to implement the AAC 290-8-9-.08 and 34 CFR 300.9; 34CFR 300.32; 34 CFR 300.121; 34 CFR 300.123; 34 CFR 300.150-153; 34 CFR 300.201; 34 CFR 300.2229; 34 CFR 300.300; 34 CFR 300.500-504; 34 CFR 300.530-536; 34 CFR 300.610-627; and CFR Part 99 (Family Educational Rights and Privacy Act)

§300.500-504; 34 CFR §300.530-536; 34 CFR §300.610-627; and 34 CFR Part 99 (*Family Educational Rights and Privacy Act*).

CHAPTER 7

SYSTEM OF PERSONNEL DEVELOPMENT

I. Qualified Personnel.

A. The Calhoun County Board of Education ensures that qualified personnel will be provided to implement special education services.

- The Calhoun County Board of Education recognizes that an effective educational program depends on the excellence of the personnel employed in the school district. Consistent with this philosophy, applicants for positions will be selected on the basis of qualification, merit, and professional ability.
- Vacancies for certified and non-certified positions are announced by posting positions in accordance with applicable law and policy.
- Applicants for certified special education positions must complete an online application at the Alabama State Department of Education's Teach in Alabama website and attach a valid Alabama Teacher's Certificate, a college transcript, verification of highly qualified status, and current resume. The applicant must complete a Statement of Interest form available under a link on the Calhoun County Schools website. All documents must be printed, signed and delivered to the Calhoun County Board of Education office.
- Applicants for non-certified special education paraprofessional positions may obtain an application on the Calhoun County Schools website. Qualified applicants must submit a college transcript showing a minimum of 48 semester hours, or a WorkKeys Assessment score report indicating passing scores in Reading, Math, and Writing.
- All employees are required to be fingerprinted for a criminal background check through the Alabama Bureau of Investigation. Recommendations for employment are contingent upon the successful result of the background check.

B. Procedure to recruit and retain qualified personnel.

- Efforts to identify and recruit qualified personnel include: regular participation in teacher recruitment and career fairs, promotion of the "Focused on Success for All" initiative, development of relationships with placement offices and colleges of education at nearby institutions of higher education, continued participation in the Student Teacher/Internship program of the College of Education at Jacksonville State University, development of partnerships with local community colleges, and implementation of initiatives to

promote and encourage careers in education among district high school students.

- In order to retain qualified personnel, Calhoun County implements many programs and incentives. New Teacher Orientation is conducted for all first year teachers prior to their first day of school. A mentoring program is in place for these teachers as well. The Educate Alabama process is utilized to ensure that teachers are receiving positive feedback in areas of strengths and weaknesses. Ongoing professional development opportunities are provided for all teachers. Teachers are encouraged to tailor their professional development to their own professional learning plans. On site activities such as Teacher Appreciation, Teacher of the Month, Teacher of the Year and Teacher Hall of Fame help build the morale of teachers.

II. Procedures to fully inform teachers and administrators of their responsibilities for implementing least restrictive environment requirements.

- A continuum of placements are available to meet the needs of students with disabilities. Calhoun County Board of Education provides specially designed instruction, related services, supplementary aides and other supports in conjunction with placement in general education classes. The continuum of alternative placements includes general education class instruction, special classes, special schools, home instruction, and instruction in hospitals and institutions. Qualifying students are provided supplementary aides and services determined appropriate and necessary by the child's IEP Team to ensure an equal opportunity for participation in nonacademic and extracurricular services and activities. Nonacademic and extracurricular and extracurricular services may include counseling services, athletics, transportation, health services, recreational activities, special interest groups or clubs sponsored by the public agency, referrals to agencies that provide assistance to individuals with disabilities and employment of students.
- The central office special education resource staff provides training for administrators at and teachers annually at faculty meetings. Periodically the special education director conducts an Administrator's Academy to assure that administrators understand special education law and the LEA representative's role in facilitating an IEP Team meeting. Special education resource specialists attend IEP Team meetings to model the LEA role and monitor the process in regard to parental rights, the IEP process, LRE, and the eligibility process.

III. Procedures to fully inform general educators and administrators of the special education process.

- The central office special education resource staff attends trainings provided by the State Department of Education on the development and implementation of IEPs. The resource staff provides annual training for special education teachers and paraprofessionals on the development and implementation of IEPs. Topics include, but are not limited to, standards-based IEPs, forms and procedures, transition, student assessment, special education law, instructional practices, inclusion, parental rights, use of instructional technology, referral, eligibility, STI SETS, *Mastering the Maze*, and the RTI process.
- Compliance with this training is continually monitored through *IMPACT* meetings held at every local school. These meetings are conducted by central office special education staff at least three times per year. The purpose is to review the special education process at each school, to set measureable program goals for each school, and to foster communication with local school staff and administrators.
- The special education director attends district leadership meetings and district administrators meetings. The agenda includes topics related to the special education process.

IV. The Calhoun County Board of Education ensures its commitment to implement the AAC 290-8-9-.01-.07; and 34 CFR §300.119; 34 CFR §300.119.156, and 34 CFR §300.704(iv) (4).

CHAPTER 8

DISCIPLINARY PROCEDURES

- I. Procedures for the suspension and expulsion of children with disabilities
- School personnel may remove a child with a disability who violates a code of student conduct from his or her current placement to another setting, or out of school suspension, for not more than ten (10) school days in a school year.
 - Suspensions of five (5) days or more or repeated short suspensions should result in review of the student's IEP by the IEP team. Suspensions of ten (10) days or repeated suspensions having a cumulative total of ten (10) days could result in a change of placement.
 - A change of placement occurs if a child is removed from his or her current placement for more than ten (10) consecutive school days or the child has a series of removals that constitute a pattern of behavior. Prior to this change in placement, a manifestation determination hearing must be held to determine if the violation/incident in question is or is not a manifestation of his/her disability. If a child with a disability has been removed from his or her current placement for ten (10) school days in the same school year, during any subsequent days of removal, the system must provide services to the child.
 - The system may consider any unique circumstances on a case-by-case basis when determining whether to order a change of placement for a student who violates the code of student conduct.
 - Special circumstances: school personnel may remove a child with a disability to an interim alternative educational setting for not more than 45 school days without regard to whether the behavior is determined to be a manifestation of the child's disability if the child: 1. carries or possesses a weapon at school, on school premises, or to a school function; 2. Knowingly possess or uses illegal drugs or sells/solicits sale of a controlled substance while at school, on school premises, or at a school function; or 3. has inflicted serious bodily injury upon another person while at school, on school premises, or at a school function.
 - On the date on which the decision is made to make a removal that constitutes a change of placement of a child, the system will notify the

parents of that decision and provide the parents a copy of Special Education Rights (procedural safeguards).

- Within ten (10) school days of any decision to change the placement of a child with a disability due to a violation of code of student conduct, a manifestation determination hearing is scheduled to include the LEA, the parent, and relevant members of the IEP team. The team must review all information in the student's file including the child's IEP, any teacher observations, and any relevant information provided by the parents to determine if:
 - the conduct in question was caused by or had a direct substantial relationship to the child's disability or
 - the conduct in question was a result of the LEA's failure to implement the IEP.
- If either of the above is true, the conduct is a manifestation of the disability. The LEA must remedy the deficiencies by conducting a functional behavioral assessment (unless one was conducted in the previous 18 months prior to the behavior resulting in this change of placement) and implementing a behavior intervention plan.
- If a behavior intervention plan has been developed, it shall be reviewed and modified as necessary to address the behavior.
- If the IEP Team decides that the behavior is a manifestation, the student is returned to the placement from which he/she was removed unless the parent and the LEA agree to a change of placement as part of the modification of the behavioral intervention plan, or the student is removed due to a violation regarding Special Circumstances: weapons, drugs, or inflicting serious bodily injury.
- If the behavior is not a manifestation of the student's disability, relevant disciplinary procedures for students without disabilities may be applied in the same manner and for the same duration, except that the student shall continue to receive educational services to enable the student to participate in the general curriculum through another setting, and to progress toward meeting the goals in the IEP. The student must receive, as appropriate, a functional behavioral assessment, and behavioral intervention services and modifications designed to address the behavior violation so that it does not recur.

- II. The Calhoun County Board of Education ensures its commitment to implement the AAC 290-8-9-.09 and 34 CFR \$300.520 and 34 CFR \$300.530-53.

CHAPTER 9
FINANCIAL REQUIREMENTS

Education Agency: Calhoun County Schools

IDEA Flow-Through Funds

- I. The public agency will submit an LEA Plan and meet the requirements of federal statutes and regulations [LEA Application and Assurances – 34 CFR §300.200; EDGAR 34 CFR §76.400-401].

Fund Obligation

- II. The public agency will describe how it will use IDEA Part B and Preschool funds by completing the annual budget application data requirement and submitting it to the Alabama State Department of Education for approval prior to the receipt of funds [EDGAR 34 CFR §76.703; 76.707-710; and 34 CFR §80.23].

Fund Obligation during Carryover Period

- III. The public agency will obligate remaining funds during a carryover period of one additional fiscal year if funds have not been obligated by the end of the fiscal year that funds were appropriated. Obligations made during the carryover period are subject to current statutes, regulations, and applications [EDGAR 34 CFR §76.709].

Allowable Activities

- IV. The public agency will ensure its use of Part B IDEA funds to pay for allowable activities of providing special education and related services [34 CFR §300.16 & 300.202; OMB Circular A-87 & A-133].

Allowable Costs/Cost Principles

- V. The public agency will ensure its use of Part B IDEA funds to pay excess cost of providing special education and related services [34 CFR §300.16 & 300.202; OMB Circular A-133] and ensure that costs are necessary, reasonable, and allocable [OMB Circular A-87; EDGAR 34 CFR §80.22].

Excess Cost

- VI. The public agency will use funds provided under Part B of the IDEA only for costs which exceed the amount computed under Appendix A to Part 300 – Excess Cost Calculation and that are directly attributable to the education of children with disabilities [34 CFR §300.16 & 300.202; Appendix A to Part 300; EDGAR 34 CFR §80.26 & OMB Circular A-133].

Supplement not Supplant

- VII. The public agency will use funds provided under Part B of the IDEA to supplement and, to the extent practicable, increase the level of state and local funds expended for the education of children with disabilities, but in no case to supplant those state and local funds [34 CFR §300.162(c) & 300.202(a)(3)].
- VIII. The public agency will ensure that it does not commingle IDEA funds with state funds and expend funds appropriately [34 CFR §300.162(b)].

Fiscal Control and Fund Accounting

- IX. The public agency will use fiscal control and fund accounting procedures that ensure proper disbursement of and accounting for Federal and state funds [EDGAR 34 CFR §76.702]

Maintenance of Effort (MOE)

- X. The public agency will ensure to maintain effort, including exceptions and adjustments to MOE [34 CFR §300.203-205].

Coordinate Early Intervening Services (CEIS)

- XI. The public agency will ensure that, if significant disproportionality is identified, the LEA will use 15% of its IDEA Part B and Preschool allocations for CEIS [34 CFR 300.646(b)(2)] and will track and report the number of children served and, subsequently, the number of children who will receive special education and related services under Part B of IDEA during the preceding two year period for CEIS [34 CFR 300.226].

Equitable Services (Proportionate Share for Eligible Private School Students with Disabilities)

- XII. The public agency will spend its proportionate share of IDEA funds on equitable services for parentally-placed private school children with disabilities [34 CFR 300.132-300.137].
- XIII. The public agency will ensure that the proportionate share funds do not benefit a private school, the appropriate use of public and private school personnel to provide equitable services and the proportionate share funds remain in control of the LEA [34 CFR §300.141-300.142 & §300.144(a)]

CHAPTER 10
ADMINISTRATION

Education Agency: Calhoun County Schools

Implementation of State and Federal Laws and Regulations

- I. The public agency ensures that it will implement the Alabama State Plan for Special Education, the Alabama Administrative Code, and all state and federal laws and regulations applicable to children with disabilities [34 CFR §300.200].

Information for SEA

- II. The public agency ensures that it will provide information necessary to enable the ALSDE to carry out its duties under Part B of the IDEA, including, with respect to 34 CFR §300.157, information relating to the performance of children with disabilities participating in programs carried out under Part B of the Act [34 CFR §300.211].

Policies, Procedures and Programs

- III. The public agency ensures that it will have in effect policies, procedures and programs that are consistent with state policies and procedures, including the use of any required state forms [34 CFR §300.201].

Reports and Records

- IV. The public agency ensures that it will maintain records and afford the ALSDE access to records which verify the correctness of information submitted [EDGAR 34 CFR §76.722; 76.730; 76.731& 76.740].

School-wide Programs

- V. The public agency will use funds under Part B of the IDEA to carry out school-wide programs under Section 1114 of the ESEA, not to exceed the amount received by the LEA under Part B of this Act for that fiscal year [34 CFR §300.206].

Accessible Instructional Material

- VI. The public agency ensures that it will provide instructional materials in accessible format to blind persons or other persons with print disabilities [34 CFR §300.210(2)-210(3)].

Public Availability of Eligibility Documents

- VII. The public agency ensures that it will make available to parents of children with disabilities and to the general public all documents related to the eligibility of this agency under Part B of the IDEA [34 CFR §300.212].

Records Regarding Migratory Children with Disabilities

- VIII. The public agency ensures that it will implement Section 1308 of the ESEA to ensure linkage of records pertaining to migratory children with disabilities for the purpose of electronically exchanging, among the states, health and education information regarding those children [34 CFR §300.213].

Local Charter Schools Treated as a Public School

- IX. The public agency ensures that children with disabilities attending charter schools are served in the same manner as the public school children including providing supplementary and related services on site at the charter schools to the same extent as other public schools [34 CFR §300.209(b)(i)].